Framework Implementation Options & Recommendations

Massachusetts Department of Higher Education:

Student Success Framework

May 27, 2022

Deloitte.

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Contents

How to Review the Framework for Support Services for Student Success

The Deloitte team is pleased to present this draft of the final deliverable to the Student Success Committee for review and feedback. The draft contains the following key elements:

1. **Project Overview and Context**: a brief overview of the scope, process and critical inputs into the Framework.
2. **Guiding Principles**: a set of penetrating values to guide and align the recommendations and implementation.
3. **Framework Components**: a conceptual model that defines the scope of support services and defines the components.
4. **Recommendations**: the operationalization of the framework into clear aspirational recommendations and actions steps.
5. **Implementation Pathways**: a path to group recommendations into broader priorities with maturity and ROI analyses.
6. **Evaluation Plan**: ensuring the framework and its associated recommendations are having the intended impact.
7. **Appendix**: additional detail that is referenced throughout the document.

The **framework components** are meant to be the *holistic and comprehensive model* for support services for student success. Whereas the **recommendations** *operationalize* that framework relative to gaps and opportunities identified during the current state analysis. While current state information is presented relative to the recommendations, this document is not meant to duplicate the current state analysis and the documents should be seen as companions to meet the scope of the project. Elements of the phase three deliverable have been matured and altered considerably based on feedback received and integrated into this document. **Implementation pathways** help to thematically collect the recommendations and demonstrate the interconnectedness of recommendations in service to a broader aim. The **Evaluation tool** will guide the system toward assessing the efficacy of the pathways that have been pursued.

Project Overview & Context

Our Approach | Overview of the Process

Deloitte implemented a phased approach that included a current state analysis of student support structures and practices, the establishment of key components of a strategic framework for student success for student support services, and developed implementation pathways, recommendations, and communication materials for sharing project outcomes.

ASSESSED CURRENT STATE OF STUDENT SUCCESS STRUCTURES & PRACTICES

Engaged nearly **300** stakeholders via interviews & focus groups.

Conducted an environmental scan, identified best practices, and benchmarked Massachusetts against **5** peer states.

Analyzed the DHE HEIRS Database, **214** campus files, and IPEDS data from across the system as well as Peer States.

DEVELOPED KEY COMPONENTS OF THE STRATEGIC FRAMEWORK

Findings from current state analysis guided the design of proposed components of the framework for student success support services.

Conducted **3** stakeholder review sessions to obtain feedback and gather insights on proposed framework, guiding principles, recommendations, and key metrics.

FINALIZED IMPLEMENTATION OPTIONS, RECOMMENDATIONS AND COMMUNICATIONS

Conducted **9** sessions to socialize proposed final Strategic Framework and confirmed alignment with the Strategic Plan for Racial Equity.

Finalized the Strategic Framework including recommendations, proposed implementation pathways and evaluation approach.

Created communication materials for outreach to share project outcomes.

Our Approach| Key Areas from the Current State Analysis

Given the scope of work, interview themes and national trends, the following areas emerged as focus areas for Deloitte's assessment of student success structures within the Massachusetts in-scope institutions and public higher education system more broadly.

ENTRANCE AND EARLY MOMENTUM

Early college credit and GPA-focused admission policies lower barriers to entry. Shifting dev ed toward co-req models prevents stalling of momentum.

ADDRESSING FINANCIAL BARRIERS

Financial barriers include tuition and fees, books, housing and food. Non-zero EFC students in low-to-moderate income brackets need added support.

PURPOSE-DRIVEN PATHWAYS

Students need a destination that drives their engagement and effort. Once a goal is established, they need clear but flexible pathways and maps to get there.

ACADEMICS REIMAGINED

Culturally sensitive and responsive pedagogy, flexible hybrid course access, accelerated semesters, and engaged faculty all help to create student-ready institutions.

HOLISTIC SUPPORT SERVICES

Best in class services such as cohort-based models, case management, intrusive advising, embedded tutoring and mental health supports are needed.

DATA TRACKING AND UTILIZATION

Data gathering, sharing, automation, and utilization needs attention as an enabler of long-term success. Predictive analytics can be used for early intervention.

EXTERNAL PARTNERSHIPS

Breaking down siloes within and among institutions across the system is a key to transforming the competitive landscape to a cooperative one. Leverage non-profit national models when possible.

CROSS-SYSTEM INTEGRATION

Success is about students achieving their goals, not graduating from one institution. Work collaboratively across the system to graduate students and showcase and reward those results.

The Massachusetts System Analysis slides below will explore each of these areas in depth.
Please note the icon associated with each area as it is used to mark the analysis area for each slide within the detailed analysis section.

Framework Alignment | Ongoing & Previous Initiatives

The Framework for Student Success for Support Services aligns with initiatives focused on racial equity* and is intended to benefit MASSGrant Plus recipients across the Commonwealth.

The Equity Agenda

The Strategic Framework is designed to align with the Equity Agenda's goals and Equity Principles in that the planning and implementing for the framework contains structures, processes and policies that enhance the tracking and reporting of first-year success metrics for completion of college-level courses, as well as increasing persistence and graduation rates for students of color and MASSGrant Plus recipients.

MASSGrant Plus

The Strategic Framework is designed to align with the MASSGrant Plus program in order that the framework recommendations target students of color, as well as low-income students and those receiving financial aid through this program.

Strategic Framework for Support Services for Student Success

Strategic Plan for Racial Equity

The Strategic Framework is designed to also align with the Strategic Plan for Racial Equity in order that the student support structures are designed and enhanced with an equity lens and intentionality towards eliminating racial disparities for students of color while taking into consideration their intersecting identities, particularly those related to learner type.

Student Bill of Rights

The Strategic Framework is informed by the Student Bill of Rights, included in the New Undergraduate Experience (NUE) Report, in order that as the framework is implemented attention should be given to ensure structures, policies and processes align with student rights.

New Undergraduate Experience (NUE) Report

The Strategic Framework design is informed by the NUE Report in order that the framework is aligned with the collective vision for the cultural, curricular, pedagogical, and structural changes necessary for a public higher education transformation across the Commonwealth.

* See Appendix for a more detailed presentation of each initiative's key aims, elements and/or priorities.

# Support Along the Way| Scope of Support Services

To achieve the ambitious Equity Agenda goals, supports along the entire journey from pre-admission to post-graduation will be required. Academic support alone is inadequate for moving the needle on graduation rates, particularly for students of color and low-income students.

Entrance & Early Momentum: Early groundwork includes developing trust in communities of color, expanding Early College programs and removing barriers to momentum such as developmental education.

Financial Support and Removing Basic Need Barriers: Academic supports do little good when students can't afford the total cost of attendance and/or are facing homelessness, hunger or transportation issues.

Aligning Purpose and Program: Early advising integrated with career education and experiential opportunities will help to eliminate inefficient career exploration that happens with eclectic course selection over multiple semesters and years.

Clear Pathways with Transfer Support: Accelerating and supporting the process of accumulating credits, stacking credentials and navigating the multi-institutional pathway that students often take to collect their portfolio of degrees and employable experiences.

Post-Credential Planning and Engagement: Graduation is not the students only goal. They engaged in the degree to earn a better-than living wage in a career of meaning. Students need support to navigate the employment landscape as they approach and past graduation.

Support Ecosystem | The Village Surrounding Students

Wrap-around supports are a village surrounding students throughout their journey. The challenge is coordinating and optimizing these vast resources, and equipping these people with the information, professional development, and collaborative processes to enable student success.
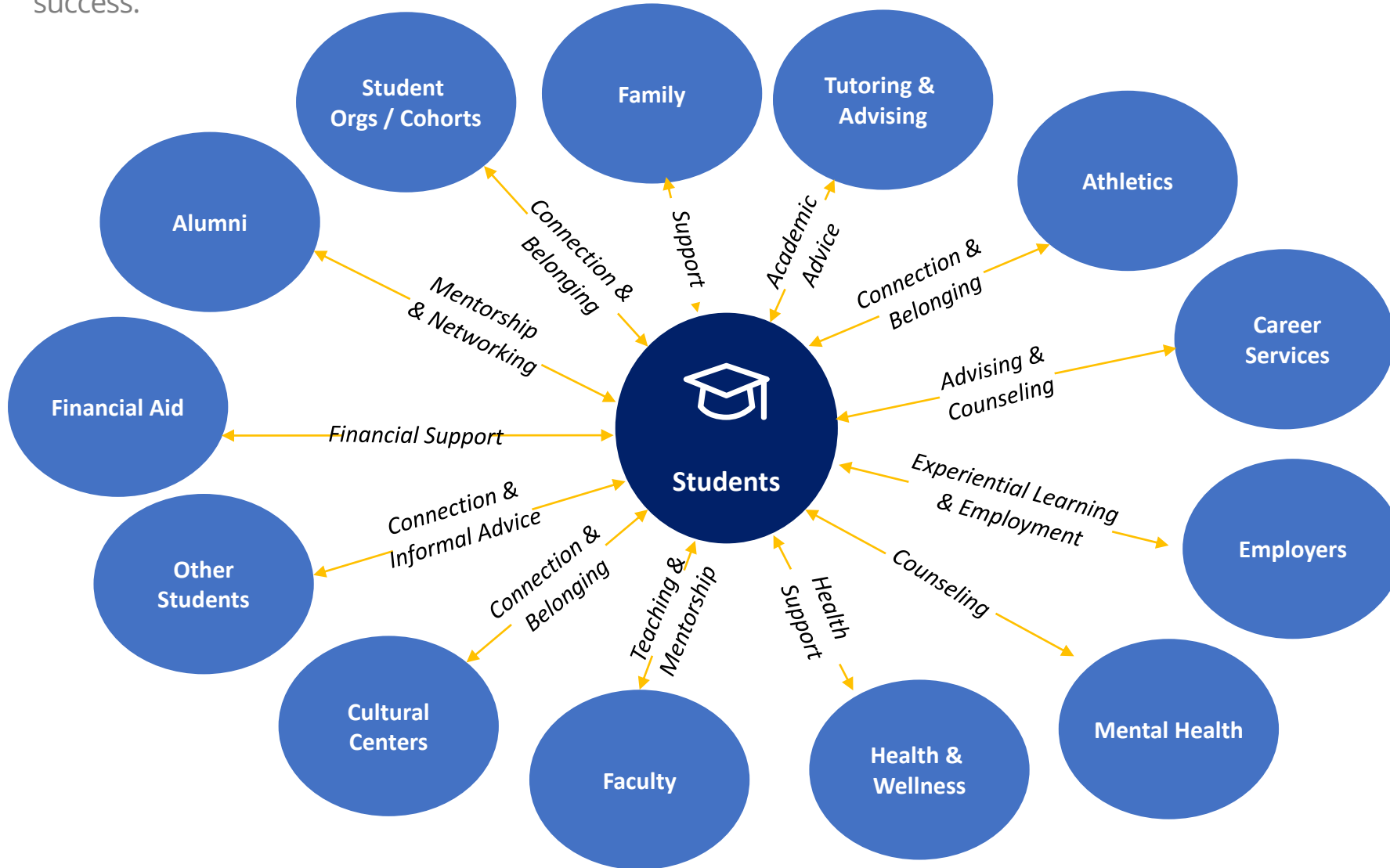
FOCAL POINTS

- Not all students enjoy the same wrap-around ecosystem of supports. Students of color and low-income students have the lowest levels of support. However, niche programming has been focused on those groups.

- Not all institutions currently offer the same level of service for each of these supports, with community colleges in particular having a scarcity of resources.

- Connecting students to and coordinating components of the ecosystem takes intentional structuring of these supports, enhanced by data and sustainable processes.

Guiding Principles

Guiding Principles | Student Support Services (1 of 2)

The following are proposed guiding principles that will help to align and inform our recommendations and serve future iterations of the framework.

Racially Equitable

Promoting racial equity through the design and implementation of holistic support services using an asset-based approach that support students of color intellectually, mentally, socially, and physically and celebrates the strengths, assets and cultural wealth they bring to the educational experiences and institutions across the Commonwealth. [1]

Collaborative

Sharing data, best practices, aligning curricula for ease of transfer and resource sharing will create a system dedicated to collective student success.

Data-Informed

Leverage, duplicate and expand upon exemplar institutions with a mature state of data literacy and capabilities. Focus on disaggregated data capture and utilization with sharing of best practices so institutions at a lower-level of maturity in this area can accelerate their development.

Flexible

Institutions may differ in the unique communities they serve, organizational structures, and access to resources. Institutions can adopt and move toward a shared framework of support services for student success while also being responsive to community needs, unique cultures and resources through Individualized approaches.

1. The New Undergraduate Experience: A Vision for Dismantling Barriers, Recognizing Students' Cultural Wealth, and Achieving Racial Equity in Public Higher Education in Massachusetts. January 14, 2022.

The following are proposed guiding principles that will help to align and inform our recommendations and serve future iterations of the framework.

Scalable

Shift from pilot programs and models that serve a limited number of students to intentionally designing programs and services for large scale impact. This includes ensuring resources, infrastructure and processes are in place to scale programs and services that have proven to promote student success.

Sustainable

Designing and implementing holistic support services with long range intentionality and having a plan to provide long-term financial resources, staffing and infrastructure with iterative and continuous improvement as an integral part of any sustained effort.

Student Aligned

Policies, processes and support services must align with the needs and lifestyles of emerging student populations inclusive of students of color, low-income students, post-traditional and part-time students.

Community Integrated

The system and its institutions work with and for their surrounding communities in order to build trust, provide and leverage services to improve student outcomes and offer programs congruent with local labor markets. The institution seeks guidance and support from community leaders during change processes.

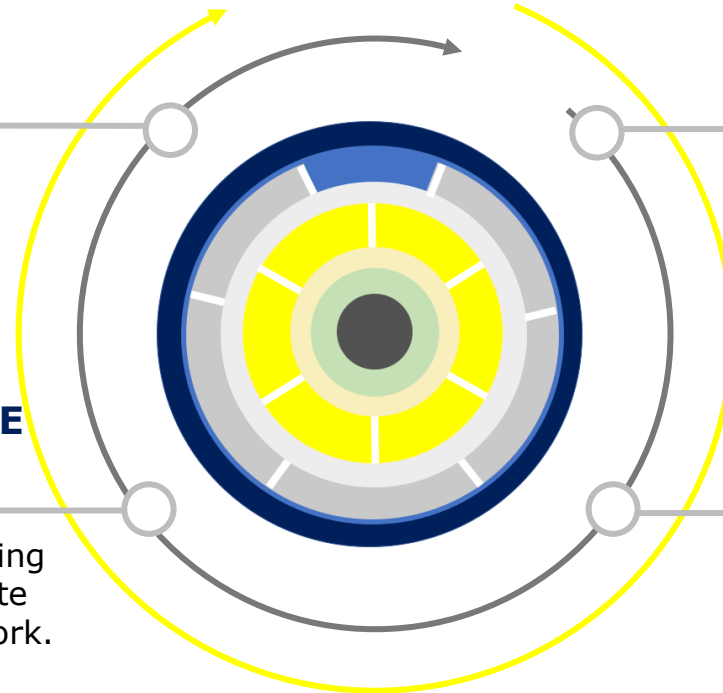# **Guiding Principles |** Relevance to the Framework

The guiding principles are a set of high-level aspirations that helps inform the current and future iterations of the framework.

CONNECTIVE TISSUE FOR RECOMMENDATIONS

Each recommendation that emerges from within the framework will be aligned with at least one and often multiple guiding principles.

GUIDEPOST FOR FUTURE ITERATIONS OF THE FRAMEWORK

This framework will need to evolve and be responsive to future pressures the system may not be able to anticipate and these principles can help guide periods of uncertainty.

EVALUATION APPROACH FOR FUTURE OPPORTUNITIES

As investment opportunities arise, a set of guiding principles will enable decision makers to evaluate those opportunities with respect to the framework.

MEANS TO ALIGN DIFFERENT INSTITUTIONS AND SEGMENTS

While segments and institutions throughout the system may have unique structures or communities they serve, all can align on these principles.
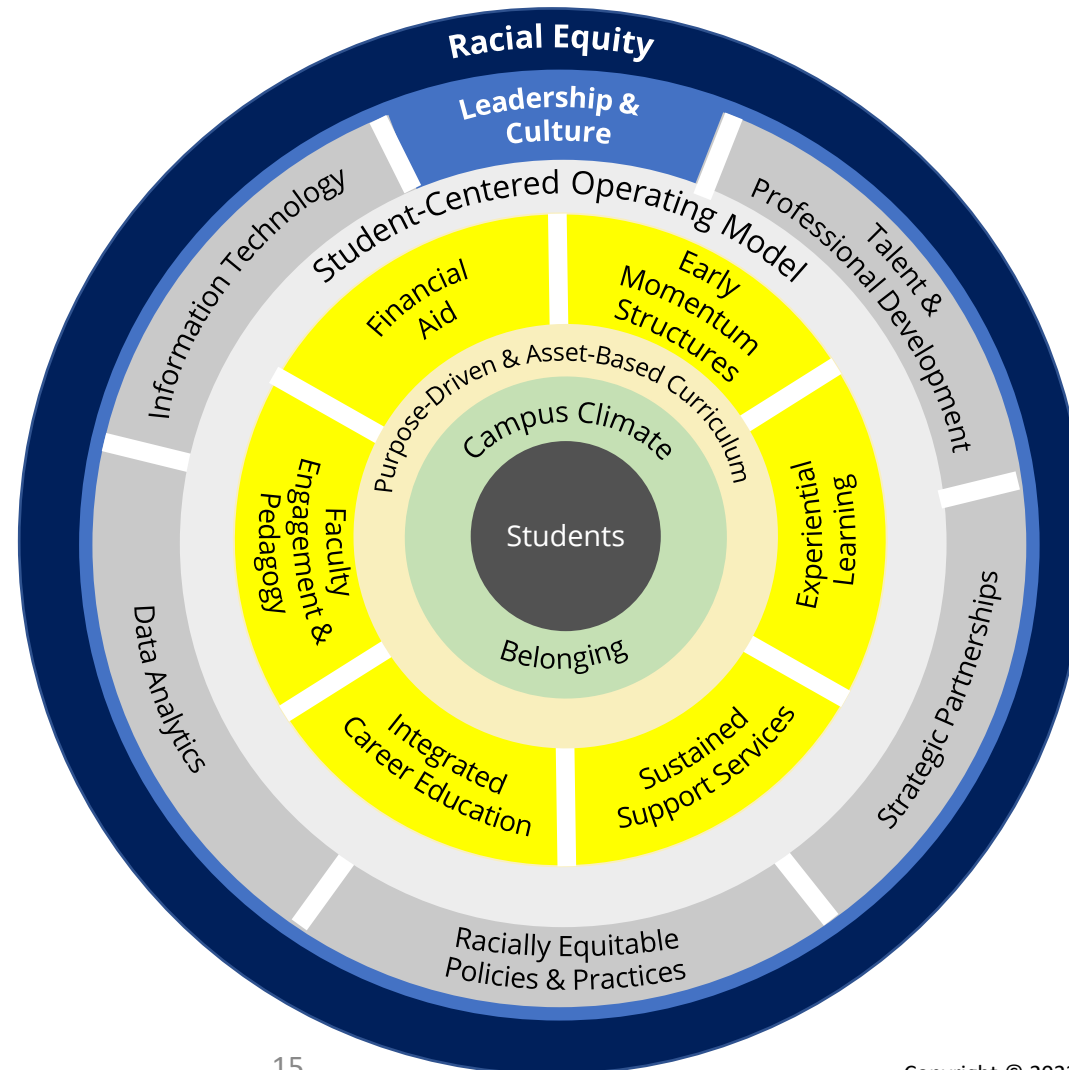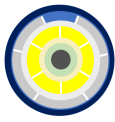
Framework Components

A Framework for Student Success | Conceptual Model

A framework for support services for student success that can rise to the challenges and aspirations of The Equity Agenda must be holistic and comprehensive, while also identifying the strategies and components for the highest impact and be infused with an equity mindset.

1 **Framework Foundations** wrap around the framework as all encompassing and through which all components within that circle are considered.

2 **Operating capacities** support the interventions and enable them to operate in an environment that cultivates a student-center operating model.

3 **Holistic Student Supports** are student-facing programs and services designed to improve student outcomes and support students as they engage in a purpose-driven curriculum.

Framework Components

Racial Equity

Leadership & Culture

Information Technology

Student-Centered Operating Model

Talent & Professional Development

Financial Aid

Early Momentum Structures

Purpose-Driven & Asset-Based Curriculum

Campus Climate

Faculty Engagement & Pedagogy

Students

Experiential Learning

Belonging

Data Analytics

Integrated Career Education

Sustained Support Services

Strategic Partnerships

Racially Equitable Policies & Practices

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Framework Components | Framework Foundations

Framework Foundations are essential for the successful application of the strategic framework to enhancing student support services.

Racial Equity
- Designing a system of student-ready institutions that provide affordable access to equitable and racially just higher education, recognize the cultural wealth of students of color, and transforming programs, policies, and practices to eb anti-racist, equity minded, and responsive to the needs of students of color. [1]

Leadership & Culture
- Leaders define culture through their tone and nomenclature, through their priorities and the metrics they gather as well as the accountability structures they deploy.
- Leadership sets the prioritization and intention of campus programs. Aligning campus resources and budget to a long-term and sustainable vision aimed at closing racial gaps in student success will help reduce initiative fatigue born from recurring niche programs and leadership agenda changes.

Student-Centered Operating Model
- Reimagining student support services to provide a seamless and integrated educational experience where students' career goals are aligned with the curriculum and support services are unavoidable, available and connected.

Purpose-Driven Asset-Based Curriculum
- Academic pathways and curriculum maps that align degree and credential requirements with a student's career goals that are designed to recognize the cultural wealth of students of color and prepare students to fulfill their potential.[1]

Campus Climate & Belonging
- Ensure the system and its institutions are promoting a culturally sustainable and safe campus climate for all students to thrive with particular attention to students of color. Cultivating inclusive environments that promote a sense of belonging for students socially, academically, as well as inside and out of the classroom.[2] Prioritizing culturally sensitive and responsive policing via Campus Safety.

1. Draft of Massachusetts Department of Higher Education Strategic Plan for Racial Equity. February 25, 2022
2. The New Undergraduate Experience: A Vision for Dismantling Barriers, Recognizing Students' Cultural Wealth, and Achieving Racial Equity in Public Higher Education in Massachusetts. January 14, 2022.

Framework Components | Operating Capacities

Operating capacities enable holistic student supports to function in an environment that cultivates a student-center operating model. The following framework components will help to operationalize the recommendations.

Leadership & Culture

Higher education leaders across the Commonwealth impact the institutional culture around student success through their priorities, strategic vision, and resource allocation.

- Campus-wide alignment and communications.
- Executive performance metrics aligned with student success outcomes.
- Accountability for racially equitable policies and practices.
- Resource allocation to support student success initiatives.

Racially Equitable Policies & Practices

Policies and practices affecting academic probation and persistence, financial aid, inclusion and access to resources and similar should be evaluated with an equity lens.

- Racially-equitable policies and processes at system and institutional levels.
- Policies and practices that eliminate barriers to access.
- Entrance and placement requirements that employ multiple methods or self-selection.

Strategic Partnerships

Relationships between institutions and with community partners help to serve students education and career goals and support them in persistence through their educational journey.

- Support for students within and across institutions.
- Relationships with community organizations
- Collaboration over competition between institutions.
- Non-profit higher ed support organizations that support data, leadership, promote collaboration
- Regional hubs to combine resources and services to meet student needs.
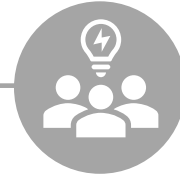
Talent & Professional Development

Training to improve competence / effectiveness for all employees with an emphasis on developing cultural competencies, and awareness of culturally responsive and trauma-informed practices.

- Professional development aligned with student success outcomes.
- Faculty availability to participate in professional development.
- Specialized opportunities that emphasize cultural competencies, awareness of culturally responsive and trauma-informed practices.
- Hiring practices that align with institutional equity goals.

Data Analytics

Collection and utilization of disaggregated data with the intention to help drive data-informed decision making on campuses involves Institutional Research departments as well as leadership across campus valuing and prioritizing data.

- Professional development that builds data literacy.
- Predictive analytics to identify student risk factors prior to the need for interventions.
- Consistent data tracking systems for improved data sharing.
- Incorporating institutional research staff in student success initiatives.
- Disaggregated data with an equity lens.

Information Technology

Software utilized by the institution to collaborate, communicate, and report information among all parts of the campus, and between campuses. Infrastructure enhancements to support an increasingly remote student engagement culture.

- System-wide student information platform.
- Consistent data practices for updated and accurate information.
- Student success metrics to inform data collection and processes.
- Include Information Technology (IT) staff in student success initiatives.

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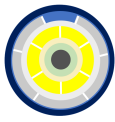
Framework Components | Holistic Student Supports

Holistic Student Supports are student-facing programs and services designed to improve student outcomes and support students as they engage in a purpose-driven curriculum. The following are the primary support services that are prioritized by the Framework.

Early Momentum Structures

Programs that provide opportunities for students to connect with institutional support services, resources and / or accumulate credits either prior to their first semester and / or early in their educational journey.

- Expansion of Early College program
- First-year and Bridge programs
- Living learning communities
- Meta-Majors
- Early credit accumulation
- Developmental Education
- Credit for prior learning
- English Language Learners (ELL) pathways

Experiential Learning

Opportunities for students to align curricular and co-curricular experiences that provide opportunities for students to apply concepts and explore potential career interests.

- Emphasis on out-of-classroom learning opportunities.
- Cohort-based programming that promotes belonging.
- Service-learning opportunities.
- Internship experience and credit for learning.

Sustained Support Services

Services offered throughout the student journey that are intentionally designed to address academic and personal needs of students and provide a seamless connection to those resources.

- Mental Health
- Case Management
- Intrusive Advising
- Accessibility Services
- Peer-to-Peer Support
- Cohort-based programs
- Ideally, these services are organized within a one-stop model for support services as well as enhanced through a shared services model between institutions.
* See next slide for details.

Integrated Career Education

Designing curriculum and advising services with an integrated approach to career exploration and development of professional skills that allows for a more purpose-driven and efficient academic journey.

- Career focused curriculum.
- Early career engagement.
- Community industry partnerships.
- Deployment of career education and advising tools.

Faculty Engagement & Pedagogy

Structurally embedded opportunities for faculty to engage with students, formally and informally. Design equity-minded pedagogy that is culturally responsive and trauma-informed.

- Centers for Teaching and Learning.
- System-wide best practice collaboration.
- Data literate faculty to enhance early interventions.
- Professional and faculty hybrid advising model.
- Mentoring, academic and career support.
- Pedagogical practices that promote a sense of belonging.

Financial Aid

Identifying opportunities to address student's financial needs by examining policies and procedures that act as barriers to accessing aid, as well as leveraging campus and community resources to meet cost of living and educational expenses.

- Financial aid policy and process redesign.
- Technology to improve financial aid processes.
- Aid programs to meet unmet need and total cost of attendance.
- Financial literacy programs.
- Financial aid application assistance.
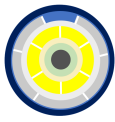
Framework Components | Deep Dive on Sustained Support Services

While all the supports such as financial aid, career education and faculty engagement are critical support structures, the following are central support services that must be sustained over the student journey and are likely key candidates for one-stop support services integration.

Critical support services to sustain throughout the student journey:
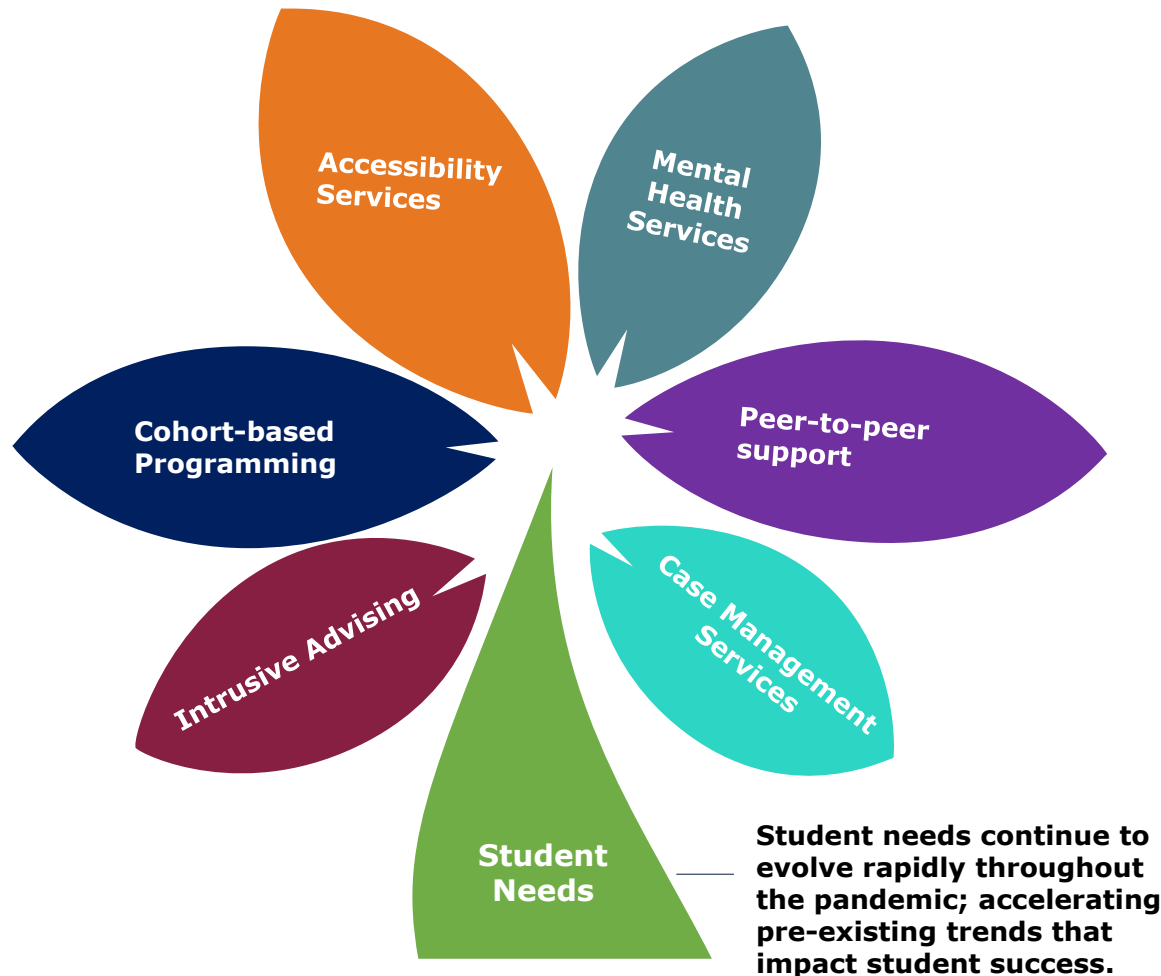
Intrusive Advising
This concept is based on the practice of proactive outreach to students to gain early and frequent awareness of academic and other issues that could be a barrier to success.

Cohort-based Programming
Creating small and closely affiliated groups supports an increased sense of belonging to a community within the institution and encourages informal peer support.

Accessibility Services
A rapid growth in the number and percentage of students needing accommodations has been well-documented.

Mental Health Services
Higher education has been grappling with a mental health crisis for years and exacerbated by the pandemic where resources and cross-training are needed. Racial diversity within counselor pools is also needed to improve utilization.

Peer-to-peer support
Peer mentoring, tutoring services and particularly embedded tutoring support has been working through various Massachusetts campuses.

Case Management Services
Provides a single point of contact and enables triage and follow-up of service referrals across the campus. Serves to build rapport and connection.

Student needs continue to evolve rapidly throughout the pandemic; accelerating pre-existing trends that impact student success.

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Recommendations

How to Review the Recommendations of the Framework

The recommendation section is broken down into two components:

1. The **overview slides** (3 of them) present a consolidated view of the high-level recommendations stated in an aspirational and directional sentence with notations on how that recommendation is aligned to the Framework components and the guiding principles. This enables a quick overview of the recommendations for discussion purposes.

2. The **detailed recommendation slides** take each of the **15 recommendations** and provides current state context, a rationale for the recommendation, it's implication for racial equity and then an additional slide that provides implementation details inclusive of action steps, metrics, accountabilities and future state best practices.

No prioritization of recommendations is implied by their numbering. In the following section on Implementation Pathways, the recommendations are further grouped under a higher-level aspiration, or aim, and a state of maturity assessment is offered for the system relative to the elements of that pathway. Prioritization of the recommendations, as well as future evaluation of the recommendations, should be done at the level of the implementation pathway.

3. The recommendations have been grouped by **Implementation Pathways**, which are broader aims that can be prioritized at the system or campus level. Implementation Pathways are key to organizing the 15 recommendations and subsequently evaluating progress toward a more mature state in each of these areas.

The following proposed high-level recommendations are intended to help operationalize the Framework in supporting student success, particularly for students of color and low-income students, within the Massachusetts community colleges and state universities. Many of these recommendations build upon existing and ongoing effort at the DHE and individual campuses.

#	Recommendation	Framework Alignment	Guiding Principles Alignment
1	**Expand one-stop models of student support** to create seamless service delivery with essential student-facing functions of the student experience from matriculation to graduation.	Sustained Support Services / Student Centered Operating Model	Student Aligned, Scalable, Collaborative, Flexible
2	**Explore utilization of a shared services model** for essential support functions that can be institutionally agnostic, such as mental health counseling, academic tutoring for English and math, library and writing support services and career education in order to improve access and efficiency of support services among regional hubs of institutions.	Sustained Support Services / Strategic Partnerships	Racially Equitable, Student Aligned, Collaborative, Sustainable
3	Expand **peer-to-peer support** systems and race-conscious **cohort-based** programming to foster a sense of connection and **belonging** to the campus community.	Sustained Support Services	Racially Equitable, Scalable, Student Aligned
4	Expand **single point of contact**, **case management** models, and provide **sustained proactive outreach** to students via their primary points of contact.	Sustained Support Services	Collaborative, Data-Informed, Scalable, Sustainable, Student Aligned
5	**Integrate faculty into the support services** with early warning systems, shared data, case management meetings, and a **combined faculty and professional advising model**.	Faculty Engagement & Pedagogy / Sustained Support Services	Collaborative, Data-Informed, Sustainable, Student Aligned

Legend:
- Racially Equitable
- Collaborative
- Data-Informed
- Flexible
- Scalable
- Sustainable
- Student Aligned
- Community Integrated

The following proposed high-level recommendations are intended to help operationalize the Framework in supporting student success, particularly for students of color and low-income students, within the Massachusetts community colleges and state universities. Many of these recommendations build upon existing and ongoing effort at the DHE and individual campuses.

#	Recommendation	Framework Alignment	Guiding Principles Alignment
6	**Integrate career education and related services** into curriculum and early advising while **enhancing experiential learning opportunities** aimed at career and academic alignment. Work with institutions and students to understand which **career development tool(s)** are most helpful and **could be developed and customized as a shared service.**	**Integrated Career Education** / **Purpose-Driven & Asset-Based Curriculum**	
7	**Expand the use of meta-majors** to ensure that once career aspirations and academic programs are aligned, **a clear curricular pathway with flexible options** exists for students.	**Purpose-Driven & Asset-Based Curriculum** / **Strategic Partnerships**	
8	**Enhance collaboration, resource sharing, and transfer pathways between institutions** by expanding and establishing new **regional hubs.** It is	**Strategic Partnerships**	
9	**Streamline financial aid programs and administration** while **expanding financial aid resources to meet unmet need to cover total cost of attendance** (tuition, fees, books, supplies, room and board).	**Financial Aid**	
10	**Continue to provide and expand upon existing holistic supports for basic need assistance** for transportation, housing, food, and childcare in alignment with the recommendations from the Basic Needs Security (BNS) Advisory Committee.	**Strategic Partnerships** / **Sustained Support Services**	

Racially Equitable · Collaborative · Data-Informed · Flexible · Scalable · Sustainable · Student Aligned · Community Integrated

The following proposed high-level recommendations are intended to help operationalize the Framework in supporting student success, particularly for students of color and low-income students, within the Massachusetts community colleges and state universities. Many of these recommendations build upon existing and ongoing effort at the DHE and individual campuses.

#	Recommendation	Framework Alignment	Guiding Principles Alignment
11	**Expand co-requisite model** for college-level English and math and **eliminate the use of standardized tests for assessment and placement. Improve Developmental Education with equity-minded practices** in line with the Strategic Plan for Racial Equity.	**Early Momentum Structures**	
12	**Support the intended scaling of Early College programming** by **building administrative capacity**. Use existing and proposed funding to **enhance support services with proactive advising and academic support.**	**Early Momentum Structures**	
13	**Evaluate and ensure that equitable system-wide academic and administrative policies and practices** are culturally sensitive and responsive.	**Racially Equitable Policies & Practices**	
14	**Integrate professional development** opportunities into the talent experience of all faculty, staff and administrators that are designed and implemented with an anti-racist, socially just, holistic, and equity-minded lens, focusing on **developing cultural competencies** and **awareness of student success structures.**	**Talent & Professional Development** / **Faculty Engagement & Pedagogy**	
15	Ensure all campuses have **Centers of Teaching and Learning** that engage faculty in dialogue and development of **culturally responsive and trauma-informed teaching practices.** Encourage these campus centers to **collaborate across regions or system-wide.**	**Faculty Engagement & Pedagogy** / **Talent & Professional Development**	

Legend: Racially Equitable · Collaborative · Data-Informed · Flexible · Scalable · Sustainable · Student Aligned · Community Integrated

Recommendation #1 | Expand One-Stop Models of Support

Expand one-stop models of student support to create seamless service delivery with essential student-facing functions of the student experience from matriculation to graduation.

Current State Assessment Findings

Existence of One-Stop Models Across the Commonwealth

8 institutions provide a **one-stop model** for key student-facing support services.

Coordinated Approach to Student Support Services

Institutional stakeholders articulated the **need for additional one-stop models** to be implemented in order to provide a **coordinated approach** to **essential functional areas** and **enhance the student experience**.

Challenges to One-Stop Model Implementation

Challenges to creating one-stop models seem to be tied to **reporting structures** and **identifying which functions** to include in such a model. However, dotted line reporting can help to reduce this barrier.

One-Stop Models and Technology Platforms

There is an identified need to **adopt and fully-implement student success technology platforms** that track utilization of support services and facilitate cross-functional communication between staff and faculty, necessary for the success of one-stop models. **12 campuses currently have this.**

Rationale for the Recommendation

One-stop models for student support services provide a seamless experience for students to access support. By consolidating key functional student success, and often business services areas, both functionally and physically on campus the one-stop reduces confusion and eliminates barriers for students. Staff are cross-trained and serve students within a central collaborative model. Elements of the one-stop vary between campuses, but the intention is universally to make access to services easier for students.

Racial Equity Implication

Students of color are overrepresented in first-generation populations and overwhelmed by the multi-functional nature of campus environments and the educational experience. Designing support services in a centralized space allows for increased collaboration between functional areas, and enables necessary wraparound supports that incorporate social justice, asset-based, and racial equity-informed student success practices.
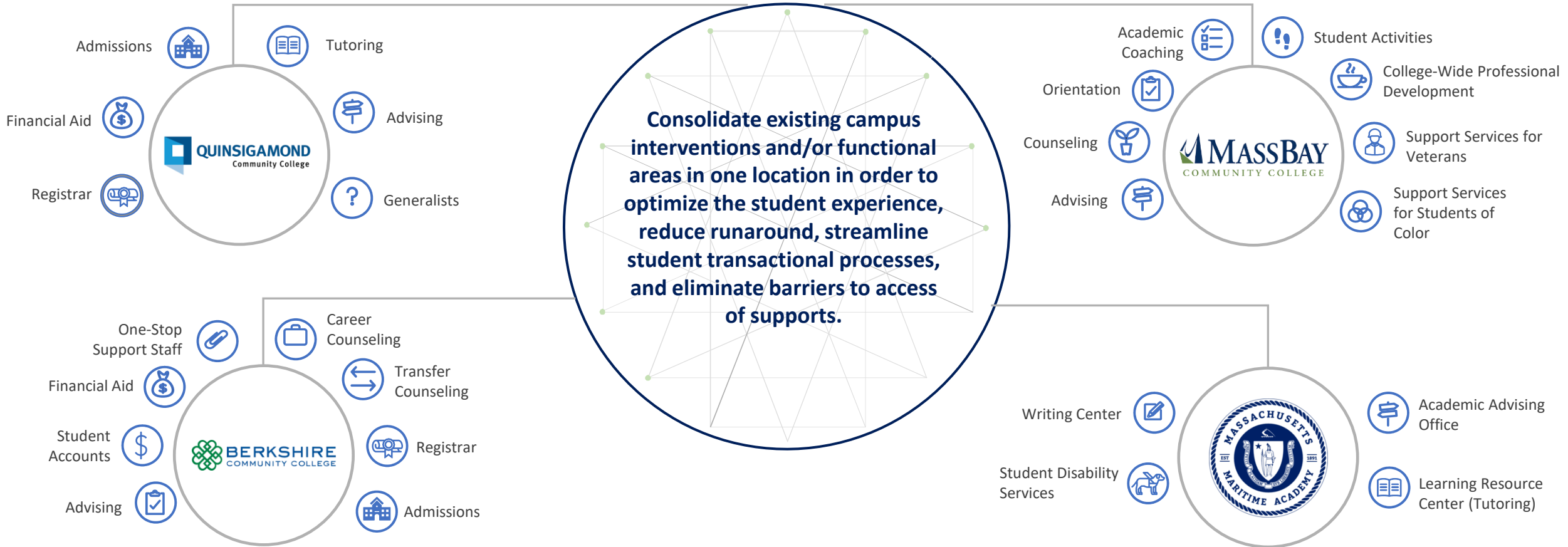
Recommendation #1 | Expand One-Stop Models of Support

Expand one-stop models of student support to create seamless service delivery with essential student-facing functions of the student experience from matriculation to graduation.

Implementation Overview

Campus Implementation Action Steps

🏆 Possible "Quick Win" Implementation
🚩 Aligned With Strategic Plan for Racial Equity

1 🏆 **Conduct a campus-level optimization analysis** — Conduct a campus-level analysis of what a one-stop model would ideally look like for each campus in response to its existing structures and opportunities to provide enhanced, streamlined, student-centered support services.

2 🚩🏆 **Identify essential services, technology and infrastructure** — Depending on gaps or barriers identified, campuses should evaluate the effectiveness of current structures, identify essential services for enhanced/new models, as well as technology and infrastructure capabilities.

3 **Establish administrative oversight and reporting** — Review best practices of existing one-stop models to inform organizational structure, essential services, and reporting structures for new/improved one-stops.

DHE/State Implementation Support

- Create a working group of system-wide stakeholders to share best practices, one-stop models, collaborate, and support the rollout of a student-centered operating model that expands the holistic student support services recommended in the Framework.
- Assess and provide support to enhance institutional-level data infrastructure and/or utilization of existing resources for implementation.
- Collect and share best practices to enhance and expand predictive data analytic capabilities and practices.
- Provide resources to support one-stop full functionality.

Key Metrics

➤ One-stop functional area utilization
➤ Disaggregated data of unique student utilization
➤ Student success outcomes

Accountability*

➤ One-Stop Leadership
➤ One-Stop Leadership & Directors of Functional Areas
➤ One-Stop Leadership, Academic & Student Affairs Administrators

Future State Best Practices

The one-stop model for support services reduces or eliminates barriers to both accessing support services and shuffling of students to various campus departments to complete essential tasks and gain support.

The one-stops provides a seamless experience with support services making it easier for students to get needed help to be successful in their academic endeavors as well as in navigating administrative requirements.

The one-stop allows for the consolidation of key functional student success areas and resources allowing for the re-allocation of resources to identified gap areas.

Accountable individual is a recommendation, can be updated by DHE or Institution.

Recommendation #1 | Expand One-Stop Models of Support

Expand one-stop models of student support to create seamless service delivery with essential student-facing functions of the student experience from matriculation to graduation.

Examples of One-Stop Models Throughout the Commonwealth

Consolidate existing campus interventions and/or functional areas in one location in order to optimize the student experience, reduce runaround, streamline student transactional processes, and eliminate barriers to access of supports.

QUINSIGAMOND Community College
- Admissions
- Tutoring
- Financial Aid
- Advising
- Registrar
- Generalists

MassBay Community College
- Academic Coaching
- Student Activities
- Orientation
- College-Wide Professional Development
- Counseling
- Support Services for Veterans
- Advising
- Support Services for Students of Color

BERKSHIRE Community College
- One-Stop Support Staff
- Career Counseling
- Financial Aid
- Transfer Counseling
- Student Accounts
- Registrar
- Advising
- Admissions

Massachusetts Maritime Academy
- Writing Center
- Academic Advising Office
- Student Disability Services
- Learning Resource Center (Tutoring)

One-stop models consist of different functional areas and student support services depending on the institution's administrative structure and desired student experience. Typically, the various functional areas reports up to an overall leadership role for the one-stop.

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Recommendation #2 | Shared Services for Student Support

Explore utilization of a shared services model for essential support functions that can be institutionally agnostic, such as mental health counseling, academic tutoring for English and math, library and writing support services and career education in order to improve access and efficiency of support services among regional hubs of institutions.

Current State Assessment Findings

High Percentage of Part-Time Students

Part-time students make up more than **60%** of total **students enrolled in community colleges** across the Commonwealth. **Part-time students spend less time on campus** so would benefit from remote access to campus resources.

Virtual Learning Accelerated

The pandemic has **accelerated adoption of a virtual student environment**. As a result, **institutions have offered virtual, in-person, options** for support services such as tutoring.

Many Institutions Offer 3rd Party Services

To increase accessibility of resources, many institutions in the Commonwealth are utilizing third party services such as **ThinkingStorm** for tutoring or **Christie Campus Platform** for mental health services.

No Institutions Are Using Shared Services

According to conversations with stakeholders, **no institutions are utilizing shared services between campuses**. This includes third-party services or student resource tools.

Rationale for the Recommendation

Sharing support services across institutions can improve access to services when institutions may be understaffed in those areas as a separate entity. Shared support services can be leveraged by a third-party vendor or created in regional hubs where costs are shared among institutions. This model is enabled by an increasingly remote environment and may have benefits beyond increased access, such as improving diversity of mental health providers that students can access, which is likely to increase utilization.

Racial Equity Implication

Through shared services, students of color, who are more likely to be part-time and/or hold a job while being a student, can access support when they need it and, in some cases such as mental health counseling, sharing support services can increase diversity of the available providers.

Recommendation #2| Shared Services for Student Support

Explore utilization of a shared services model for essential support functions that can be institutionally agnostic, such as mental health counseling, academic tutoring for English and math, library and writing support services and career education in order to improve access and efficiency of support services among regional hubs of institutions.

Implementation Overview

Campus Implementation Action Steps

🏆 Possible "Quick Win" Implementation
🚩 Aligned With Strategic Plan for Racial Equity

1 Conduct campus level needs assessment
Conduct a campus level assessment of specific student services gaps, including tools utilized/needed, and assess participation rates of each relative to campus capabilities and existing resources.

2 Combine and collaborate resources
Identify any institutionally agnostic service areas that could be bolstered through shared support services between different campuses and scale capacity more effectively by sharing resources among regional hubs.

3 Work within regional hubs and DHE to develop funding approach
Once targeted services and potential partnership are identified, consider creative funding approaches to share costs and coordinate administrative oversight.

DHE/State Implementation Support

- Create a working group of system-wide stakeholders to share best practices, models, collaborate, and support the rollout of a student-centered operating model that expands the holistic student support services recommended in the Framework.
- Build stronger connections and increase collaboration with existing affinity groups and system-level Executive Offices.
- Facilitate negotiation of third-party vendor contracts.
- Develop and implement a system-wide strategic financing plan to acquire and allocate funds to support student success initiatives aligned with the Framework.
- Facilitate inter-campus conversations about regional hubs to share support services and develop an implementation plan.

Key Metrics
- Persistence rate of mental health services across race/ethnicities
- Total student utilization per support service
- Caseloads for support services are within national standards.

Accountability*
- Mental Health Office
- VP of Academic Affairs
- VP of Academic Affairs

Future State Best Practices

A shared services model is utilized for understaffed service areas (e.g., mental health counseling, academic tutoring for core courses, and career services) across regional hubs allowing for more coverage and accessibility for students.

Shared services are built based on a collaborative effort where dialogue about emerging trends and best practices as well as relevant data is shared. Resources that can be shared are reviewed and evolved.

The efficacy of shared services is being assessed inclusive of student satisfaction levels with shared vs. dedicate on-campus services, enabling continuous improvement of services over time.

Accountable individual is a recommendation, can be updated by DHE or Institution.

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Recommendation #3 | Expand Peer and Cohort Support

Expand peer-to-peer support systems and race-conscious cohort-based programming to foster a sense of connection and belonging to the campus community.

Current State Assessment Findings

Sense of Belonging

Students reported that they **feel a stronger sense of belonging** when engaging in peer-to-peer or cohort-based programming **with others from similar backgrounds and experiences.**

Peer-to-Peer Support Programs Across the System

All institutions across the **Commonwealth have some form of peer-to-peer support program**, to include peer mentoring and peer tutoring, Supplemental Instruction, or student ambassadors.

Cohort-Programming Across the System

18 institutions reported implementing **some form of cohort-based programming**.* Resources allocated through the SUCCESS Fund have accelerated the implementation of cohort-based programs at community colleges, which can serve as models for implementation.

Supports to Target Students Early in Academic Journey

Currently, **cohort-based support services** target first-or-second-year students who are enrolled full-time. Campus leaders articulated a need to expand such programs to extend throughout a student's academic journey and serve the various types of students.

Rationale for the Recommendation

The effectiveness of peer-to-peer and cohort-based programs in fostering a stronger sense of belonging, bolstering first-year retention, and supporting persistence to completion is well established. However, the scope of these programs is often limited by funding and isolated to target populations and further limited to first-year students with support dropping off thereafter. Thus, investment in scaling and sustaining these support programs is needed to have a long-lasting impact on student success outcomes, particularly for students of color and low-income students.

Racial Equity Implication

Peer-based and cohort programming has an accentuated impact on students of color. Connection to a smaller peer group provides a critical link to an institution that may feel otherwise foreign due to lack of diverse representation in employees as well as intersection with first-gen students.

* See Appendix for institutional data.

Recommendation #3 | Expand Peer and Cohort Support

Expand peer-to-peer support systems and race-conscious cohort-based programming to foster a sense of connection and belonging to the campus community.

Implementation Overview

Campus Implementation Action Steps

⟁ Possible "Quick Win" Implementation
⚑ Aligned With Strategic Plan for Racial Equity

1 — Conduct a campus level current state analysis
Conduct a current state of analysis of peer-to-peer and cohort-based programming at the campus level. Identify programming that is stable and/or scalable and what services are unique to each programming.

2 — Create a plan to scale programming and increase access
Identify populations to include additional peer support and cohort programming, with focus on students of color, low-income, first-generation, and other student populations where barriers exist to persistence.

3 — Scale successful programs and pilots
Scale cohort-based programming that has the potential to reach more students. Allocate necessary resources to the services unique to each program.

DHE/State Implementation Support

- Create a working group of system-wide stakeholders to share best practices, models, collaborate, and support the rollout of a student-centered operating model that expands the holistic student support services recommended in the Framework.
- Collect and share best practices to enhance and expand predictive data analytic capabilities and practices to target students for peer and cohort support.
- Focus strategic funding efforts to identify and support expanded administration of peer and cohort programs.
- Leverage the SUCCESS Initiative to expand peer and cohort program resources across all CC campuses and duplicate for SU campuses as funding provides.

Key Metrics

- Campus Climate Survey Results
- First-year retention of cohort program
- On-time graduation of participants
- Disaggregated data on cohort programs

Accountability*

- Campus IR Director
- Leader(s) of cohort program(s)
- Leader(s) of cohort program(s)
- Leader(s) of cohort program(s)

Future State Best Practices

Successful cohort programs are scaled to reach more students and students are exposed to all eligible cohort-based programming during orientation or pre-matriculation. Group students with similar schedules in learning communities.

Expanded peer-to-peer support programs are offered virtually, tracked centrally, and coordinated in conjunction with one-stop services or other central support service offerings to ensure seamless service delivery.

Cohort programs are expanded beyond the first-year to maintain continuity of support and extend sense of enhanced belonging past the first year of engagement with the campus.

Accountable individual is a recommendation, can be updated by DHE or Institution.

Recommendation #4 | Expand Case Management Models

Expand single point of contact, case management models, and provide sustained proactive outreach to students via their primary points of contact.

Current State Assessment Findings

Current Case Management Implementation

15 institutions across the Commonwealth are implementing a **case management/ single point of contact approach** to student support. **6 of those** institutions reported utilizing case management for **only a targeted cohort of students.***

Student Success Technology Platform Being Utilized

12 institutions use either **Starfish** or **Navigate** to manage student success. **8** institutions report that they **use predictive analytics** to identify populations of students to target and ensure optimal deployment of support resources.*

Expansion of Wraparound Student Support

Case managers are a gateway to wraparound supports. Campus stakeholders have articulated **a need to implement or expand** case management models to **ensure that wraparound student supports are being effectively utilized**.

Wide Adoption of Early Alert System

22 institutions utilize some type of an early alert system. However, the actual systems vary across the Commonwealth with some being as simple as a centrally managed Excel document.*

Rationale for the Recommendation

Students are more likely to access available support services when a single of contact is established that knows the student holistically and can help the student navigate the often-complex set of supports available at the institution and within the broader community. Having a person that students know and cares deeply about them will enhance connection and sense of belonging.

Racial Equity Implication

Low-income and particularly first-generation students might get lost when presented with multiple points of contact. Establishing a primary point of contact provides these students with someone that they can make a lasting and personal connection.

* See Appendix for institutional data

Recommendation #4 | Expand Case Management Models

Expand single point of contact, case management models, and provide sustained proactive outreach to students via their primary points of contact.

Implementation Overview

🏆 Possible "Quick Win" Implementation
🚩 Aligned With Strategic Plan for Racial Equity

Campus Implementation Action Steps

🏆 **1**	**Conduct a gap analysis for case management capabilities**	Institutions conduct a gap analysis of existing support service structures and resources relative to a future state case management model for their campus.
🚩 **2**	**Design and implement single point of contact model**	Design and implement support structures that provide a single point of contact model that connects students to wraparound support services that incorporates social justice, asset-based, and racial-equity-informed practices.
3	**Establish a predictive model for efficiency**	Utilize best practices within the system and institutional student data to identify factors that influence retention and student success outcomes in order to create a predictive model to inform intervention efforts.
4	**Design Cross-Training Opportunities**	Design and implement professional development opportunities that enable case management, support staff and all faculty to develop strategies and campus support structure knowledge to best assist students.

DHE/State Implementation Support

- Create a working group of system-wide stakeholders to share best practices, collaborate, and support the rollout of a student-centered operating model that expands the holistic student support services recommended in the Framework.
- Design a Case Management Implementation Guide that includes best practices, model(s), training guides and defines the case manager role and competencies.
- Collect and share best practices for institutions to enhance and expand predictive data analytic capabilities and practices to target students for intensive case management.
- Leverage the SUCCESS Initiative to expand case management resources across all CC campuses and duplicate for SU campuses as funding provides.

Key Metrics

➢ Caseload data, disaggregated	➢ Student persistence and graduation rates	➢ Efficacy of predictive model	➢ Support services utilization, disaggregated

Accountability*

➢ VP of Academic Affairs	➢ VP of Academic Affairs	➢ Campus IR Director	➢ VP of Academic Affairs

Future State Best Practices

Case management models provide intensive and proactive services where a single point of contact can be engaged with their students and ensure students are being connected to optimal support structures in a timely manner.	Predictive models provide data-informed triaging capabilities for case managers that may have a caseload that does not require equal engagement or follow-up for every student. This enables scalability of the service.	Early warning technology platforms provide efficiencies in data tracking, analysis and reporting, as well as allow for cross-functional communication of intervention strategies and student connections.

* Accountable individual is a recommendation, can be updated by DHE or Institution.

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Recommendation #5 | Integrate Faculty in Support Services

Integrate faculty into the support services with early warning systems, shared data, case management meetings, and a combined faculty and professional advising model.

Current State Assessment Findings

Faculty as Most Common Point of Contact

Faculty were **most commonly identified by students** as their **go-to person** on campus.

Various Advising Models

Various advising models were identified to exist which include departmental advising, cohort-based advising, professional advising, and a dual professional + faculty advising model where faculty are the secondary point of contact.

Lack of Mandate to Track Student-Faculty Interactions

Currently, **faculty are not mandated** to track student data or input notes on student interactions.

Early Alerts Systems

22 institutions utilize some type of an early alert system. However, the actual systems vary around the Commonwealth with some being as simple as a centrally managed Excel document.*

Student Success Platform with Predictive Analytics Capabilities

Navigate or Starfish is utilized by **12** institutions to manage student success, but most of those campuses are not using the tool to its full capacity. Only **8** institutions **utilize predictive analytics**.*

Rationale for the Recommendation

Providing opportunities for intentional student-faculty interaction is a high impact practice, as well as promotes partnerships and collaboration on student success initiatives between faculty and student support staff. Identifying ways to better integrate faculty into support services will lead to an increase in success outcomes, particularly for students of color and low-income students.

Racial Equity Implication

Students of color benefit from enhanced support when faculty are integrated into support services. Faculty are better equipped with culturally-sensitive and culturally-responsive strategies, as well as the ability to better identify students in need and have the knowledge of how to connect students with support staff.

Recommendation #5 | Integrate Faculty in Support Services

Integrate faculty into the support services with early warning systems, shared data, case management meetings, and a combined faculty and professional advising model.

Implementation Overview

Campus Implementation Action Steps

🏆 Possible "Quick Win" Implementation
🚩 Aligned With Strategic Plan for Racial Equity

1 **Conduct a campus level current state analysis**
Conduct a campus level current state analysis to identify existing technologies that support data capture and communications among support components with specific attention to faculty access, training and accountabilities for data.

2 **Allocate necessary resources to fill any gaps**
Integrate professional advising with faculty advising to maximize student coverage of advising needs. Equip faculty with advising technology tools.

3 **Coordinate faculty advising workshops**
Provide professional development for faculty that train them on data tracking technology and emphasize its importance to student success.

DHE/State Implementation Support

- Create a working group of system-wide stakeholders to share best practices, collaborate, and support the rollout of a student-centered operating model that expands the holistic student support services recommended in the Framework.
- Scale up DHE-supported system-wide professional development for faculty and support services staff to share best practices, improve data fluency and discuss strategies to promote student success.
- Explore ways to reduce teaching loads (or create incentives) for faculty to support more intensive faculty-student engagement such as mentoring.

Key Metrics
- Faculty teaching load
- Faculty advising load
- Faculty development workshops offered

Accountability*
- VP of Academic Affairs
- VP of Academic Affairs
- VP of Academic Affairs & Leader of Faculty Development

Future State Best Practices

Institutions have adjusted teaching loads so that faculty can dedicate time to student advising, mentorship and engagement; thus, reducing reliance on heroic efforts of faculty to go above and beyond for students.

Faculty advisors continue to serve their students; however, students are also matched with a professional advisor who provides additional support. This enables faculty to focus on mentorship rather than course selection.

Regular trainings/workshops are offered to familiarize faculty with data tracking/sharing software to increase participation in early warning data tracking, so students are connected to the resources they need in a proactive and timely fashion.

* Accountable individual is a recommendation, can be updated by DHE or Institution.

Recommendation #6 | Integrate Career Education

Integrate career education into curriculum and early advising while enhancing experiential learning opportunities aimed at career and academic alignment. Work with institutions and students to understand which career development tool(s) are most helpful and could be developed and customized as a shared service.

Current State Assessment Findings

Wasted Credits Completed

Many **students enroll and complete college courses that do not meet academic program requirements** which results in **increased cost and time to completion.**

Career Education Tool Utilization

Career education tools such as Handshake are being used by **12** institutions to **track career service utilization,** as well as **connect students with the potential employers and job opportunities.***

Career Center Utilization Trends

State university career service data showed that **78% of student visits** involved **post-graduate planning.**

Low Maturity Level in Career Center Data Tracking

Career Center utilization is tracked at 19 institutions. Only **2** of those career centers are **leveraging a student success management platform** that is **connected to other support service functions**.

Rationale for the Recommendation

When students have the resources to explore and align career interests with academic program choices, they are more likely to succeed and persist, especially when integrating career education early in their academic journey and consistently through the end of their time on campus. This will reduce excess credit accumulation and enhance student engagement with their program of study.

Racial Equity Implication

Students of color are more likely to have limited exposure to potential careers available to them and less likely to have career mentors outside of higher education. These students tend to have less informal networks and need more assistance with career development.

* Accountable individual is a recommendation, can be updated by DHE or Institution.

Recommendation #6 | Integrate Career Education

Integrate career education into curriculum and early advising while enhancing experiential learning opportunities aimed at career and academic alignment. Work with institutions and students to understand which career development tool(s) are most helpful and could be developed and customized as a shared service.

Implementation Overview

🏆 Possible "Quick Win" Implementation
🚩 Aligned With Strategic Plan for Racial Equity

Campus Implementation Action Steps

1	**Conduct campus-level gap analysis**	Conduct a campus level gap analysis to understand what institutions currently do to integrate career education into curriculum and advising and explore the role of faculty vs. career service professionals in this effort.
2	**Design early career engagement opportunities**	Create a plan for career service professionals to interact with students early in their academic career, in conjunction with orientation, early advising, and intro-level courses.
3	**Implement career advising and education tools**	Work with institutions and students to understand which tool(s) are most helpful and could be developed and customized as a shared service.

DHE/State Implementation Support

- Create a working group of system-wide stakeholders to share best practices, collaborate, and support the rollout of a student-centered operating model that expands the holistic student support services recommended in the Framework.
- Leverage existing work to establish a model of early career integration that involves blending career discovery, academic advising and curriculum.
- Explore the adoption of system-wide career discovery tools and opportunities for shared services to promote career education across the student lifecycle.

Key Metrics
- ➢ Internship rate for qualified students
- ➢ 3-month post-grad employment rate
- ➢ Relevance of first job to area of study

Accountability*
- ➢ VP of Student Affairs
- ➢ VP of Student Affairs
- ➢ VP of Student Affairs

Future State Best Practices

Career education is unavoidable and integrated into early advising inclusive of career advisors meeting with students prior to declaration major and helping guide their early academic choices relative to their career and life goals.	Career focused curriculum is integrated into entry level courses. Opportunities exist to expose career service processionals and industry partners through experiential learning, informational interviews and job shadowing.	Career education and advising tools have been deployed to connect students with easily accessible resources and experiential learning opportunities.

* Accountable individual is a recommendation, can be updated by DHE or Institution.

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Recommendation #7 | Expand Use of Meta-Majors

Expand the use of meta-majors to ensure that once career aspirations and academic programs are aligned, a clear curricular pathway with flexible options exists for students.

Current State Assessment Findings

Existence of Meta-Majors

6 institutions have reported implementing at least **one meta-major,** the existence of **grouped programs into "academies,"** or are in the process of **building meta-majors with pathways**.*
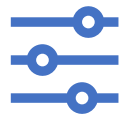
Meta-Majors as Default Elective Options

Meta-majors can be **utilized as default options for electives** in order to help keep students working toward academic requirements while exploring programs.

Meta-Majors Aligned with Academic Pathways

The **design of meta-majors**, aligned with academic pathways in social science, liberal arts, and STEM, has been identified as a recommendation as **part of developmental education reform** in Massachusetts.

Connection between Program of Study and Career Goals

Campuses that implement meta-majors and pathways have **found students are better able to connect their program of study to career goals.**

Rationale for the Recommendation

Most college students are uncertain about their academic and career plans early in their college careers. By establishing meta-majors that are aligned with curricular pathways, students can explore career and academic goals while continuing to earn college credits that provide options for switching majors without extraneous credit accumulation.

Racial Equity Implication

Students of color often intersect with first-generation students who have less exposure to career options and how they align with academic programs. Meta-majors combined with recommendations around career education will support students of color in their discovery process.

* See Appendix for institutional data.

Recommendation #7 | Expand Use of Meta-Majors

Expand the use of meta-majors to ensure that once career aspirations and academic programs are aligned, a clear curricular pathway with flexible options exists for students.

Implementation Overview

Campus Implementation Action Steps

- Possible "Quick Win" Implementation
- Aligned With Strategic Plan for Racial Equity

1 Conduct a campus level gap analysis
Campuses conduct a gap analysis of currently implemented meta-majors relative to the potential for expanded opportunities in this area.

2 Establish meta-majors with guided pathways
Prioritize opportunities to establish and expand meta-majors in all academic areas, with guided pathways across regional partners and DHE helping to facilitate these relationships.

3 Ensure meta-major consistency across the Commonwealth
Design meta-majors to ensure maximized efficiency for transfer and academic program alignment across the system with a focus on regional hub relationships.

DHE/State Implementation Support

- Create a DHE-supported group of stakeholders to identify and evaluate the efficiency and breadth of current meta-majors and opportunities for enhancements across the system.
- Leverage MassTransfer statewide program alignment to expand cross-institution adoption of meta-majors and enable ease of transfer.
- When statewide programming presents insurmountable barriers, cultivate relationships in regional hubs to adopt meta-majors across regions ensuring streamlined transfer.

Key Metrics
- On-Time gateway course completion rate, disaggregated
- Number of students with declared major vs. undecided
- Transfer and degree / credential completion rates, disaggregated

Accountability*
- VP of Academic Affairs
- VP of Academic Affairs & Registrar
- VP of Academic Affairs & Registrar

Future State Best Practices

Meta-majors are used broadly across the Commonwealth's public higher education institutions to allow students the opportunity to explore career and academic program options while still progressing towards a degree or credential.

Students are organized into cohorts of clustered academic programs and / or learning communities that align with meta-majors to promote a stronger sense of belonging and shared academic experience among students in similar majors.

Meta-majors are being designed and implemented to promote collaboration and curriculum planning across the system leading to aligned entry-level academic program requirements across institutions.

*Accountable individual is a recommendation, can be updated by DHE or Institution.

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Recommendation #8 | Establish Regional Hubs

Enhance collaboration, resource sharing, and transfer pathways between institutions by expanding and establishing new regional hubs.

Current State Assessment Findings

Transfer Student Success

Data supports that **transfer students graduate at comparable rates** as those that **begin their academic journey at four-year institutions**.

Shared Campus Resources Within System Currently

There are **instances** of **shared campus resources** across the Commonwealth such as shared academic buildings, community partnerships, and student resources serving as a productive strategy to **leverage resources** and **establish transfer pathways**.

Obstacles With The Transfer Process

Of those students surveyed, **23.1%** of students who transferred to state universities had a difficult time transferring credits, and **43.5%** of those same transfer students wished they had **more help with the whole transfer process.**

Established Transfer Pathways Trends

Deloitte analyzed **transfer trends of students within the system** and found students from certain institutions tend to transfer to a similar group of institutions. **(See map on following slide for proposed regions.)**

Rationale for the Recommendation

Student transfer trends suggest that students migrate within regions and there is a need to increase access to support services especially on smaller campuses that may not have resources of larger campuses. Collaboration within regional hubs can optimize support and transfer pathways, especially when state-wide transfer pathways present significant barriers.

Racial Equity Implication

Collaborative efforts within the system need to replace the superiority and competitiveness that continues to exist between segments and institutions because in many cases both are helping the same student reach the goal of educational attainment.

Recommendation #8 | Establish Regional Hubs

Enhance collaboration, resource sharing, and transfer pathways between institutions by expanding and establishing new regional hubs.
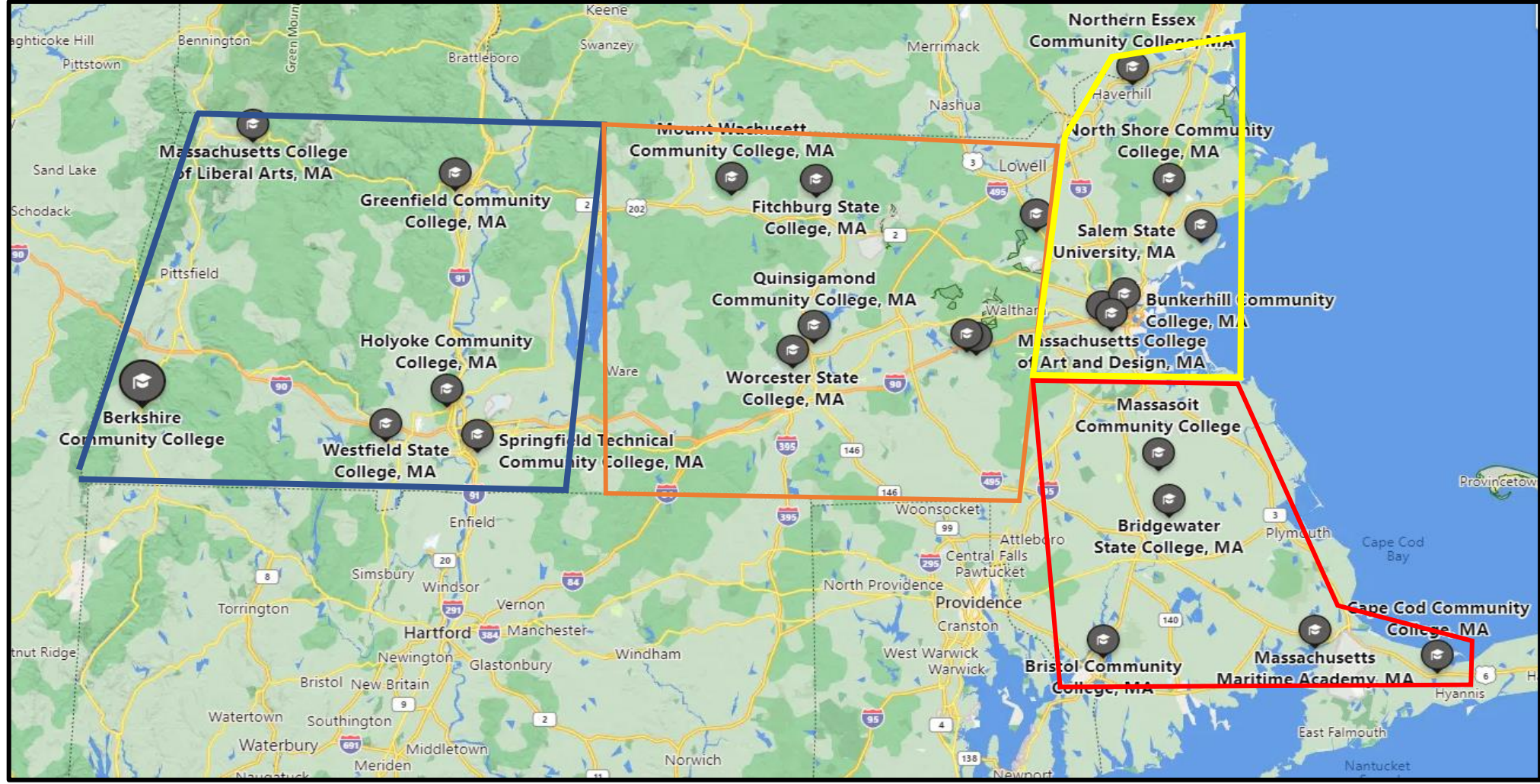
Proposed regional hubs based on transfer matriculation analysis. See appendix for specific regional hub transfer rankings.

Recommendation #8 | Establish Regional Hubs

Enhance collaboration, resource sharing, and transfer pathways between institutions by expanding and establishing new regional hubs.

Implementation Overview

Campus Implementation Action Steps

🏆 Possible "Quick Win" Implementation
🚩 Aligned With Strategic Plan for Racial Equity

1 **Conduct regional opportunities assessment**
Conduct a regional assessment of potential collaborations that include academic partnerships (meta-majors with guide pathways and transfer opportunities) as well as resource sharing for support services and basic needs.

2 **Open transfer pathways**
Remove barriers to transfer by aligning early program requirements between regional campuses to minimize excess credit accumulation.

3 **Share resources and student data**
Evaluate data sharing capabilities of student services data that follows students from initial institution to transferred institution to support post-transfer institution in better serving students.

DHE/State Implementation Support

- Enhance and scale up DHE-supported, system-wide opportunities to identify and / or enhance regional partnerships between institutions to expand support services aligned with the Framework.
- Increase collaboration with Executive Offices to leverage support for campus adoption.
- Facilitate inter-campus conversations focused on regional hubs that could share support services, basic needs resources and best practices.
- Provide system support and resources to develop and / or expand relationships in regional hubs to ensure streamlined transfer pathways and ease of credit articulation across the system.

Key Metrics

> Utilization of shared services between regional hubs

> Percentage of transfer students' on-time graduation rate within the system

> System-wide transfer and graduation rates

Accountability*

> VP of Academic Affairs

> VP of Academic Affairs & Registrar

> VP of Academic Affairs & Registrar

Future State Best Practices

Community colleges are partnering with their regional state university peers to provide basic need assistance such as housing and food for community college students within a commutable distance to campus.

State universities have a visible presence at community colleges that promotes robust transfer pathways and includes relevant programming aligned with regional labor markets that accelerates advanced degree completion for community college students.

Existing community services are interwoven into campus service delivery and partnerships serve to extend and enhance food, housing, transportation, mental health and wellness services offered to students within campuses and across the regional hub.

Accountable individual is a recommendation, can be updated by DHE or Institution.

Recommendation #9 | Financial Aid Processes and Funding

Streamline financial aid programs and administration, while expanding financial aid resources to meet unmet need that covers total cost of attendance (tuition, fees, books, supplies, room and board).

Current State Assessment Findings

MASSGrant Plus to Include UMass and State Universities

In FY2023, MASSGrant Plus **will be expanded** to include **UMass and State Universities**. This program has expanded aid to community college full- and part-time students. Recent simplification of the administration process will **improve aid visibility for students prior to matriculation.**

Simplification of Aid Programs Recommended by 2018 Report

A 2018 report called "Redesigning Massachusetts State Financial Aid" called for **consolidation and simplification of aid programs**, **expansion of aid to address unmet need** and **improve communication of aid programs** among other things.

Unmet Need and Cost of Attendance

Despite considerable improvement and increased investment in recent years, **Massachusetts continues to lag peer states in per-student aid** funding and the cost of living and tuition in Massachusetts is high relative to most of its peers.

Expand Financial Literacy Programs

Financial literacy programming is evidenced across the Commonwealth though the SUCCESS program and individual campuses (i.e. THRIVE Center). There is a need for an expanded initiative led by the DHE targeting financial literacy for enrolled and prospective students.

FAFSA® Completion Deadlines and Complex Systems

The required FAFSA® completion deadlines present **a barrier for students who lack knowledge of financial aid processes** or who do not enroll until the beginning of the semester. Complex aid systems further confound the process.

Rationale for the Recommendation

While Massachusetts has made considerable improvement in covering the cost of tuition, fees, books and supplies for Pell eligible students, the high cost of living in Massachusetts creates a barrier for students to access and persist toward graduation. Expansion of aid to cover the total cost of attendance (inclusive of room and board expenses) for Pell eligible students and expansion of support for lower-middle income students is needed. Consolidation and simplification of programs with an increased effort toward developing financial literacy and providing support for FAFSA completion will improve access, persistence, and graduation rates.

Racial Equity Implication

By expanding financial aid funding, simplifying programs and improving literacy and application assistance, students of color, who are overrepresented in low-income and first-generation student populations, will gain increased access to higher education.

Recommendation #9 | Financial Aid Processes and Funding

Streamline financial aid programs and administration while expanding financial aid resources to meet unmet need to cover total cost of attendance (tuition, fees, books, supplies, room and board).

Implementation Overview

○ Possible "Quick Win" Implementation
○ Aligned With Strategic Plan for Racial Equity

DHE/State Implementation Action Steps

1 — Invest in Financial Literacy and Application Support

Provide online and asynchronous financial literacy tools and training and support for in-person, campus-based, financial literacy programs that provide awareness for families and students about financing their education and address broader personal financial health topics, including support for the financial aid application process.

2 — Evaluate potential consolidation of financial aid programs

Assess the potential to consolidate financial aid programs in order to simplify administration and reduce confusion for families and students.

3 — Expand aid to include total cost of attendance and support for all eligible students

Evaluate potential resource pathways for expanding aid to cover unmet need for all eligible students, then fully fund the total cost of attendance (tuition, fees, books, supplies, room and board), to include support for low- and middle-income students, full-time and part-time, post-traditional, and students of color.

Campus Implementation Action Steps

- Design and implement programs and services for existing and prospective students and community members to promote financial literacy, particularly targeted at topics addressing broader personal health topics and options for financing post-secondary education.

Key Metrics

- ➤ Unmet need and remaining cost of attendance not covered by aid, disaggregated
- ➤ Utilization data for financial literacy programs, training and tools
- ➤ Disaggregation of student demographics for students receiving aid
- ➤ FAFSA completion data

Accountability*

- ➤ DHE & EOE
- ➤ DHE, EOE, & Financial Aid Administrators
- ➤ DHE, EOE, & Financial Aid Administrators
- ➤ DHE & EOE

Future State Best Practices

Financial aid programs and processes are designed to improve access and persistence for students; therefore, simplification of programs, improved support during the application process and resources to improve financial literacy are key strategies.

Institutions have the technology, infrastructure and system-wide administrative support necessary to appropriately and efficiently allocate funds to students with unmet needs.

State financial aid programs are aligned to meet unmet need of all students from low- and middle-income families, and support total cost of attendance. Low-and middle-income families are also partially supported to offset the high cost of living in the Commonwealth.

Accountable individual is a recommendation, can be updated by DHE or Institution.

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Recommendation #10 | Expand Basic Needs Assistance

Continue to provide and expand upon existing holistic supports for basic need assistance for transportation, housing, food, and childcare in alignment with the recommendations from the Basic Needs Security (BNS) Advisory Committee.

Current State Assessment Findings
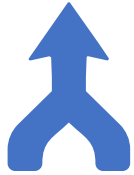
Funding Basic Needs across the Public Higher Education System

Massachusetts is the 1st state to take an **interagency approach** to funding basic needs security across an **entire system of public higher education**. The DHE has established the Basic Needs Security Advisory Committee to consider a broader commitment to basic needs.

Food and Housing Insecurities

Food insecurities are tracked at **16** institutions and **13** track **housing insecurities**. Due to the pandemic, qualified students can apply for expanded SNAP resources.

Transportation Assistance

6 **institutions** reported providing **aid for transportation needs** through **subsidized transportation, discounted public transportation passes**, or **ride share passes**.*

On-Campus Childcare Services

6 **institutions** reported providing **on-campus childcare services** or **grants** to offset the cost of **off-campus childcare**.*

Emergency Education Relief Funding

The State has provided funding directed to community colleges, by way of Governor's Emergency Education Fund (GEER) and the financial aid emergency fund for **need-based assistance to students** due to the COVID-19 to assist.

Rationale for the Recommendation

Expanding current food and housing insecurity programs and implementing transportation and childcare programs will give students the opportunity to focus on their campus priorities, increasing retainment and persistence. As the BNS Advisory Committee has already conducted a comprehensive analysis and made strong recommendations, the critical relationship between basic needs security and student success can continue to be reinforced with their recommendations being acknowledged within this framework.

Racial Equity Implication

Students from low-income backgrounds are disproportionately students of color. By expanding basic needs assistance, students can better balance navigating life events with achieving their academic goals.

* See Appendix for institutional data.

Recommendation #10 | Expand Basic Needs Assistance

Continue to provide and expand upon existing holistic supports for basic need assistance for transportation, housing, food, and childcare in alignment with the recommendations from the Basic Needs Security (BNS) Advisory Committee.

Implementation Overview

Campus Implementation Action Steps

- Possible "Quick Win" Implementation
- Aligned With Strategic Plan for Racial Equity

1 Conduct campus level gap analysis

Conduct a campus level gap analysis to identify basic need program offerings as well as outreach programs.

2 Scale up existing insecurity programs

Increase resources to provide holistic basic needs and trauma-informed support to students identifying multiple types of basic needs insecurities and connect them to resources to achieve academic and career goals.

3 Implement a student basic needs assessment

Develop a student needs assessment which helps to identify individual student basic needs and leverages / aligns with existing assessment procedures to enable proactive and individualized interventions.

DHE/State Implementation Support

- Create a working group that includes members of the Basic Needs Committee, DHE staff, and system-wide campus stakeholders to share best practices, collaborate, and support the rollout and expansion of holistic student support services and programs across all institutions.
- Expand collaboration with community and federal agencies to ensure access and utilization of the array of resources available for all basic needs.
- Explore the opportunity for the SNAP application to automatically populate based on FAFSA application information.
- Provide system support and resources to develop or expand relationships, including in regional hubs to enhance shared student support structures.

Key Metrics

- Percentage of students with reported insecurities
- Number of students assisted per insecurity program
- Number of students utilizing insecurity program(s) in consecutive semesters

Accountability*

- VP of Student Affairs
- VP of Student Affairs
- VP of Student Affairs

Future State Best Practices

Institutions continue to work with the BNS to implement their strategies, while the BNS collects and responds to feedback from the institutions.

Partnerships among regional hubs are expanding resources and accessibility of basic needs assistance such as shared housing programs, trauma-informed support, and continue long-term funding for food insecurity programs.

Campuses use early assessment and predictive models to identify individuals that may need basic need assistance and develop plans for those students with confirmed basic need insecurities.

Accountable individual is a recommendation, can be updated by DHE or Institution.

Recommendation #11 | Expand Co-Requisite Model

Expand co-requisite model for college-level English and math and eliminate the use of standardized tests for assessment and placement. Improve Developmental Education with equity-minded practices in line with the Strategic Plan for Racial Equity.

Current State Assessment Findings

Co-Requisite Model Implementation

15 institutions are implementing co-requisite models in English, math, or both.*

Developmental Education Reform

The **2019 Common Assessment Policy** recommended **developmental education reform** that included **implementing co-requisites and pathways**.

Developmental Education Enrollment Decline

Enrollment in developmental education courses has declined in MA, however, Black students are still overrepresented in current enrollment numbers.

College-Level Math and English Completion Rates

Overall **college-level math and English course completion rates** have **increased** since implementing developmental education reform efforts.

Rationale for the Recommendation

Current initiatives across the Commonwealth target reforms to developmental education, including the use the multiple measures for placement and the implementation of co-requisite models for English and math. Continuing to evaluate and expand on reforms to eliminate barriers that have historically hindered students' ability to enroll in college-level courses upon entry (resulting in increased cost and time to completion) will increase access and promote completion goals for all students, particularly students of color.

Racial Equity Implication

Students of color have been overrepresented in developmental education courses, which have been found to increase tuition cost and time to completion. Adopting the recommended developmental education reforms actualizes a commitment to increasing access and reducing time to completion, particularly for students of color.

*See Appendix for institutional data.

Recommendation #11 | Expand Co-Requisite Model

Expand co-requisite model for college-level English and math and eliminate the use of standardized tests for assessment and placement. Improve Developmental Education with equity-minded practices in line with the Strategic Plan for Racial Equity.

Implementation Overview

Campus Implementation Action Steps

Possible "Quick Win" Implementation
Aligned With Strategic Plan for Racial Equity

DHE/State Implementation Support

1 **Conduct analysis of current dev ed practices** — In collaboration with DHE initiatives, institutions should continue to evaluate current Developmental Education practices using an equity-lens.

2 **Design strategic plan for scaling co-requisite model** — DHE and institutions should outline a plan to strategically scale co-requisite models for college-level English and math courses in order to increase access and early momentum, especially for students of color.

3 **Evaluate current standardized placement testing** — Evaluate the use of current policies and practices regarding the utilization of standardized testing for placement in order to inform continued shift to use of multiple measures, co-requisite models, and self-selection.

- Continue to evaluate and identify practices targeted at Developmental Education reform and support the scaling of a co-requisite model for college-level math and English courses.
- Review the statewide Developmental Education Board and charge it with identifying policies needed to maximize college-level math and English completion.

Key Metrics

- Developmental Education enrollment, disaggregated
- Co-requisite enrollment, disaggregated
- Use and efficacy of placement practices

Accountability*

- DHE & VP of Academic Affairs
- DHE & VP of Academic Affairs
- DHE & VP of Academic Affairs

Future State Best Practices

Evaluating current developmental education policies through an equity lens will lead to the elimination of barriers and provide campus environments that are welcoming to all students, particularly students of color and low–income students.

Applying co-requisite models aligns with goals and initiatives that will promote the completion of college level coursework, academic momentum and decreased time to completion, particularly for students of color and low-income students.

Implement test optional admission standards across the Commonwealth and eliminate the use of standardized tests for placement to increase access and promote academic momentum leading to decreased time to completion.

Accountable individual is a recommendation, can be updated by DHE or Institution.

Recommendation #12 | Scale Early College Programming

Support the intended scaling of Early College programming by building administrative capacity. Use existing and proposed funding to enhance support services with proactive advising and academic support.

Current State Assessment Findings

Established Early College Program Currently

There are **31 designated early college programs** across the Commonwealth that include **23 partnerships** between HEIs and high schools or districts. [1]

Early College Program Success

Early college students in MA are **enrolling in college at significantly greater rates than their peers.** This is especially true for **Black and Latinx students who enrolled at a 22% and 23% greater rate** respectively compared to their peers who did not participate in Early College offerings.
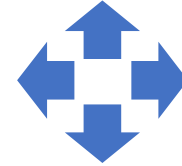
Established Goals For Early College Programming

Commonwealth stakeholders share the goal to **scale early college and career pathways** to include **25% of all high school students by 2027.** Current number of Early College participants is approximately 4500 students, which is about 1.8% of all high schoolers in the Commonwealth [2].

Rationale for the Recommendation

The Early College program has expanded rapidly in a few short years and initial results have shown great success. Expanding the program to provide more students the opportunity to participate in the Early College program is imperative to increase the number of Massachusetts' students entering higher education. This program is extremely labor intensive for the DHE, DESE, college campuses and their high school partners. Greater administrative support will be needed to scale rapidly and ensure quality.

Racial Equity Implication

Early College program participants were 51% more likely to attend college than those who opted out of the Early College program. These results were stable across racial groups with Black and Latinx students receiving a slightly higher benefit from the program than other groups.

Recommendation #12 | Scale Early College Programming

Support the intended scaling of Early College programming by building administrative capacity. Use existing and proposed funding to enhance support services with proactive advising and academic support.

Implementation Overview

DHE/State Implementation Action Steps

🏆 Possible "Quick Win" Implementation
🚩 Aligned With Strategic Plan for Racial Equity

1 **Conduct analysis of potential Early College relationships**
DHE, HEIs, and local school districts should identify high-potential partnerships or existing administrative relationships for early college expansion, including identifying processes for institutions to articulate earned credits for early college students.

2 **Reinforce administrative capabilities and add Early College liaisons**
Continue to provide increased funding to scale administrative and oversight resources for program expansion, including funding to the DHE to better support its efforts (i.e., additional staff), to support Early College initiatives. It would benefit the program to build capacity in a liaison role that works directly with Early College partners pre-application.

3 **Enhance data and evaluation capabilities**
Enhance data and evaluation capabilities in order to improve tracking and communication between HEIs and high schools, Early College program assessment, and to better align student supports upon matriculation.

4 **Enhance college transition support services**
Enhance support services for students engaged in Early College programs and ensure smooth transition to college after high school graduation.

Key Metrics

➢ Matriculation, gateway course completion	➢ First-year retention, student success outcomes	➢ Early College Enrollment Rate	➢ Academic momentum, completion, disaggregated

Accountability*

➢ Early College Admin at DHE, DESE and IHE's	➢ Early College Admin at DHE, DESE and IHE's	➢ Early College Admin at DHE, DESE and IHE's	➢ Early College Admin at DHE, DESE and IHE's

Future State Best Practices

Additional administrative support for oversight as well as guiding potential partners in the application process has enabled scaling of Early College programs throughout the Commonwealth.

Enhanced data and evaluation capabilities with strong feedback loops at the program level has supported high quality programming to be maintained as the broader program has scaled.

Early College program participants have access to college-level peer mentoring, as well as support services at the college level that are actively collaborating with their counterparts at the high school level.

Accountable individual is a recommendation, can be updated by DHE or Institution.

Recommendation #13 | Equitable Policies and Practices

Evaluate and ensure that equitable system-wide academic and administrative policies and practices are culturally sensitive and responsive.

Current State Assessment Findings

Higher Education Not Serving Racially Minoritized Communities

The **NUE report** emerged from the awareness that the current system of public higher education is **not serving the Commonwealth's racially minoritized communities**.
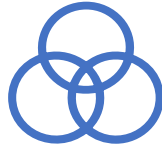
Strategic Plan for Racial Equity to Promote Access and Success

The Strategic Plan for Racial Equity has included a focus on **racial equity** in **policy decisions, examination, processes and programs** in order to promote access and success for students of color.

Improvements to PMRS in the Area of Equity-Orientated Data

The Massachusetts **DHE's Performance Measurement Reporting System** has dramatically enhanced **the equity-oriented data** available to campuses.

Inequity of Enrollment of Racially Minoritized Students

Data show that **state universities do not enroll racially minoritized students** at rates that reflect the **racial composition of the Commonwealth**.

Rationale for the Recommendation

Historically, higher education institutions were created with barriers that hinder access and success for students of color. The Commonwealth has made a commitment, through its Equity Agenda and Strategic Plan for Racially Equity, to eliminate those barriers, including revising current policies and practices using a racially-equitable lens in order that they are culturally sensitive and responsive. This recommendation is designed to align with those goals and actions set forth in the Strategic Plan for Racial Equity.

Racial Equity Implication

Utilizing an equity lens to evaluate and update policies and practices at both the system and institutional level eliminates intended and unintended barriers to access, completion and navigating policies and practices that have been found to be challenges for students of color.

Recommendation #13 | Equitable Policies & Practices

Evaluate and ensure that equitable system-wide academic and administrative policies and practices are culturally sensitive and responsive.

Implementation Overview

Campus Implementation Action Steps

⚑ Possible "Quick Win" Implementation
🏴 Aligned With Strategic Plan for Racial Equity

1 — **Conduct a campus level analysis** — Campuses would evaluate current policies and practice to identify policies that are not culturally sensitive and responsive.

2 — **Create equity focused revision committee** — Create an equity focused revision committee to establish revised policies and future revision cycles. Share equitable policies and practices across the system-wide with review at the DHE level.

3 — **Leverage disaggregated data to assess policies** — Using both disaggregated and intersectional data at both the campus and system level, any over-representation of students of color in a group that is affected by a policy should be evaluated for unintended consequences.

DHE/State Implementation Support

- Create a DHE-supported working group to evaluate and employ a consistent and critical examination of policy design and implementation that reflects race-conscious decision-making.
- Continue to improve data infrastructure to better capture disaggregated and intersectional data at the system and institutional level and evaluate policies system-wide based on the impact of policies on students of color.
- Provide support and guidance necessary to equip campuses with the knowledge and support to implement a campus policy audit.

Key Metrics

➢ Matriculation, gateway course completion
➢ First-year retention, student success outcomes
➢ Early College Enrollment Rate

Accountability*

➢ Early College Admin at DHE, DESE and IHE's
➢ Early College Admin at DHE, DESE and IHE's
➢ Early College Admin at DHE, DESE and IHE's

Future State Best Practices

Equity-based policy and practice audits are institutionalized at every level of the system on an annual basis. Data-informed policy reviews are integrated into the culture of the system.

Creating accountability structures ensures progress toward racially equitable and justice-oriented policies and practices is being made at every level of the institution and system.

Data is both disaggregated and intersectional at both the campus and system level. Campuses have the culture and competencies to understand the data and use it to create equity-minded policies and practices.

Accountable individual is a recommendation, can be updated by DHE or Institution.

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Recommendation #14 | Integrate Professional Development

Integrate professional development opportunities into the talent experience of all faculty, staff and administrators that are designed and implemented with an anti-racist, socially just, holistic, and equity-minded lens, focusing on developing cultural competencies and awareness of student success structures.

Current State Assessment Findings
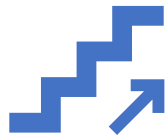
Student Success Professional Development Opportunities

10 institutions reported **providing professional development opportunities** targeting student success topics. **Stakeholders** articulated a need to expand professional development opportunities, particularly for faculty, targeted at student success.

Strategic Plan for Racial Equity

The **Strategic Plan for Racial Equity** includes goals directed towards the enhancement and scaling of DHE-supported, system-wide opportunities **for collaborative and cross-training professional development** and sharing **effective racial equity practices** across institutions.

No System-Wide Professional Development Mandate or Collaboration

There **is no requirement from a system-level** to have professional development workshops regarding student success. Individual institutions are responsible for **scheduling and designing development workshops independently.**

Rationale for the Recommendation

All faculty, staff, and administrators need to continuously learn and develop their cultural sensitivity and skillsets to be student-ready. Collaborative, inter-institution sharing of best practices, faculty-led trainings focused on pedagogical innovations, and collective training on support systems and best practices will help campuses be equipped to best support the dynamic needs of students.

Racial Equity Implication

Continuous professional development is imperative as a constant reinforcement of key concepts that will cultivate racial equity on campuses and drive improvement of strategies to support student success.

Recommendation #14 | Integrate Professional Development

Integrate professional development opportunities into the talent experience of all faculty, staff and administrators that are designed and implemented with an anti-racist, socially just, holistic, and equity-minded lens, focusing on developing cultural competencies and awareness of student success structures.

Implementation Overview

🏆 Possible "Quick Win" Implementation
🚩 Aligned With Strategic Plan for Racial Equity

Implementation Action Steps

1 Enhance existing professional development
Identify existing professional development opportunities that can be enhanced to align with goals set forth in the Strategic Plan for Racial Equity to include full-time and part-time faculty, staff and administrators.

2 Cross-system collaboration and training
Utilize a shared resource approach to design and implement professional development opportunities that bring together full- and part-time faculty and staff across the system to promote partnerships and insight sharing.

3 Establish a strategic action and assessment plan
Identify a strategic approach to the design, implementation and assessment to scale professional development opportunities aligned with the goals set forth in the Strategic Plan for Racial Equity.

DHE/State Implementation Support

- Enhance and scale up DHE-supported system-wide opportunities for collaborative and cross-training professional development to share best practices, data tracking and strategies to promote student success.
- Provide institutional and regional resources and fiscal support for the enhancement and establishment of Centers for Teaching and Learning, that facilitate professional development and system-wide collaboration.

Key Metrics

- Full- and part-time faculty workshops and training participation rate
- Qualitative data on relevance and application of topics to pedagogy and practice
- Full- and part-time faculty satisfaction survey on professional development sessions

Accountability*

- DHE and institutions
- Center for Teaching & Learning Director
- Center for Teaching & Learning Director

Future State Best Practices

Professional development workshops designed and implemented with an anti-racist, socially just, holistic, and equity-minded lens that promotes competencies to support student success, particularly for students of color and low-income students.

Resources and performance evaluations include incentives for the participation in professional development that applies racially equitable strategies in pedagogy and student services.

Regularly scheduled workshops are held to train staff and full- and part-time faculty to increase fluency with technology tools and enhance awareness of support services and processes to ensure faculty and staff are integrated into student support ecosystem.

Accountable individual is a recommendation, can be updated by DHE or Institution.

Recommendation #15 | Centers for Teaching and Learning

Ensure all campuses have Centers of Teaching and Learning that engage faculty in dialogue and development of culturally responsive and trauma-informed teaching practices. Encourage these campus centers to collaborate across regions or system-wide.

Current State Assessment Findings

Faculty Equipped with Student Success Tools

On average, **faculty come into contact with students** more than staff or administrators, thus **increasing the need for faculty to be equipped with the tools** to identify and assist with **various student needs.**
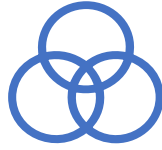
Creation of Centers for Teaching and Learning

The Strategic Plan for Racial Equity includes goals for the creation of **institution-specific** and/or **regional Centers for Teaching and Learning** that facilitate racial equity professional development.

Professional Development for Faculty

Campus representatives cited an **increase in mental health cases** since the pandemic began, thus **supporting the need to design and expand professional development** opportunities targeted at student success and identification of students in need.

Lower Representation of Minoritized Faculty

There is **lower racially minoritized representation in faculty** across the Commonwealth than students.

Rationale for the Recommendation

Some institutions across the Commonwealth reported the existence of Centers for Teaching and Learning, in addition to offering professional development opportunities for faculty across institutions. Investing in resources to establish and enhance Centers, in addition to designing ways for faculty to dialogue and collaborate across regional hubs, promotes a culture of student success and the development of culturally responsive and trauma-informed teaching practices that benefit all students across the system.

Racial Equity Implication

Centers for Teaching and Learning provide an intentional space for faculty to engage in dialogue and foster a culture of continued development, collaboration and collegial interactions. Designing and enhancing such spaces both institutionally and regionally allows faculty to develop and share strategies aligned with best practices that foster culturally responsive and trauma-informed pedagogy.

Recommendation #15 | Centers of Teaching & Learning

Ensure all campuses have Centers of Teaching & Learning that engage faculty in dialogue and development of culturally responsive and trauma-informed teaching practices. Encourage these campus centers to collaborate across regions or system-wide.

Implementation Overview

Campus Implementation Action Steps

🏆 Possible "Quick Win" Implementation
🚩 Aligned With Strategic Plan for Racial Equity

DHE/State Implementation Support

1 **Assess need for initiating and expanding Centers** — Conduct a campus level assessment of the need, opportunity, scope and structure of Center for Teaching and Learning.

2 **Create Centers for Teaching & Learning** — Design and support Centers for Teaching & Learning that enable campus-based and collaborative professional development for full- and part-time faculty that includes culturally responsive and culturally sustaining pedagogy.

3 **Connect Center for Teaching & Learning system-wide** — Ensure that Centers are sharing insights and best practices across regional hubs and/or the Commonwealth, and adopt a faculty-led design model, when possible, to maximize engagement of full- and part-time faculty.

- Increase collaboration with identified affinity groups to enhance and scale up DHE-supported system-wide opportunities for collaborative and cross-training professional development to share best practices, data tracking and strategies to promote student success.
- Provide institutional and regional resources and fiscal support for the enhancement and establishment of Centers for Teaching and Learning that facilitate professional development and system-wide collaboration.

Key Metrics

➤ Number of Centers for Teaching & Learning

➤ Culturally-responsive and trauma-informed training data

➤ System-wide collaboration of professional development opportunities data

Accountability*

➤ DHE and campus Presidents

➤ Campus administrators

➤ DHE

Future State Best Practices

Centers for Teaching and Learning thrive across the system and are interconnected with one another, faculty-led, and focused on building competency of culturally responsive and culturally sustaining pedagogy.	Full- and part-time faculty are supported and incentivized to engage and adopt practices promoted by their Centers of Teaching and Learning and are similarly encouraged to contribute to them as well.	These Centers become a community of practice for full- and part-time faculty, elevating their skill sets, enhancing collegiality, and improving campus culture overall.

Accountable individual is a recommendation, can be updated by DHE or Institution.

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Implementation Pathways

Implementation Pathways | Overview

The following are implementation pathways to help prioritize recommendations based on a broader strategic aim for the system.

A	**B**	**C**	**D**	**E**
Create a Data Enhanced Student Success Ecosystem	**Cultivate Campus Climate & Belonging**	**Focus on Talent & Professional Development**	**Expand Access and Accelerate Early Momentum**	**Strengthen Institutional Connections with Communities**
Prioritizes implementing recommendations that leverage data collection and reporting, as well as builds institutional capacities and system capabilities.	*Prioritizes implementing recommendations with an intentional focus on those that will enhance the campus climate and improve students' sense of belonging.*	*Prioritizes implementing recommendations connected to improving hiring practices and professional development to improve student success.*	*Prioritizes implementing recommendations that promote access and services and programs that foster academic momentum and likelihood for completion.*	*Prioritizes implementing recommendations focused on fostering partnerships and realize the interdependence of campuses and their communities.*
Go all in on improving student success through data and technology systems	**Go all in on enhancing the student experience by ensuring safe campuses that provide support for students.**	**Go all in on transforming talent experience and ensuring all campus faculty and staff are equipped with tools for student success.**	**Go all in on increasing access and early supports that promote persistence and timely completion.**	**Go all in on increasing opportunities for expanded connections between institutions and their surrounding communities.**

Implementation pathways help prioritize recommendations based on a broader strategy. They are not meant to be choices that limit the framework. To successfully implement the framework, all pathways are important. However, time and resources may dictate that a limited set of pathways are pursued first, and subsequent pathways are pursued thereafter.

Implementation Pathways | Recommendation Overlap

The implementation pathways align to and group the 15 recommendations that help to operationalize the framework.

Recommendation	**A** Create a Data Enhanced Student Success Ecosystem	**B** Cultivate Campus Climate & Belonging	**C** Focus on Talent & Professional Development	**D** Expand Access and Accelerate Early Momentum	**E** Strengthen Institutional Connections with Communities
1: One-Stop	✓	✓			
2: Shared Services					✓
3: Peer & Cohort		✓			✓
4: Case Management	✓	✓			
5: Integrate Faculty	✓		✓		
6: Career Education			✓	✓	✓
7: Meta-Majors				✓	✓
8: Regional Hubs	✓	✓		✓	✓
9: Financial Aid		✓		✓	✓
10: Basic Needs		✓		✓	✓
11: Co-Requisite				✓	
12: Early College	✓			✓	✓
13: Policies & Practices	✓	✓	✓		
14: Professional Development		✓	✓		
15: Teaching & Learning		✓	✓		

Pathway A | Create a Data Enhanced Student Success Ecosystem

Pathway A connects the following recommendations which should be prioritized to establish a data enhanced student success ecosystem as a foundation for subsequent action steps.

Recommendations

Alignment with Data Ecosystem

	Recommendations	Alignment with Data Ecosystem
#1	Expand one-stop models of student support to create seamless service delivery with essential student-facing functions of the student experience from matriculation to graduation.	Creating a data enhanced ecosystem for student success will ensure system platforms, data structures, and infrastructure capabilities are in place for successful implementation of one-stop models.
#4	Expand single point of contact, case management models, and provide sustained proactive outreach to students via their primary points of contact.	An enhanced student success ecosystem is actualized by establishing metrics and student risk factors to inform a predictive model to be used in identifying targeted students for case management services.
#5	Integrate faculty into the support services with early warning systems, shared data, case management meetings, and a combined faculty and professional advising model.	Data enhanced student success ecosystems provide a foundation for which all faculty can be integrated into student support services by establishing systems for alerts and tracking of interactions.
#8	Enhance collaboration, resource sharing and transfer pathways between institutions by expanding and establishing new regional hubs.	Established data ecosystem promotes opportunities to track students across the system and the ability to share data as students move in, out and through via transfer pathways.
#12	Support the intended scaling of Early College programming by building administrative capacity. Use existing and proposed funding to enhance support services with proactive advising and academic support.	Data enhanced student success ecosystem allows for enhanced capabilities for data sharing, tracking students, and identifying students for early college programs.
#13	Evaluate and ensure that equitable system-wide academic and administrative policies and practices are culturally sensitive and responsive.	Ensuring equitable data practices, processes and policies ensures student success for all students, as well as capabilities to extract, analyze and report on disaggregated data.

Pathway A | Maturity Scale for a Data Enhanced Student Success Ecosystem

The following state of maturity scale can be used to assess the current state of maturity along with next steps at the campus level.

Elements of Maturity

- Technology that gathers and shares data efficiently is incorporated into the campuses.
- Campus stakeholders are trained to use the data with accountabilities to fully utilize technological capabilities.
- Organization structures, processes, and practices are optimized in relationship to the flow and availability of data.
- Leaders are making data-informed decisions and adjusting strategies based on measurable results.
- Students are supported from before entering through graduation with a data-informed ecosystem of support services.
- Data governance is clearly articulated with common data definitions, ownership and accountabilities established.

1. Human Effort Not Supported by Data

Data is unsystematically collected in shadow systems and with little accountability nor integration of data in decision making. More people are perceived as a solution.

2. Data-Informed Aspirations

Data is recognized as important, but the investments in needed tools have yet to be made. Processes connected to the support services ecosystem have yet to be redesigned.

3. Tools Available but Lacks Process Integration

The technological tools are on the ground, but they are being under-utilized. Processes, systems, and accountabilities are not yet aligned to harness the power of the tools in serving students.

4. Process, Technology, Data and People are Aligned

Ground has been gained on reimagining processes to leverage technology capabilities and data is being shared between divisions/departments making a difference in student success.

5. Organizational Structures and Student Success Supports are Fully Optimized in a Data-Informed Culture

Efficiencies are being gained through data gathering and sharing and predictive analytics in the operation of one-stops, utilization of case management approaches and reimagined systems to provide seamless service.

Most of the state university campuses exist between position 3 and 4 on this maturity scale, whereas most community colleges exist between 2 and 3. Bridgewater State University and Salem State University are likely between levels 4 and 5.

Pathway A | ROI Assessment

The Committee will have an opportunity to assess the broadly conceived ROI of each recommendation within Pathway A to gain an overall sense of direction on the impact vs. level of resourced needed for each.

PATHWAY ROI MATRIX

Level of Resources Investment

KEY

- **Green** = High Impact / Low Investment
- **Blue** = **Either** High Impact / High Investment **or** Low Impact / Low Investment
- **Red** = Low Impact / High Investment

Pathway Recommendations
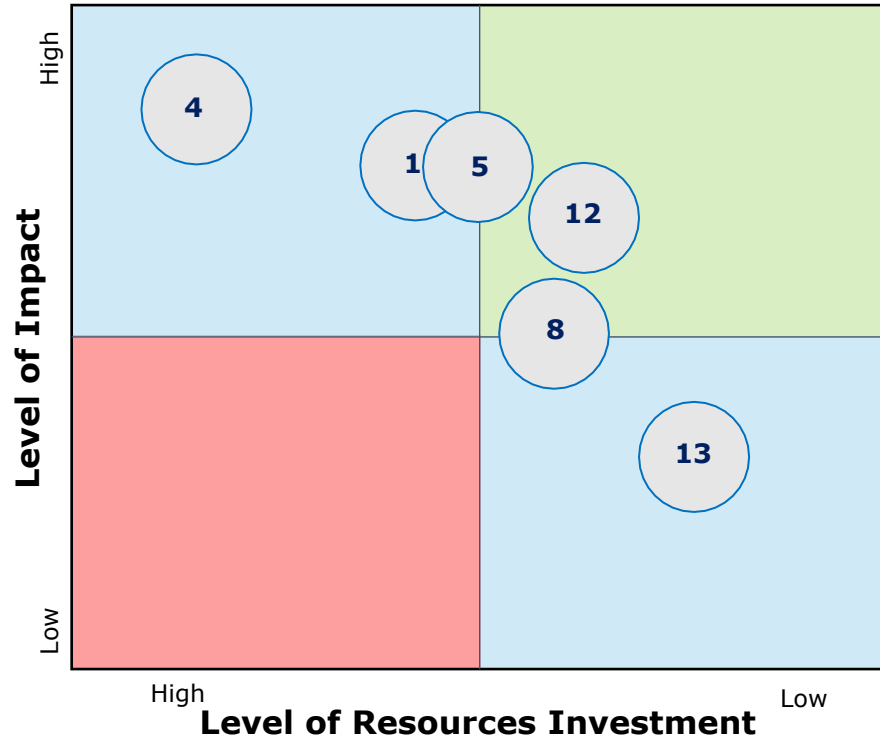
#1	Expand one-stop models of student support to create seamless service delivery with essential student-facing functions of the student experience from matriculation to graduation.
#4	Expand single point of contact, case management models, and provide sustained proactive outreach to students via their primary points of contact.
#5	Integrate faculty into the support services with early warning systems, shared data, case management meetings, and a combined faculty and professional advising model.
#8	Enhance collaboration, resource sharing and transfer pathways between institutions by expanding and establishing new regional hubs.
#12	Support the intended scaling of Early College programming by building administrative capacity. Use existing and proposed funding to enhance support services with proactive advising and academic support.
#13	Evaluate and ensure equitable system-wide academic and administrative policies and practices that are culturally sensitive and responsive.

Pathway B connects the following recommendations which should be prioritized to establish structures that provide students with holistic supports that cultivate safe, welcoming campuses that promote a positive sense of belonging and connection.

	Recommendations	Alignment with Campus Climate and Belonging
#1	Expand one-stop models of student support to create seamless service delivery with essential student-facing functions of the student experience from matriculation to graduation.	One-stop models provide a seamless and high-level of service to students making them feel like they are cared for by the institution. Students who feel cared for will can feel increased belonging.
#3	Expand peer-to-peer support systems and race-conscious cohort-based programming to foster a sense of connection and belonging to the campus community.	Peer-based and cohort programs significantly enhance feelings of belonging through relationships and help students feel more connected to the community.
#4	Expand single point of contact, case management models, and provide sustained proactive outreach to students via their primary points of contact.	The idea that a person working for the institution deeply cares about the student, knows them holistically, and is there to help them succeed cannot be overstated as a powerful force for belonging.
#8	Enhance collaboration, resource sharing and transfer pathways between institutions by expanding and establishing new regional hubs.	Enhancing collaboration, resource sharing and transfer pathways between institutions provides students with seamless experiences exhibiting a community that is welcoming and cares for students.
#9	Streamline financial aid allocation methodology and processes to more effectively make funds available for students to improve access and eliminate barriers. Then, consider vehicles to expand funding to include cost of attendance (tuition, fees, books, supplies, room and board).	Enhancing allocation methods and processes promotes efficient disbursement, minimizes barriers to enrollment and provides resources for students to fully engage in their academic endeavors.

Pathway B | Cultivate Campus Climate & Belonging (1 of 2)

Pathway B connects the following recommendations which should be prioritized to establish structures that provide students with holistic supports that cultivate safe, welcoming campuses that promote a positive sense of belonging and connection.

Recommendations

Alignment with Campus Climate and Belonging

#	Recommendation	Alignment
#10	Continue to provide and expand upon existing holistic supports for basic need assistance for transportation, housing, food, and childcare in alignment with the recommendations from the Basic Needs Security (BNS) Advisory Committee.	When campuses help care for a student's basic needs, the student gets the message that they belong to this institution and visa versa. This transcends transactional relationships and develops connection.
#13	Evaluate and ensure that equitable system-wide academic and administrative policies and practices are culturally sensitive and responsive.	Ensuring equitable polices and practices enables students to feel like the institution is a place that is aligned with their best interests and supports a sense of belonging and alignment with the student.
#14	Integrate professional development opportunities into the talent experience of all faculty, staff and administrators that are designed and implemented with an anti-racist, socially just, holistic, and equity-minded lens, focusing on developing cultural competencies and awareness of student success structures.	When all faculty and staff have knowledge of campus supports and use equity-minded approaches to assist students, this cultivates a welcoming and safe environment for students.
#15	Ensure that all campuses have Centers of Teaching and Learning that engage faculty in dialogue and development of culturally responsive and trauma-informed teaching practices. Encourage these campus centers to collaborate across regions or system-wide.	Centers for Teaching and Learning support full- and part-time faculty in developing pedagogical practices that enable students to feel that faculty care about their learning and lived experiences.

Pathway B | Cultivate Campus Climate & Belonging

The following state of maturity scale can be used to assess the current state of maturity along with next steps at the campus level.

Elements of Maturity

- Students have deep personal relationships with small peer groups that have shared experiences.
- Students know that at least one person on campus cares about them and knows them holistically.
- Institution efficient processes and structures are in place to efficiently package and allocate financial aid to students.
- Students are knowledgeable about campus safety, mental health, victim advocacy and other resources for both reporting purposes and for accessing help.
- Institution demonstrates care and commitment to meeting basic needs for students with insecurities.
- Students feel a connection to the institution and identify as a member of the community.
- Students feel that their faculty care for them and are comfortable seeking their help when needed.

1. Transactional Relationships

At this stage students are paying for a degree and see the campus as a service provider with a fee-for-service model with minimal support structures engaged.

2. Recognized Need No Resources

Campuses recognize the need to connect with and support students but lack the human, technological and programmatic resources to do so.

3. Pilots and Cohorts without Commitment

Pilot programs with intensive services are being run and cohort-based and peer-based programs exist with strong results but only for selected students based on limited / focused funding sources. Scalability is hard to imagine in the current structure.

4. Building Infrastructure and Supports

The institution and system have made the investment for human and technological resources to expand the reach of successful pilots and students with insecurities are being tracked and served well. Support structures are expanding their reach so students who need support are getting access to those services.

5. The Campus that Feels Like Home

The campus has created the systems, infrastructure, processes and made the human capital investments necessary to provide full wrap around supports and students feel like the institutions is investing in their future as much as the student is investing in their own future. A feeling of loyalty toward the institution pervades and students graduate as engaged alumni.

All campuses will have students that feel like they exists in every point along this spectrum and all campuses will have heroes in the staff and faculty that make students feel like someone cares about them and this campus is home. The challenge is to do that structurally at scale.

Pathway B | ROI Assessment

The Committee will have an opportunity to assess the broadly conceived ROI of each recommendation within Pathway B to gain an overall sense of direction on the impact vs. level of resourced needed for each.

PATHWAY ROI MATRIX

Level of Resources Investment

KEY

- **Green** = High Impact / Low Investment
- **Blue** = **Either** High Impact / High Investment **or** Low Impact / Low Investment
- **Red** = Low Impact / High Investment

Pathway Recommendations

#1	Expand one-stop models of student support to create seamless service delivery with essential student-facing functions of the student experience from matriculation to graduation.
#3	Expand peer-to-peer support systems and race-conscious cohort-based programming to foster a sense of connection and belonging to the campus community.
#4	Expand single point of contact, case management models, and provide sustained proactive outreach to students via their primary points of contact.
#8	Enhance collaboration, resource sharing and transfer pathways between institutions by expanding and establishing new regional hubs.
#9	Streamline financial aid allocation methodology and processes to more effectively make funds available for students to improve access and eliminate barriers. Then, consider vehicles to expand funding to include cost of attendance (tuition, fees, books, supplies, room and board).
#10	Continue to provide and expand upon existing holistic supports for basic need assistance for transportation, housing, food, and childcare in alignment with the recommendations from the Basic Needs Security (BNS) Advisory Committee.
#13	Evaluate and ensure that equitable system-wide academic and administrative policies and practices are culturally sensitive and responsive.
#14	Integrate professional development opportunities into the talent experience of all faculty, staff and administrators that are designed and implemented with an anti-racist, socially just, holistic, and equity-minded lens, focusing on developing cultural competencies and awareness of student success structures.
#15	Ensure that all campuses have Centers of Teaching and Learning that engage faculty in dialogue and development of culturally responsive and trauma-informed teaching practices. Encourage these campus centers to collaborate across regions or system-wide.

Pathway C | Talent & Professional Development

Pathway C connects the following recommendations which should be prioritized to ensure full- and part-time faculty and staff reflect representation in the student population and professional development opportunities are designed to promote student success.

Recommendations

Alignment with Talent & Professional Development

#5 Integrate faculty into the support services with early warning systems, shared data, case management meetings, and a combined faculty and professional advising model.

Faculty integration into support services and collaborative advising models with professional advisors extends support through enhanced student-faculty interactions

#6 Integrate career education into curriculum and early advising while enhancing experiential learning opportunities aimed at career and academic alignment. Work with institutions and students to understand which career development tool(s) are most helpful and could be developed and customized as a shared service.

When all faculty and staff have tools to integrate career development and experiential learning, students gain opportunities to explore and align academic and career goals.

#13 Evaluate and ensure that equitable system-wide academic and administrative policies and practices are culturally sensitive and responsive.

Ensuring equitable policies and practices, particularly in HR and hiring, ensures that all campus faculty and staff are representative of the students they serve.

#14 Integrate professional development opportunities into the talent experience of all faculty, staff and administrators that are designed and implemented with an anti-racist, socially just, holistic, and equity-minded lens, focusing on developing cultural competencies and awareness of student success structures.

Equipping full-and part-time faculty with strategies that are equity-minded, culturally-responsive, and trauma-informed allows them to better identify and respond to students' needs.

#15 Ensure that all campuses have Centers of Teaching and Learning that engage faculty in dialogue and development of culturally responsive and trauma-informed teaching practices. Encourage these campus centers to collaborate across regions or system-wide.

Centers for Teaching and Learning offer full- and part-time faculty a space to collaborate on strategies and elevates the importance of their professional development.

The following state of maturity scale can be used to assess the current state of maturity along with next steps at the campus level.

Elements of Maturity

- Institution has developed culturally responsive and trauma-informed professional development opportunities for full- and part-time faculty and staff.

- Institution has metrics in place to evaluate and incentivize the development and implementation of equity-minded, evidence-based strategies for teaching and teaching.

- Institution has established a Center for Teaching and Learning or similar structure for full- and part-time faculty to engage in dialogue and develop equity-minded, culturally responsive and sustainable pedagogy.

- Full- and part-time faculty and advising staff are well-integrated supporting a more seamless and aligned experience for students.

1. Hiring External Talent to Fill Needs

The institutional strategy to bring new skills into the campus and culture is to hire from outside. Faculty development is done on an individual or departmental basis.

2. Leverage External Resources

Professional development is valued but seen as something that happens at conferences, which is the first budget to get cut in difficult financial times.

3. Faculty Development Prioritized

Pedagogical innovation is valued and invested in with communities of practice, external speakers, faculty working groups the cross departments and share best practices. Cultural competencies are introduced and encouraged with little accountability or oversight.

4. Investment in Staff and Leadership Development

Development of staff into mid-level managers and onto executive leadership is becomes a cultural norm. Hiring from the outside is blended with succession planning from within to create a stable and rich culture of talent development.

5. Centers for Teaching and Learning Thrive in a Culture of Accountability

Faculty development is not just pedagogical but also focused on student mentoring and advising skills. The entire campus understands how to interact with students from a culturally responsive and trauma-informed perspective. Metrics are tracked and accountabilities are in place to ensure the culture sustains equity-minded practices.

Evidence of the full spectrum can be observed across the Commonwealth's institutions with a general strategy that leans toward hiring outside talent, and pockets of cross institutional professional development. Some campuses have Centers for Teaching and Learning, but staff development does not appear to have a deliberate strategy within in the system.

Pathway C | ROI Assessment

The Committee will have an opportunity to assess the broadly conceived ROI of each recommendation within the pathways to gain an overall sense of direction on the impact vs. level of resourced needed for each.

PATHWAY ROI MATRIX

Level of Impact (High / Low)

Level of Resources Investment (High / Low)

KEY

- **Green** = High Impact / Low Investment
- **Blue** = **Either** High Impact / High Investment **or** Low Impact / Low Investment
- **Red** = Low Impact / High Investment

Pathway Recommendations
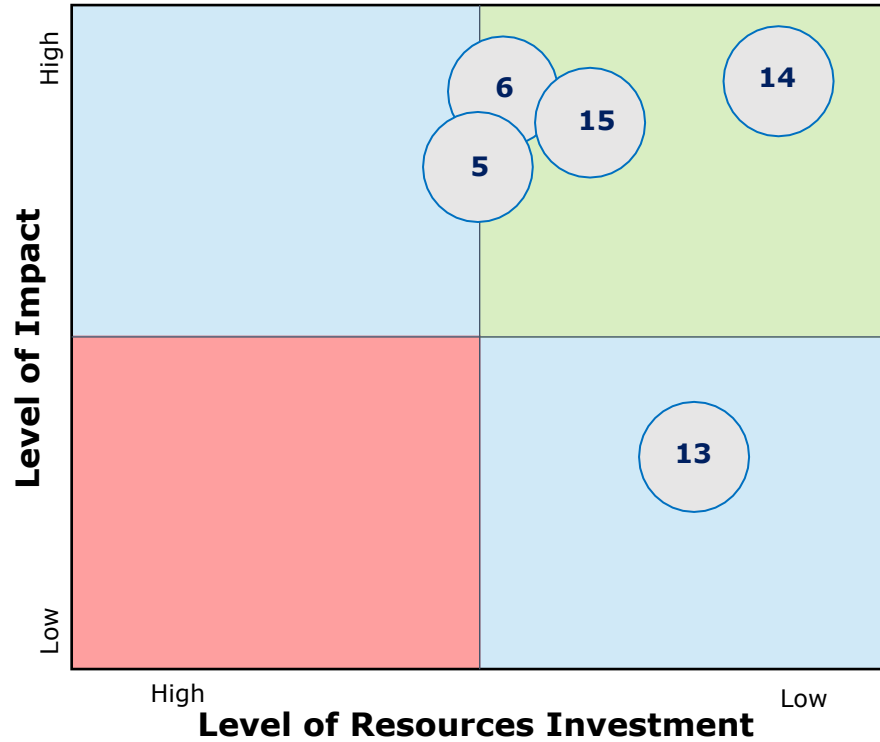
#5	Integrate faculty into the support services with early warning systems, shared data, case management meetings, and a combined faculty and professional advising model.
#6	Integrate career education into curriculum and early advising while enhancing experiential learning opportunities aimed at career and academic alignment. Work with institutions and students to understand which career development tool(s) are most helpful and could be developed and customized as a shared service.
#13	Evaluate and ensure equitable system-wide academic and administrative policies and practices that are culturally sensitive and responsive.
#14	Integrate professional development opportunities into the talent experience of all faculty, staff and administrators that are designed and implemented with an anti-racist, socially just, holistic, and equity-minded lens, focusing on developing cultural competencies and awareness of student success structures.
#15	Ensure that all campuses have Centers of Teaching and Learning that engage faculty in dialogue and development of culturally responsive and trauma-informed teaching practices. Encourage these campus centers to collaborate across regions or system-wide.

Pathway D | Expand Access and Accelerate Early Momentum (1 of 2)

Pathway D connects the following recommendations which should be prioritized to in order to expand post-secondary educational opportunities and accelerate early momentum for students, particularly students of color and low-income students.

Recommendations

Alignment Institutional Connections with Communities

	Recommendations	Alignment Institutional Connections with Communities
#6	Integrate career education into curriculum and early advising while enhancing experiential learning opportunities aimed at career and academic alignment. Work with institutions and students to understand which career development tool(s) are most helpful and could be developed and customized as a shared service.	Prioritizing the integration of career education provides opportunities for aligning academic and career goals, with exposure to career development resources early in their academic journey.
#7	Expand the use of meta-majors to ensure that once career aspirations and academic programs are aligned, a clear curricular pathway with flexible options exists for students.	By prioritizing the expansion of meta-majors, institutions better align academic requirements in similar fields to allow students to explore career aspirations while still working toward degree requirements.
#8	Enhance collaboration, resource sharing and transfer pathways between institutions by expanding and establishing new regional hubs.	Expanding collaborative relationships, resource sharing and transfer pathways, institutions can provide expanded access to promote early momentum, student success, and completion.
#9	Streamline financial aid allocation methodology and processes to more effectively make funds available for students to improve access and eliminate barriers. Then, consider vehicles to expand funding to include cost of attendance (tuition, fees, books, supplies, room and board).	When financial aid opportunities are expanded to meet the needs of more students, barriers to access and completion are reduced allowing students to persist.

Pathway D connects the following recommendations which should be prioritized to in order to expand post-secondary educational opportunities and accelerate early momentum for students, particularly students of color and low-income students.

	Recommendations		**Alignment with Campus Climate and Belonging**
#10	Continue to provide and expand upon existing holistic supports for basic need assistance for transportation, housing, food, and childcare in alignment with the recommendations from the Basic Needs Security (BNS) Advisory Committee.		When campuses help care for a student's basic needs, the student gets the message that they belong to this institution and visa versa. This transcends transactional relationships and develops connection.
#11	Expand co-requisite model for college-level English and math and eliminate the use of standardized tests for assessment and placement. Improve Developmental Education with equity-minded practices in line with the Strategic Plan for Racial Equity.		Committing to the expansion of co-requisite models and eliminating obstacles to early enrollment into college-level courses expands access and allows opportunities for early momentum.
#12	Support the intended scaling of Early College programming by building administrative capacity. Use existing and proposed funding to enhance support services with proactive advising and academic support.		Intentionally scaling Early College programming promotes early access to post-secondary opportunities and the accumulation of credits while still in high school, accelerating time to degree.

The following state of maturity scale can be used to assess the current state of maturity along with next steps at the campus level.

Elements of Maturity

- Institution has an established early college program and / or offers dual enrollment for high school students.
- Financial Aid processes and policies have been evaluated and updated to ensure streamlined process for packaging and allocating funds from all available sources to students.
- Institution has a pre-college or first-year experience for students that connects them with resources upon matriculation.
- Institution demonstrates integration of cross-campus partnerships to promote seamless transition for students.
- Institution has designed meta-majors aligned with pathways for students to pursue a course of study while simultaneously explore possible career options without accumulating extraneous credits.
- Institution offers multiple measures for placement and a co-requisite model to ensure students' access to enrollment in college-level courses upon entry.

1. Matriculation is the Starting Line

Traditionally, matriculation is considered the starting line of the college experience. In this model, it usually takes students a year to gain direction and set clear goals.
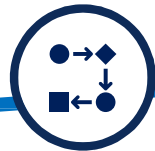
2. Structured First Year Experiences

Having a structured first year experience helps accelerate onboarding, connect students to cohorts and peer-groups, and provides just-in-time information on the college process.

3. Start Early and Gain Early Credit Momentum

Early College or Dual Enrollment programs for high school students enables a student to accumulate early credits and adjust to college expectations before they matriculate. Multiple measures for placement and co-requisite models help avoid non-credit bearing developmental classes.

4. Beginning with the End in Mind

Students have come to college with a clear mission and more than just early credits on board. They have had meaningful conversations with early advisors and career education professionals, may have even done some job shadowing and had conversations with professors. They know why they are there and where they are going.

5. Secondary and Post-secondary Education is a Seamless Continuum

From financing to registration and sitting in the classroom as a fully matriculated students – the process is easy and familiar for first-year students who have credits on board, have a solid relationship with an advisor who understands their career aspirations and they know where all the support services because someone showed them around.

This is a pathway that the Commonwealth has invested heavily in over the past decade, and progress has been made! Most institutions have first year programming, many have early college or dual enrollment, and career education is rising in prominence with room to grow.

Pathway D | ROI Assessment

The Committee will have an opportunity to assess the broadly conceived ROI of each recommendation within the pathways to gain an overall sense of direction on the impact vs. level of resourced needed for each.

PATHWAY ROI MATRIX

Level of Impact (High / Low)

Level of Resources Investment (High / Low)

KEY
- **Green** = High Impact / Low Investment
- **Blue** = **Either** High Impact / High Investment **or** Low Impact / Low Investment
- **Red** = Low Impact / High Investment

Pathway Recommendations

#6	Integrate career education into curriculum and early advising while enhancing experiential learning opportunities aimed at career and academic alignment. Work with institutions and students to understand which career development tool(s) are most helpful and could be developed and customized as a shared service.
#7	Expand the use of meta-majors to ensure that once career aspirations and academic programs are aligned, a clear curricular pathway with flexible options exists for students.
#8	Enhance collaboration, resource sharing and transfer pathways between institutions by expanding and establishing new regional hubs.
#9	Streamline financial aid allocation methodology and processes to more effectively make funds available for students to improve access and eliminate barriers. Then, consider vehicles to expand funding to include cost of attendance (tuition, fees, books, supplies, room and board).
#10	Continue to provide and expand upon existing holistic supports for basic need assistance for transportation, housing, food, and childcare in alignment with the recommendations from the Basic Needs Security (BNS) Advisory Committee.
#11	Expand co-requisite model for college-level English and math and eliminate the use of standardized tests for assessment and placement. Improve Developmental Education with equity-minded practices in line with the Strategic Plan for Racial Equity.
#12	Support the intended scaling of Early College programming by building administrative capacity. Use existing and proposed funding to enhance support services with proactive advising and academic support.

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Pathway E | Institutional Connections with Communities (1 of 2)

Pathway E connects the following recommendations which should be prioritized to cultivate strategic partnerships between campuses and surrounding communities in order provide expanded opportunities in experiential learning and career development.

Recommendations

Alignment Institutional Connections with Communities

	Recommendations		Alignment Institutional Connections with Communities
#2	Improve access to and quality/efficiency of support services within and between institutions utilizing shared services for essential functions that can be institutionally agnostic such as mental health counseling, academic tutoring for English and math, and career education.	▶	Cultivating strategic partnerships that allow for the deployment of shared services allows students to gain the supports necessary to be successful, while not over-extending limited campus resources.
#3	Expand peer-to-peer support systems and race-conscious cohort-based programming to foster a sense of connection and belonging to the campus community.	▶	Expanding peer-to-peer support systems and race-conscious cohort-based programming allow for institutions to expand connections with community partners to enhance student supports .
#6	Integrate career education into curriculum and early advising while enhancing experiential learning opportunities aimed at career and academic alignment. Work with institutions and students to understand which career development tool(s) are most helpful and could be developed and customized as a shared service.	▶	Integrating career education and experiential opportunities into the curriculum throughout the students' academic journey allows for exploration connection between career and academic goals.
#7	Expand the use of meta-majors to ensure that once career aspirations and academic programs are aligned, a clear curricular pathway with flexible options exists for students.	▶	Designing meta-majors allows for career and academic exploration while continuing to meet academic requirements.

Pathway E connects the following recommendations which should be prioritized to cultivate strategic partnerships between campuses and surrounding communities in order provide expanded opportunities in experiential learning and career development.

Recommendations

Alignment Institutional Connections with Communities

#8	Enhance collaboration, resource sharing, and transfer pathways between institutions by expanding and establishing new regional hubs.	When regional institutions collaborate, share resources and align academic programs, students are better served with increased opportunities for success and completion.
#9	Streamline financial aid allocation methodology and processes to more effectively make funds available for students to improve access and eliminate barriers. Then, consider vehicles to expand funding to include cost of attendance (tuition, fees, books, supplies, room and board).	Expanding connections between institutions and communities promotes increased opportunities for students to get additional support for educational and cost of living expenses, thus increasing student success and completion.
#10	Continue to provide and expand upon existing holistic supports for basic need assistance for transportation, housing, food, and childcare in alignment with the recommendations from the Basic Needs Security (BNS) Advisory Committee.	Prioritizing the expansion of basic needs support, institutions and community organizations commit to partnering to meet the needs of students and the surrounding region.
#12	Support the intended scaling of Early College programming by building administrative capacity. Use existing and proposed funding to enhance support services with proactive advising and academic support.	Connections between institutions and K-12 leaders providing opportunities for increased access to post-secondary education which can have a positive impact on the surrounding communities.

Pathway E | Institutional Connections

The following state of maturity scale can be used to assess the current state of maturity along with next steps at the campus level.

Elements of Maturity

- Institution has clearly integrated career education opportunities for students throughout their student journey.

- Institution has integrated their communities' needs, voice and leadership into the design and planning of forward-looking initiatives and strategic plans.

- Institution has developed community and regional partnerships to better support students with basic needs, and students have knowledge of how to access these services and programs.

- Institution has developed and clearly articulated transfer pathways and have staff available to assist students.

- Institution has established strong partnerships with local secondary education systems and is serving students and being responsive to their needs.

- Students have deep personal relationships with small peer groups that have shared experiences.

1. The Ivory Tower

Institutions are seen as separate and distinct from their communities with walls and fences both physical and perceived that fail to recognize the symbiotic nature of the connected entities.

2. An Institution Serving Its Community

Connection to community is often established unidirectionally as the campus becomes a source of charity for it not-for-profits and schools.

3. Communities Serve Campuses

A recognition that communities are not only the source of students but also sources of cultural wealth, necessary experiential learning, employers of students and cultivators of local talent needed for operations. Communities are seen as an invaluable asset.

4. Student-Focused Partnerships

Partnerships with high schools, community organizations, other regional campuses and employers are elegantly coordinated to serve students throughout their journey and pathways of access, success and post-graduate employment are streamlined as a result.

5. Co-creating a Shared Future

Colleges and their communities are vested partners and share both a vision and the responsibility to get there together. Local leaders are consulted in college decisions and plans, and the college is embedded within the local government and economy in a bidirectional and mutually beneficial way. Students are better served as a result the campus culture is enriched by the cultural wealth that surrounds it.

Community colleges tend to be farther along this maturity scale than state university peers due to the central mission and structure of the community college and the ability of the state university to obtain non-local students and get revenue from research funds. However, both segments are equally embedded and must realize their symbiotic nature with their communities to succeed together.

Pathway E | ROI Assessment

The Committee will have an opportunity to assess the broadly conceived ROI of each recommendation within Pathway E to gain an overall sense of direction on the impact vs. level of resourced needed for each.

PATHWAY ROI MATRIX

Level of Impact (vertical axis: High to Low)

Level of Resources Investment (horizontal axis, Low)

KEY

- **Green** = High Impact / Low Investment
- **Blue** = **Either** High Impact / High Investment **or** Low Impact / Low Investment
- **Red** = Low Impact / High Investment

Pathway Recommendations

#2	Expand one-stop models of student support to create seamless service delivery with essential student-facing functions of the student experience from matriculation to graduation.
#3	Expand peer-to-peer support systems and race-conscious cohort-based programming to foster a sense of connection and belonging to the campus community.
#6	Integrate career education into curriculum and early advising while enhancing experiential learning opportunities aimed at career and academic alignment. Work with institutions and students to understand which career development tool(s) are most helpful and could be developed and customized as a shared service.
#7	Expand the use of meta-majors to ensure that once career aspirations and academic programs are aligned, a clear curricular pathway with flexible options exists for students.
#8	Enhance collaboration, resource sharing, and transfer pathways between institutions by expanding and establishing new regional hubs.
#9	Streamline financial aid allocation methodology and processes to more effectively make funds available for students to improve access and eliminate barriers. Then, consider vehicles to expand funding to include cost of attendance (tuition, fees, books, supplies, room and board).
#10	Continue to provide and expand upon existing holistic supports for basic need assistance for transportation, housing, food, and childcare in alignment with the recommendations from the Basic Needs Security (BNS) Advisory Committee.
#12	Support the intended scaling of Early College programming by building administrative capacity. Use existing and proposed funding to enhance support services with proactive advising and academic support.

Implementation Pathways | Enablers of Success

Enablers of success are essential for the successful implementation of the pathways and their associated recommendations. Additional detail of these enablers can be found in the appendix.

Leadership Commitment

- Leaders define culture through their tone and nomenclature, through their priorities and the metrics they gather as well as the accountability structures they deploy.
- Leadership sets the prioritization and intention of campus programs. Aligning campus resources and budget to a long-term and sustainable vision aimed at closing racial gaps in student success will help reduce initiative fatigue born from recurring niche programs and leadership agenda changes.

Data Analytics & Technology

- Drive data-informed decision making on campuses with institutional and leadership commitment, investment in technological capabilities, process redesign and human capital.
- Optimize student-facing processes and services to be accessible to an increasingly remote student population.
- Strengthen centralized data capture and sharing system-wide with enhanced tools and accountability structures to reinforce student success priorities and support collaboration.

Funding & Financial Aid

- Assess overall level of funding throughout the system to ensure funding levels are adequate to address the ambitious goals of the Equity Agenda, the Strategic Plan for Racial Equity, and NUE.
- Align state and institutional financial aid programs with MASSGrant Plus to include total cost of attendance with longer-term aims of impacting a broader range of lower-middle income families.
- Develop Higher Ed Strategic Finance recommendations to improve predictability and sustainability of funding for student and institutional success.

Culture of Sustained Innovation

- Encourage continuous improvement and innovation at the campus and system-wide level with rigorous data capture and accountability structures for pilots and processes to duplicate success.
- Fund pilot programs that have a scalable and sustainable strategy once the pilot proves to be effective and deprioritize niche programs that cannot achieve scale.

Implementation Pathways | Scalability and Sustainability

The framework design will include consideration for how post-implementation the student success attainment can be scaled and sustained within the Equity Agenda.

Student Success Framework

Start Here

1 — Imperative for Student Success
The Commonwealth commits to affordable, quality outcomes for students.

2 — Integration with the Equity Agenda
The vision includes seamless collaboration to develop the framework in alignment with the Equity Agenda

3 — Assessing and Making Choices
The system assesses its current state capabilities, identifies gaps, and **prioritizes investments**

4 — Implementing and Managing Change
The campuses build up selected framework capacities and interventions in **collaboration with a strategic financing plan**

5 — Scaling and Sustaining Change
The campuses, DHE, and EOE continue **to monitor and refine the programming and strategic financing model** for student success, especially those students who are underrepresented

Ongoing Measurement and Achievement
In purposefully undertaking this commitment to student success, Massachusetts can continuously evaluate its student needs, equity attainment, institutional contexts, and resources shifts for long-term student benefit

Evaluation Tool

The following metrics are implementation pathways to help prioritize recommendations based on a broader strategic aim for the system.

A — Create a Data Enhanced Student Success Ecosystem

Outcomes
1. Term-to-term retention rate[2]
2. On-time graduation rate[2]
3. Optimization of caseloads for advisors, counselors, coaches, etc[3]

Enablers
1. Use of predictive analytics on campus[5]
2. Early alert system integrated with student success management software across campus[5]
3. All faculty/staff workshops focused on technology competency[4]
4. Campus leadership utilizing analytic dashboards including PMRS in decision making[4]
5. Campus wide adoption of student success management software[5]

B — Cultivate Campus Climate & Belonging

Outcomes
1. Campus climate survey results[3]
2. Term-to-term retention rate[2]
3. On-time graduation rate[2]

Enablers
1. Academic advising participation rate[3]
2. Participation at professional development programs[3]
3. Completion of racially equitable policy reviews[3]
4. Basic needs support services utilization rate vs documented need[3]
5. Peer and cohort programs participation rate By year of study[3]

C — Focus on Talent & Professional Development

Outcomes
1. Campus climate survey results[3]
2. Staff and faculty retention rate[4]

Enablers
1. Faculty/staff workshops focused on equity minded student success[4]
2. Career center utilization per academic year[2]
3. Centers for teaching and learning on campus[4]

D — Expand Access and Accelerate Early Momentum

Outcomes
1. Career education integration in intro-level courses (% of students enrolled in these courses)[2]
2. 1st to 2nd year retention rate[2]
3. On-time graduation rate[2]
4. Job placement rate six months after graduation[2]

Enablers
1. Expansion of early college program[1]
2. Meta-majors participation rate[2]

E — Strengthen Institutional Connections with Communities

Outcomes
1. Internship and experiential learning participation[2]
2. Transfer rate within MA System[1]

Enablers
1. Campus agnostic shared services across institutions[4]
2. Regional hubs establish information sharing pipelines[4]

Accountability References Tied to Metrics Above: 1) DHE   2) VP of Academic Affairs   3) VP of Student Affairs   4) Campus President   5) IR Director

Evaluation tool metrics to be evaluated using rubric (see appendix for rubric outline) and used to determine position on maturity curve. Specific campus pathway rubrics to be developed in conjunction with DHE and Campus Leaders during Framework Implementation.

Framework Evaluation| Implementation Path Assessment

The following metrics are implementation pathways to help prioritize recommendations based on a broader strategic aim for the system.

	Implementation Planning	Implementation Year 1	Implementation Year 2	Implementation Year 3
Objective	Establish system and campus priorities and action plans	Implement top priorities and establish data and reporting infrastructure	Continue implementation and evaluate outcomes and enablers	Evaluate outcomes and enablers and assess implementation results
	June 2022-Aug 2022	**Sept 2022-May 2023**	**June 2023-May 2024**	**June 2024-May 2025**
	Prioritize · Plan	Implement Priorities · Align Resources · Initial Metric Reporting	Implement 2nd Year Priorities · Refine Year 1 Priorities · Evaluate Metrics	Implement 3rd Year Priorities · Assess Framework Effectiveness
Activities	• Establish system and campus priorities for framework implementation. • Establish campus-level action plans. • Establish data collection processes needed to evaluate in the future.	• Implement framework implementation priorities. • Align resources to implement action plan. • Begin data collection and develop reporting structures that are needed to evaluate outcomes and review bi-annually.	• Continue pathway implementation, refining what was not working in year 1. • Evaluate if key outcomes and enablers are moving in the targeted direction via bi-annual data collection and reporting.	• Assess framework implementation plan by evaluating outcomes and enablers to determine if they moved towards targets. • If enablers and outcomes are NOT moving towards framework implementation targets, consider alterations / enhancements to the framework.
Target	• Implementation plans are established. • Data pathways are established. Targets are established.	• Framework implementation has begun. • Data collection and reporting structures are fully developed.	• Year 1 implementation weaknesses are identified and refined. • Enablers and outcomes are moving towards framework implementation targets.	• Enablers and outcomes are near framework implementation targets or progressing year over year in the targeted direction.

Creating data reporting structures and centralizing the flow of reporting and utilization of metrics across the system will support a data-informed culture to emerge on campuses across the system.

Proposed MOEs and Corresponding KPIs

Legend: **Red** = Not tracked or partial tracking   **Yellow** = Tracked only on campus   **Blue** = Collected but Limited Share by DHE   **Green** = Collected and shared by DHE

Student Outcomes…	Support Services…	Financial Aid…
14 KPIs:	**17 KPIs:**	**11 KPIs:**
Job Placement Rate Six Months After Graduation	Career Integrated Course Participation Rate	Count of Students Eligible for Financial Aid
Annual Salary Of First Job (Annualized Earnings)	Career Center Participation Rate By Year Of Study*	Aid for Non-Degree Seeking Students
250% Graduation Rate	Cohort Programs Participation Rate By Year of Study*	Financial Aid Incentive Program Participation Rate
Non-Degree Seeking, Non-Credit Course Completion	Internship Participation Rate	Count of Students Receiving Emergency Grants
Academically Suspended/Dismissed Student Count	Summer Bridge Program Participation Rate	Unmet Need Coverage By Student
Is First Job Related to Area of Study (only industry)	Early College Participation Rate	Financial Aid Of Any Kind Recipient Rate
Continuing Education Rate	Mentor/Mentee Participation Rate	Pell Grant Recipients Rate
Term-To-Term Retention Rate	Academic Advising Participation Rate*	MASSGrant / MASSGrant Plus Recipient Rate
Graduation Rate From Anywhere	Tutoring Participation Rate*	Debt Upon Graduation By Student
MassTransfer Participation Rate	Caseloads For Advisors, Counselors, Coaches*	Students Completed FAFSA vs. Total Enrollment Rate
On-Time Credit Completion Rate	Mental Health Center Utilization Rate*	Institutional Fund Utilization Rate
150% Graduation Rate	Food Pantries Utilization Rate*	
1st To 2nd Year Retention Rate	Housing Assistance Utilization Rate	
Transfer Rate	Transportation Assistance Utilization Rate*	
On-Time Gateway Course Completion	Documented Accommodations Student Count	
	First-Year Program Participation Rate	
	Service-Learning Projects Participation Rate	
	* = Overall Count and Unique Student Count	

Equity Disaggregation

Legend: ☐ = Not Currently Disaggregated At System Level   ✓ = Currently Disaggregated At System Level

☐ Age Categories	☐ K12 Program Participant	✓ **Enrolled In A Developmental or Co-req Course**
☐ First Generation	☐ Documented With Disabilities (Institution Level)	✓ **Gender**
☐ Academic Program Enrolled In	✓ **Race/Ethnicity**	✓ **Transfer Student**
☐ LGBTQ+ Status	✓ **Pell-Eligible**	
☐ Loan/Grant Recipient	✓ **Part-Time/Full-Time**	

Appendix

References

The following references and data were used to inform the design of the recommendations for the framework for student success for support services.

Various Data and Statistics
- IPEDS Data U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics.
- College Board College Board
- MA Department of Higher Education, Academic Affairs & Student Advisory Council Meeting Deck presented by Dr. Pat Marshall (November 30, 2021).
- Study: UC Corporate Student System Data on California Residents who applied for freshman Admissions.
- Massachusetts Department of Higher Education Research and Planning
- U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics, 2020 State Higher Education Finance Report (sheeo.org)
- Racial and Ethnic Diversity in the U.S.: 2010 Census and 2020 Census

Case Management Model / Wraparound Support
- Metropolitan State University of Denver's Roadways Program
- Bridgewater State – Student Navigator Program

Developmental Education Reform, Pathways and Meta-Majors
- City University of New York (CUNY) Accelerated Study in Associate Program (ASAP)
- Washington State Board for Community and Technical Colleges' Student Success Center established a model for implementing Guided Pathways.
- MA DHE Strategic Initiative to transform developmental education through the implementation of math pathways, support through the co-requisite model and the utilization of multiple measures.
- Center for the Analysis of Postsecondary Readiness (2018). "Developmental Education: An Introduction for Policymakers."
- Center for the Analysis of Postsecondary Readiness
- Florida College Access Network (2018). From Transfer to Targeted Pathways: Florida's efforts to get transfer students to the finish line.

Early College
- Success of student supports at Mount Wachusett's Early College Program
- Early data from thirty-one Early College Programs across the Commonwealth indicate substantially increased rates of college entrance for all students engaged in Early College
- Early College Students Show Strong Gains in College Enrollment
- National Clearinghouse data provided by Massachusetts Department of Higher Education Research and Planning shows success of matriculation of early college students.
- Boston Globe, May 11, 2022: Mayor Wu announces expansion of early college programs for Boston students.

Integrated Career Education
- Massachusetts Community College Teaching, Learning & Student Development (2020). Employing an Anti-Racist Lens to Build Inclusive Community College Curriculum and Student Services.
- Sigelman, M. and Howard, C. B. (2021). Dynamos for Diversity: How Higher Education Can Build a More Equitable Society. The Burningglass Institute

References

The following references and data were used to inform the design of the recommendations for the framework for student success for support services.

One-Stop Models
- One-stop model success and implementation at Quinsigamond Community College, Berkshire Community College, Fitchburg State University, Framingham State University, Mass Bay Community College, Mass Maritime Academy, North Shore Community College, Westfield State University

Predictive Analytics
- Lieberman, M (2017). It's All in the Data. Inside Higher Ed. - University System of Maryland Student Success Matrix.
- Bridgewater State University – Predictive Analytics Model
- Pelletier, K. (2020). 6 Best Practices for Using Student Data for Student Success. EdTech: Focus on Higher Education

Regional Hubs & Shared Services Model
- Deloitte's leadership and expertise in shared services models at higher education institutions.
- Campus Technology (2022). UNCF Scales Up Student Success Coaching for HBCUs.

Strategic Partnerships
- American Association of Community Colleges (2018). Aligning for Student Success: How Community Colleges Work with K-12 to Improve College and Career Outcomes.
- Jobs for the Future Student Success Centers – Promote connections across state community college systems to collaborate on student success initiatives. In 2016, SUNY partnered with Jobs for the Future to establish the New York State Student Success Center.

Student Support Services
- Alamuddin, R. and Bender, M. (2018). The First-Year Experience in Two-Year Public Postsecondary Programs
- Cannon, J. (2013). Intrusive Advising 101: How to be Intrusive without Intruding.
- Robbins, R. (2013). Advisor Load. NACADA: The Global Community for Academic Advising.
- Healthy Minds NCHA COVID Survey Report, JED's POV on Student Mental Health and Well-Being in Fall Campus Reopening
- Importance of Mental Health Services on College Campuses
- Impact of COVID-19 on College Student Well Being
- Association on Higher Education and Disability
- AHEAD's National Survey of Disability Resource Office Structures and Programs
- Creating a Successful Peer-Mentoring Program

References

The following references and data were used to inform the design of the recommendations for the framework for student success for support services.

State of Colorado
- Colorado General Assembly
- Colorado Department of Higher Education. Colorado Rises: Advancing Education and Talent Development.
- Colorado Community College System
- CCCS Facts and Figures
- Colorado Community College System Strategic Plan 2015-2025
- MSU Denver Roadways.
- Colorado Department of Higher Education Performance Dashboard
- Colorado Community College System Strategic Plan 2015-2025
- Academic Year 2019-2020: Developmental Education Report

State of Maryland
- Inside Higher Ed. "It's All in the Data." (2017)
- USMD Statistics
- Maryland State Plan for Postsecondary Education 2017-2021
- Achieving Collegiate Excellence & Success.
- American Association of Community Colleges (2018). "Aligning for Student Success: How Community Colleges Work with K-12 to Improve College and Career Outcomes

State of New Jersey
- Vision 2028: Framework for the Future of New Jersey's Community Colleges (October 2019)
- Where Opportunity Meets Innovation: A Student-Centered Vision for New Jersey Higher Education (February 2019)
- Rutgers University-Camden Admissions: Paying for College

References

The following references and data were used to inform the design of the recommendations for the framework for student success for support services.

State of New York
- Inside ASAP: A Resource Guide on Program Structure, Components and Management (Fall 2020)
- New York Student Success Center Coaching Academy
- New York State Student Success Center
- SUNY Food Insecurity
- CUNY Again Dominates Chronicle's Public College Social Mobility Rankings

State of Washington
- Clark College
- Achieving the Dream™. ":Implementing a Holistic Student Supports Approach: Four Case Studies."
- Guided Pathways Implementation Model
- Washington Student Success Center
- Cougs Feeding Cougs

Critical Context| The Equity Agenda's Four major goals

The Strategic Framework for Support Services for Student Success is meant to advance the goals of the Equity Agenda in order to increase graduation rates at all fifteen community colleges and nine state universities for students of color and low-income students.

The overarching goal is for the public higher education system *to enhance economic and social mobility for all citizens, particularly students of color*. The four major goals identified by the DHE in its Equity Agenda are:

GOALS	EQUITY PRINCIPLES
1 60% of working-age Massachusetts residents ages 25–64 will hold an associate's degree or higher and an additional 10% of the population will hold a high-quality credential by 2030.	**Racial equity:** • Will be achieved **when race no longer determines one's outcomes** in the Massachusetts public higher education system • Is the **top policy and performance priority** for the Department of Higher Education • Must be **embedded** system-wide and permeate the Department's structure, culture, and policies
2 43% of African American and 32% of Latinx Massachusetts residents ages 25–64 will hold an associate degree or higher by 2024.	• Requires the use of **asset-based language** to minimize the threat of harm, deficit, and stereotype reinforcement "*Asset-based language*" *defines people by their aspirations and contributions, rather than the systemic barriers and challenges they face* • Requires **acknowledgement, remedy, and repair** of policies and practices which have excluded or created barriers
3 By 2030, the rate at which the Massachusetts public higher education system graduates African American and Latinx students will increase to 51% and 50% respectively, outpacing the current rate of increase by 10%.	**We must:** • Recognize that **clarity** in language, goals, and measures is vital to racially equitable practices • Promote **culturally sustainable campus climates** in which all students can thrive and are regarded in the totality of their human dignity • Create and cultivate an **inclusive environment** to encourage the support and participation of relevant stakeholders
4 DHE will also track and report on racial gaps in first-year success metrics incorporated into PMRS, including completion of college-level math and English in the first year, on-time credit accumulation, and persistence to a second year of postsecondary education.	• Acknowledge the **experience and knowledge** of people of color, and seek to engage people of color in the pursuit of racial equity in meaningful ways • Incentivize the development and support the implementation of **equity-minded, evidence-based solutions**

Critical Context | Strategic Plan for Racial Equity

The Strategic Framework for Student Success Support Services will be aligned with the Strategic Plan for Racial Equity in order that the Framework components and recommendations will help the Commonwealth to achieve its equity goals across the system.

The overarching goal is for the **elimination of racial disparities** in Massachusetts public higher education system. The five major goals identified by the DHE and the strategies for achievement are:

GOALS	STRATEGIES FOR GOAL ACHIEVEMENT
1 Increase students of color's **sense of belonging** at their institutions.	1 Establish the Infrastructure to Drive Racial Equity
2 Increase **enrollment** of students of color into the public higher education system by XX%.	2 Transform Institutional Cultures to be Equity-Minded
3 Increase Students of Color's **momentum** through the public higher education system ➢ Increase **persistence** to a second year of postsecondary education *(goals per segment)* ➢ Increase **timely completion** of gateway courses *(goals per segment)* ➢ Increase **on-time credit accumulation** *(goals per segment)*	3 Increase Access to Higher Education for Students of Color
4 Increase **credential attainment** for all students of color to XX%.	4 Build a Culturally Relevant and Civically Engaged Educational Experience for Students of Color
5 Increase students of color's **social and economic mobility** through the achievement of Carnegie Classification for Social and Economic distinctions (to be released in 2023).	5 Prepare Students of Color to Thrive Beyond Their Time in Higher Education

Critical Context| Student Bill of Rights from NUE Report

The Strategic Framework for Student Success Support Services is informed by the New Undergraduate Experience (NUE) Report and the Student Bill of Rights that was formed as part of that effort.

A Student Bill of Rights

Students Have The Right To:

- Clear, accessible, and understandable financial information, and affordable and predictable education costs.

- Welcoming, inclusive, and safe campus environments.

- Equitable access to experiential learning opportunities, in and out of the classroom.

- Inclusive, anti-racist, and culturally responsive curricula and pedagogies.

- Diverse and supportive faculty and staff who are equity-minded higher education practitioners.

- Timely and relevant pathways to graduation and employment.

- A voice in the decisions that impact their education.

But to fulfill these promises to all our students, we must focus on racial equity

Source: Massachusetts Department of Higher Education (2019). Strategic Initiatives: NUE Recommendations.

Critical Context | New Undergraduate Experience Report

The Strategic Framework for Student Success Support Services is informed by the New Undergraduate Experience (NUE) Report and cross cutting recommendations that were formed as part of that effort.

Cross-Cutting Recommendations

The Equity Agenda will be the guiding paradigm for the curricular and co-curricular undergraduate experience.

The access, success, retention, persistence and graduation of our Black, Latinx, Asian, Indigenous and other students of color will be prioritized.

Data must be both disaggregated and intersectional.

Equity-based policy and program audits will be regularly implemented by institutions and the system.

All trustees, executives, faculty, and staff will participate in racial educational equity professional development.

Accountability structures will be created to ensure that racial equity and justice progress is being made.

Framework Components | Alignment to Student Success & Equity

Components	Significance to Student Success	Equity Implication
Racial Equity - Designing a system of student-ready institutions that provide affordable access to equitable and racially just higher education, recognize the cultural wealth of students of color, and transforming programs, policies, and practices to eb anti-racist, equity minded, and responsive to the needs of students of color. [1]	As the student population is and continues to become increasingly diverse, equity across the higher education system is imperative to raise the overall student success rate and achieve the goals of the Equity Agenda.	The moral case for educating all students is self-evident and urgent, and powerful economic and democratic arguments exist for evolving the way the system recruits, serves, and advocates for its students of color and low-income students.
Leadership & Culture – Leaders define culture through their tone and nomenclature, and through their priorities and the metrics they gather and distribute.	Leadership sets the prioritization and intention of campus programs. Aligning campus resources to a long-term and sustainable vision aimed at student success will help reduce initiative fatigue born from niche programs and leadership agenda changes.	In order to catalyze change and realize the goals of The Equity Agenda, leaders must prioritize these measure and galvanize their communities to serve students of color and low-income students. Decisions made using an equity lens will support this effort. Leaders can develop trust within communities of color.
Talent & Professional Development - Specialized training to improve knowledge, skills, competence, and effectiveness for staff, administrators, and faculty to better equip them to serve the students with an emphasis on developing cultural competencies, and awareness of culturally responsive and trauma-informed practices.	With students' needs and population demographics changing rapidly, equity minded staff and faculty are needed on campuses. Recurring best practice seminars provide cutting-edge tools to continue to keep up with the dynamic needs of the students.	A culture of equity emerges through both acquiring talent that is aligned with the goals of The Equity Agenda and developing the talent on campuses today. Continual professional development is imperative for all as reinforcement of key concepts and strategies, and alignment throughout the campus supports success.
Strategic Partnerships - Relationships between institutions and with community partners to help serve students' education and career goals and support them in persistence through their educational journey.	Working collaboratively with the community and other institutions provides students with more opportunities for valuable educational experiences, connects them to needed resources and accelerates their pathways to meaningful and gainful careers.	Collaborative efforts within the system need to replace the superiority and competitive attitudes that continue to exist between segments and institutions because in many cases both are helping the same student reach that student's goal of education. A student-centered model calls for collaboration over competition.

1. Draft of Massachusetts Department of Higher Education Strategic Plan for Racial Equity. February 25, 2022

Framework Components | Alignment to Student Success & Equity

Components	Significance to Student Success	Equity Implication
Racially Equitable Policies & Practices – Policies and practices affecting academic probation and persistence, financial aid, inclusion and access to resources and similar should be evaluated with an equity lens.	Policies can enable or hinder student success. Policy barriers to student success can include entrance and placement requirements, how financial aid programs and incentives are structured, as well as to whom and how academic and basic need supports are offered.	Antiquated policies that were designed for an era where higher education was structured to serve a primarily white population persist on our campuses. Structural and institutional barriers can still exist in pockets of policies that have not been evaluated with an equity lens.
Data Analytics - Collection and utilization of disaggregated data with the intention to help drive data-informed decision making on campuses involves Institutional Research departments as well as leadership across campus valuing and prioritizing data.	By tracking and analyzing student data, institutions are better equipped to allocate resources and provide support where needed in a timely and efficient manner. Data can increase the effectiveness of support services and enable scalability where previous models require only more people to serve more students.	Disaggregation of data with an equity lens can help identify any biases within the policies, structures and systems of student support that may be hidden from aggregated data.
Information Technology - Software tools utilized by the institution to automate collaboration, communication, and reporting of information among all parts of the campus, and even between campuses, are enablers of student success.	Consistent software used across campuses gives institutional and system-wide stakeholders up-to-date and accurate information that can help to iterate strategies and bolster supports where needed as well as share best practices and standard processes where appropriate.	A lack of technology tools can hinder institutions in providing timely, critical supports to students with the greatest need at a scalable level. Technology and process drive data and data can serve as a call to action when it is gathered systematically, consistently and is utilized by leadership ubiquitously.
Student-Centered Operating Model – Reimagining student support services to provide a seamless and integrated educational experience where students' career goals are aligned with the curriculum and support services are unavoidable, available and connected.	Navigating the complexities, costs, curriculum, policies and finances of higher education is a daunting task for the most prepared legacy student, especially if first-generation. When higher education operating models are more empathetic to a student's experience it makes it easier to focus on what matters.	Students of color and low-income students typically lack knowledge to navigate campus policies, procedures and supports. Aligning the educational and operational experiences of a student to minimize barriers, reduce complex bureaucracy and provide a high-level of service to students will minimize confusion and disengagement.

1. Massachusetts Department of Higher Education Strategic Plan for Racial Equity. February 25, 2022

Components	Significance to Student Success	Equity Implication
Early Momentum Structures Programs that provide opportunities for students to connect with institutional support services, resources and / or accumulate credits either prior to their first semester and / or early in their educational journey.	Students are more likely to enter, be retained and persist when institutions design programs providing opportunities to build early credit accumulation and develop a connection with that campus community. Trust and engagement prior to and early on in the college journey is critical. Early momentum programs can accelerate students' success past the first year to completion.	Students of color are overrepresented in first-generation student populations, who tend to lack the awareness and access to post-secondary educational opportunities. Students of color and low-income students are more likely to enter and succeed in their first-year and beyond when programs are designed to build trust and early momentum.
Experiential Learning – Opportunities for students to align curricular and co-curricular experiences that provide opportunities for students to apply concepts and explore potential career interests.	Experiential learning opportunities are considered high impact practices (HIPs) which lead to student success. When students have a variety of opportunities to explore career interests and develop professional skills, particularly that align with their chosen academic program, they are more likely to succeed and persist.	Students of color typically have limited knowledge and access to informal professional networks. Campuses can increase opportunities for experiences out of the classroom to expose students to a broader array of professional settings and develop skills.
Sustained Support Services – Support services offered throughout the student journey that are intentionally designed to address the myriad of academic and personal needs of students and provide a seamless experience for students to be connected to those resources.	Students are more likely to succeed when they feel a positive sense of belonging and that the has a vested interest in their success and wellbeing. Holistic support mechanisms address both personal and academic needs of students, of which both are necessary supports to promote success.	Students of color typically lack knowledge to navigate campus policies, procedures and ways to access supports. Implementing support models that allow for a single point-of-contact, include peer-to-peer interactions as well as proactive, consistent outreach will help to build a sense of connection.
Integrated Career Education – Designing curriculum and advising services with an integrated approach to career exploration and development of professional skills that allows for a more purpose-driven and efficient academic journey.	When students have the resources to explore and align career interests with academic program choices, they are more likely to succeed and persist. These opportunities should be integrated throughout the entirety of a student's academic experience, supporting continued networking and professional skill building.	Students of color and low-income students are more likely to have limited exposure to potential careers available to them and less likely to have career mentors outside of higher education. These students tend to have less informal networks and need more assistance with career development.

Components	Significance to Student Success	Equity Implication
Faculty Engagement & Pedagogy – Structurally embedded opportunities for faculty to engage with students, both formally and informally through mentoring, advising, academic and career support. Designing equity-minded pedagogy that is culturally responsive, culturally sustaining and trauma-informed in order to promote students' assets and recognizes the cultural wealth students of color bring to the learning environment. [1]	Leveraging faculty expertise in career / curriculum, their proximity to students in terms of daily contact and ability to provide valuable information to the support network allows for deeper connections and increased sense of belonging for students. In addition, pedagogical strategies that promote an inclusive learning environment allow for the success of all students.	When students of color have opportunities to engage with faculty, they are more likely to succeed and feel a sense of belonging. It is important that faculty be provided opportunities to engage with students, outside of the classroom, particularly for students from marginalized and / or low-income populations. In addition, pedagogy should be designed in such a way that celebrates the cultural wealth students of color bring to the learning environment.
Financial Aid – Identifying opportunities to address student's financial needs by expanding financial aid for students from lower-middle income families, examining policies and procedures that act as a barriers to accessing aid, as well as leveraging campus and community resources to meet cost of living and educational expenses	Removal of barriers to meeting living expenses and educational costs, is a foundational aspect of support services. Students cannot focus on academics when they are hungry or homeless. Financial issues whether they be educational or living expense related are a top reason students stop progressing.	Students of color are over-represented in lower-middle income families who struggle to meet living expenses and educational costs. Many of these students are over-represented at CCs across the Commonwealth where state funding resources are inequitable compared to SUs. Expanding incentive programs, MASSGrant Plus and other funding structures provides increased access and opportunities for success.
Purpose-Driven & Asset-Based Curriculum – Academic pathways and curriculum maps that align degree and credential requirements with a student's career goals that are designed to recognize the cultural wealth of students of color and prepare students to fulfill their potential.[1]	Students are more successful when they have established goals and have a "roadmap" to navigating program requirements and identifying resources that maximize and celebrate students' assets and potential. Curriculum maps and pathways can allow for flexibility as career goals and major alignment are solidified throughout the student's educational journey.	Students of color and those from low-income families may use courses to explore majors and career interests, with little direction. Guided pathways and curriculum maps provide a more targeted approach and align similar academic programs for more effective exploration when coupled with experiential learning.
Campus Climate & Belonging – Ensure the system and its institutions are promoting a culturally sustainable and safe campus climate for all students to thrive. Cultivating inclusive environments that promote a sense of belonging for students socially, academically, as well as inside and out of the classroom.[1]	Institutions across the Commonwealth can promote a positive campus climate by ensuring the campus climate and culture are welcoming, engaging, safe and affordable. Students are more likely to be successful and persist to completion when they feel a sense of connection and support from the institution.	Many students of color have experienced trauma both before and during their college experience. Campus climates that are unsafe, or retraumatizing for students will result in students stopping out. Its critical to make campuses safe and inclusive environments for learning and growing so students of color can thrive and be successful.

1. The New Undergraduate Experience: A Vision for Dismantling Barriers, Recognizing Students' Cultural Wealth, and Achieving Racial Equity in Public Higher Education in Massachusetts. January 14, 2022.
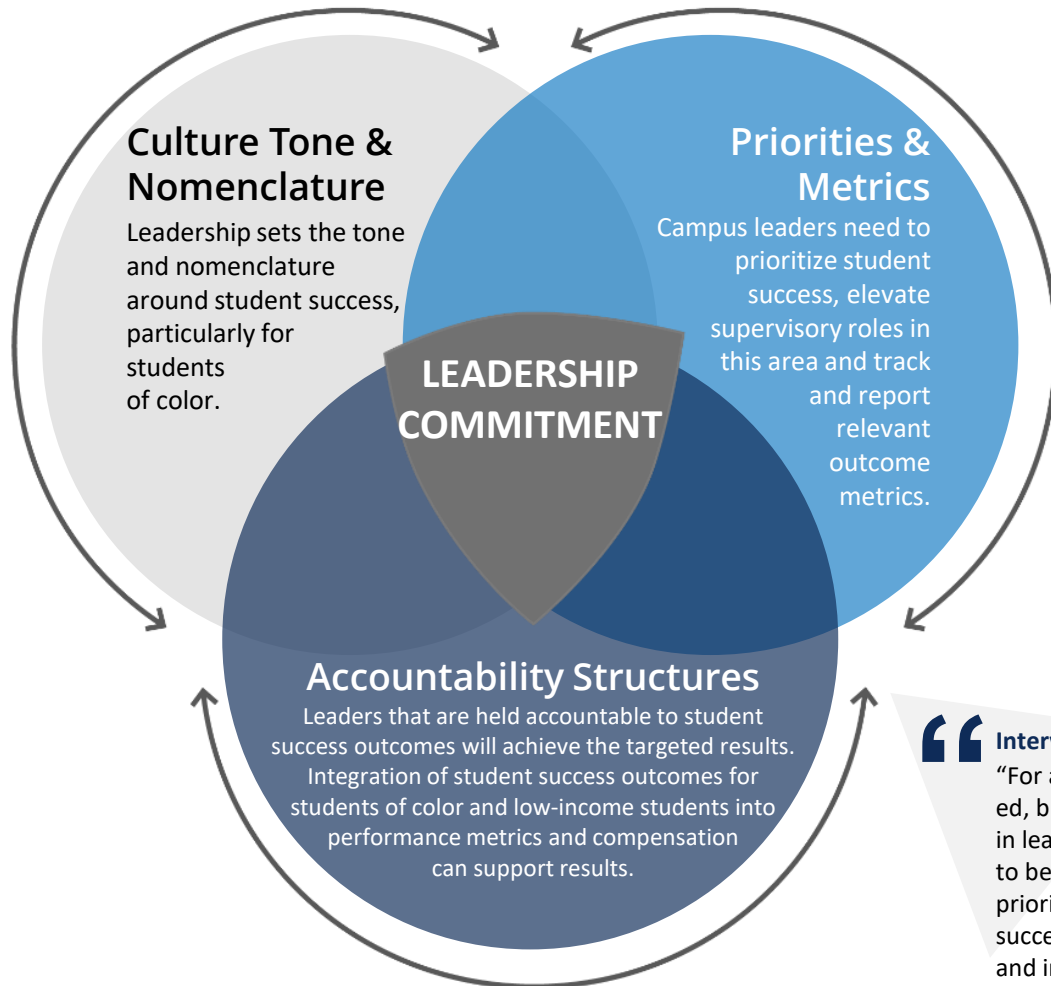
Enablers of Success| Leadership Commitment

Leadership Commitment is a foundation for advancing system-wide and institutional student success, particularly for students of color.

Culture Tone & Nomenclature
Leadership sets the tone and nomenclature around student success, particularly for students of color.

Priorities & Metrics
Campus leaders need to prioritize student success, elevate supervisory roles in this area and track and report relevant outcome metrics.

LEADERSHIP COMMITMENT

Accountability Structures
Leaders that are held accountable to student success outcomes will achieve the targeted results. Integration of student success outcomes for students of color and low-income students into performance metrics and compensation can support results.

Interview Quote:
"For anyone in higher ed, but especially those in leadership, we need to be focused in prioritizing student success on a daily basis and in all we do."

STRATEGIC LEADERSHIP PRIORITIES

- **Establish and maintain a steadfast leadership focus** on access and student success, particularly for students of color wherein top leadership has a clear narrative of the success journey.
- **Build a culture that sustains success** by fostering collaboration, across campus departments and institutions, providing incentives, encouraging experimentation/calculated risks, valuing data and evaluation, and celebrating success.
- **Designate a student success leader** and promote the role to the executive team to oversee and improve coordination amongst student-focused functions.
- **Build social capital by cultivating strong relationships** among leadership, executive team, and other stakeholders across the institution and the Commonwealth, especially to advance outcomes for students of color.
- **Implement a rigorous strategic planning process** to align around a set of core priorities and measurable goals, with student success at the center and aligned with the Equity Agenda and the Strategic Plan for Racial Equity.
- **Enlist internal and external governing bodies as allies** to achieve strategic priorities and encourage training and development for members.
- **Adjust executive compensation** to incentivize performance against goals, particularly those aligned with the Equity Agenda.

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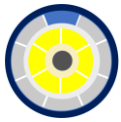
Enablers of Success | Data Analytics & Technology

Drive data-informed decision making on campuses with institutional and leadership commitment, as well as investment in technological capabilities, process redesign, and human capital. Strengthen centralized data capture and sharing system-wide with enhanced tools and accountability structures to reinforce student success priorities and support collaboration.

Essential Elements of a Data-Informed Ecosystem

Student Success Management System (SSMS) Software

SSMS helps advisors, faculty, and other staff to manage a coordinated network for student success through data sharing across departments, early alert systems, and predictive analytics. But to take fully advantage of the vast benefits, full adoption across campus is needed.

Technology Literate Faculty And Staff

Regular scheduled workshops are needed to train staff/faculty and get them comfortable with the various technology tools. Equally as important, these workshops can educate faculty/staff on the importance the tools can have towards student success.
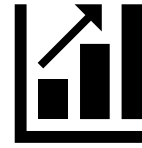
Performance Measurement Reporting System (PMRS)

Through DHE's development of the PMRS, campus leaders can track key student outcomes through a centralized reporting system that emphasizes important disaggregation such as race/ethnicity, Pell-status, etc.

IR Department Staffing and Utilization

Currently, campus IR departments are largely understaffed with most of their time dedicated to ad-hoc requests. Increased full-time staffing can help automate those tasks allowing more time for innovation and research.

Remote Availability of Student Resources

As the student population is increasingly more remote, institutions need to stay flexible with offering not only virtual learning options, but also with student support services that students would normally only come across while on campus.

Enablers of a Data-Informed Ecosystem

Leadership Commitment

Leadership needs to commit trusting data presented towards them in order to supplement their decision making. IR at the table.

Technological Investment

The continual investment in technology establishes a culture of innovation and optimizes resources that are increasingly becoming scarce.

Student Ready Resources

Data informed decisions maximize an institution's ability to handle rapid changes in student trends as well as helps students in real time.
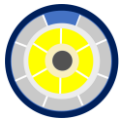
Enablers of Success | Funding & Financial Aid

Assess and stabilize overall level of funding throughout the system relative to the Commonwealth's ambitious goals. Increase reach of MASSGrant and MASSGrant Plus.

Assess

- Assess overall level of funding throughout the system to ensure funding levels are adequate to address the ambitious goals of the Equity Agenda, Strategic Plan for Equity, and NUE.
- Assess the consequences and benefits of an enhanced funding model that rewards institutions based on success metrics, such as credit accumulation and graduation, of students from the target populations of the Equity Agenda.
- Evaluate the need for greater central administrative support at the DHE level to liaison with campuses in the administration of financial aid programming as well as reporting of data to evaluate the efficacy of programs.

Long-Term Commitment

- Develop Higher Ed Strategic Finance recommendations to improve predictability and sustainability of funding for student and institutional success.
- Prioritize long-term funding commitments that help to stabilize staffing and implement support programs.
- Enable institutions to maximize student financial support and increase access by optimizing regulations on how institutions receive and allocate funds.

Expand

- Expand MASSGrant and MASSGrant Plus financial aid programs to have a broader impact on lower-middle income families who are often representative of the target populations within the Equity Agenda.
- Consider adopting completion grants, which are enhanced funding allocations specifically aimed at supporting the tail end of the student journey as students approach graduation.
- Align funding allocation formulas with similar states that have a higher percentage of total funding allocated toward student financial aid based on the State Higher Education Finance Report (SHEF).

Ensuring the creation and advancement of a culture that promotes sustained innovation is essential for advancing system-wide and institutional student success, particularly for students of color and low-income students.

Promoting a Culture of Innovation

Higher education leaders need to honestly assess their current culture and foster one that empowers campus communities to be innovative and flexible in their approaches to support students. In particular, innovation around racial equity practices requires a community-based, intentional and inclusive culture.
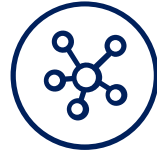
Leverage Technology to Promote Innovation

Higher education systems and institutions should leverage technology to promote innovative student support practices and structures, coupled with approaches that streamline people/ processes and integrate data.

Incentivize Innovation

Higher education leaders should use incentives to empower and promote the design and implementation of innovative ideas that increase student success, particularly for students of color and low-income students.

Strategic Partnerships to Boost Innovation

Identifying and cultivating strategic partnerships provides opportunities for shared resources, collaborative synergies, and fostering a system-wide culture of innovation targeted toward student success.

Institutional Current State Data

Deloitte extracted the following data during the current state analysis from interviews, focus groups and survey responses.

Institution	Single Point of Contact / Case Management Model	Curriculum Maps or Pathways	Co-Requisite Model	Cohort Programming	Center for Teaching & Learning
Berkshire Community College					
Bridgewater State University		Undergrad to Career only		Summer Bridge Participants	
Bristol Community College	SUCCESS				
Bunker Hill Community College				First-Year Seminars	
Cape Cod Community College	4C students only		English only	Advantage Program	
Fitchburg State University		UG to Grad only	TRIO	TRIO, Residence Life	
Framingham State University		MassBay	Math only	STEM Scholars	
Greenfield Community College	SUCCESS			STEM	
Holyoke Community College	El Centro only			El Centro, Early College	
Mass Bay Community College			English & Math	New Student Orientation	
Mass College of Art & Design				Compass Program	
Mass College of Liberal Arts		UG to Grad only		Compass Program	
Mass Maritime Academy				First-Year Seminar	
Massasoit Community College	Cohorts only	Math only	English & Math	Latch, TRIO	
Middlesex Community College	Cohorts only		English only	TRIO, STEM, BioTech	
Mount Wachusett Community College		Early College	English & Math	TRIO	
Northern Essex Community College	Limited Students		Math only	TRIO, SOAR Program	
North Shore Community College	RAP students only				
Quinsigamond Community College		Early College, STEM	English & Math		
Roxbury Community College			English & Math		
Salem State University					
Springfield Tech Community College				TRIO, MILE, FYE	
Westfield State University				Urban Education, FACES	
Worcester State University		Undergrad to Grad only		First-Year Residential Experience (FYRE), First-Year Seminar course	

Key	Color
Yes / Data Supported	
In Process / Exploring	
None	
Blank – No Data to Support	

Institutional Current State Data

Deloitte extracted the following data during the current state analysis from interviews, focus groups and survey responses.

Institution	Utilize Early Alerts	Student Success Technology Platform	Use Predictive Analytics	Intervention "CARE" Team	Retention or Student Success Initiative Committee
Berkshire Community College	Yes	Navigate, TutorTrac, Banner	Yes	Yes	(blank)
Bridgewater State University	Yes	Navigate, Banner	Yes	Yes	Yes
Bristol Community College	Yes	Argos, Degree Works, TutorTrac, Banner	None	Yes	(blank)
Bunker Hill Community College	Yes	TargetX, Zogotech, Ellucian	None	Yes	Yes
Cape Cod Community College	Yes	None	Yes	Yes	Yes
Fitchburg State University	Yes	Navigate	Yes	Yes	Yes
Framingham State University	Yes	Starfish, Degree Works	None	Yes	Yes
Greenfield Community College	None	Degree Works, Banner	None	(blank)	(blank)
Holyoke Community College	In Process	Navigate	In Process	In Process	(blank)
Mass Bay Community College	Yes	Titanium, StudentTrac, People Soft	None	(blank)	Yes
Mass College of Art & Design	Yes	Ellucian, Titanium mySPP, Accuity Scheduling, Colleague, Slate	None	Yes	Yes
Mass College of Liberal Arts	Yes	Banner, Degree Works, Slate	None	Yes	Yes
Mass Maritime Academy	Yes	Paper Files	None	Yes	Yes
Massasoit Community College	Yes — Cohorts only	Navigate, Degree Works	None	Yes	Yes
Middlesex Community College	Yes	Navigate	Yes	(blank)	Yes
Mount Wachusett Community College	Yes	Banner, TutorTrac, APEX	None	Yes	Yes
Northern Essex Community College	Yes — Required Populations	Navigate	None	None	None
North Shore Community College	Yes	Navigate, Banner	Yes	Yes	Yes
Quinsigamond Community College	Yes	Starfish, Q-Less	None	Yes	Yes
Roxbury Community College	Yes	TigerPaw	None	Yes	None
Salem State University	Yes	Navigate, Maxient	Yes	Yes — Black Males Cohort only	Yes
Springfield Tech Community College	Yes	Maxient, Colleague	Yes	Yes — TRIO only	Yes
Westfield State University	Yes	Starfish	None	(blank)	Yes
Worcester State University	Yes	Ellucian, Starfish, Titanium Schedule	None	Yes	Yes

Key	Color
Yes / Data Supported	(green)
In Process / Exploring	(yellow)
None	(red)
Blank – No Data to Support	(white)

Institutional Current State Data

Deloitte extracted the following data during the current state analysis from interviews, focus groups and survey responses.

Institution	Career Center Platform	Summer Bridge / Pre-College Program	Peer Mentoring Programs
Berkshire Community College	Outlook Calendar	STEM Starter Academy	
Bridgewater State University	Handshake	BSU Bears with 2.0-3.0 HSGPA	
Bristol Community College	OneDrive	STEM Starter Academy	
Bunker Hill Community College	OnceHub	Dev Ed/Bridge transition courses	
Cape Cod Community College		STEM Starter Academy	
Fitchburg State University	Navigate	First-Year Experience Seminar	
Framingham State University	Starfish	RAMMS First-Year Program, A2B STEM Transfer	
Greenfield Community College	Handshake, Google Calendar	STEM Starter Academy	
Holyoke Community College	Handshake	STEM Starter Academy	
Mass Bay Community College	Handshake	AIM- Math, Accelerated to College English, STEM research program with UMASS-Boston	
Mass College of Art & Design		Pre-College Summer Studios	
Mass College of Liberal Arts	Handshake	STEM Summer Bridge	
Mass Maritime Academy		2-week Orientation	
Massasoit Community College			
Middlesex Community College	Handshake, SARS Grid	Early College	
Mount Wachusett Community College	Handshake, Excel, AdvisorLink	STEM Starter Academy	
Northern Essex Community College	Handshake	Early College	
North Shore Community College	Handshake	On-Ramp	
Quinsigamond Community College	Handshake		
Roxbury Community College	Excel	Dual Enrollment	
Salem State University	Handshake	Summer Bridge Academy	
Springfield Tech Community College	Colleague	FYE course and STEM Math course	
Westfield State University		250 student cohort, Disability Services	
Worcester State University	Handshake	Summer Bridge, Orientation	

Key	Color
Yes / Data Supported	
In Process / Exploring	
None	
Blank – No Data to Support	

Institutional Current State Data

Deloitte extracted the following data during the current state analysis from interviews, focus groups and survey responses.

Institution	Track Students Reporting Food Insecurity	Track Students Reporting Housing Insecurity
Berkshire Community College	🟩	🟩
Bridgewater State University	🟩	🟩
Bristol Community College	🟥	🟥
Bunker Hill Community College	🟩	🟩
Cape Cod Community College	🟩	🟩
Fitchburg State University	🟩	🟥
Framingham State University	🟩	🟩
Greenfield Community College	🟥	🟥
Holyoke Community College		
Mass Bay Community College	🟩	
Mass College of Art & Design	🟩	🟥
Mass College of Liberal Arts	🟩	🟩
Mass Maritime Academy	🟥	🟥
Massasoit Community College		
Middlesex Community College	🟩	🟩
Mount Wachusett Community College	🟩	🟩
Northern Essex Community College	🟩	🟩
North Shore Community College	🟩	🟥
Quinsigamond Community College	🟥	🟥
Roxbury Community College	🟩	🟩
Salem State University	🟥	🟥
Springfield Tech Community College	🟩	🟩
Westfield State University		
Worcester State University	🟩	🟩

Key	Color
Yes / Data Supported	🟩
In Process / Exploring	🟨
None	🟥
Blank – No Data to Support	

Institutional Follow-Up Survey Data

Deloitte sent a follow-up survey to review session representatives for each institution. Twelve institutions responded.

Institution	One-Stop Model	Transportation Subsidy or Discount
Berkshire Community College	Admissions, Registrar, Financial Aid, Student Accounts, Advising, Career Counseling, Transfer Counseling, One-Stop staff	*(None)*
Bridgewater State University	*(None)*	*(Yes)*
Bristol Community College		
Bunker Hill Community College		
Cape Cod Community College		
Fitchburg State University	Financial Aid, Student Accounts, Registrar, Admissions	*(None)*
Framingham State University	Student Accounts, Financial Aid, Registrar	*(None)*
Greenfield Community College		
Holyoke Community College		
Mass Bay Community College	Advising, Counseling, Orientation, Academic Coaching, Student Activities/Events, College-wide Professional Development, Support services for Veterans and Students of Color	*(Yes)*
Mass College of Art & Design		
Mass College of Liberal Arts	*(None)*	
Mass Maritime Academy	ADA Coordinator, Writing Resource Center, Learning Resource Center (tutoring), Academic Advising	*(None)*
Massasoit Community College		
Middlesex Community College		
Mount Wachusett Community College	*(None)*	*(Yes)*
Northern Essex Community College		
North Shore Community College	Onboarding, Testing Referrals, Enrollment, Financial Aid, Academic Advising, ESL Advising, Tech Help	*(Yes)*
Quinsigamond Community College	Advising, tutoring, Admissions, Financial Aid, Registrar	*(None)*
Roxbury Community College		
Salem State University		
Springfield Tech Community College		
Westfield State University	Center for Student Success & Engagement that has all academic support services programs	*(Yes)*
Worcester State University	*(None)*	*(Yes)*

Key	Color
Yes / Data Supported	*(green)*
In Process / Exploring	*(yellow)*
None	*(red)*
Blank – No Data to Support	*(white)*

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Institutional Follow-Up Survey Data

Deloitte sent a follow-up survey to review session representatives for each institution. Twelve institutions responded.

Institution	Accuplacer or Placement Test	Meta-Majors
Berkshire Community College	Accuplacer (ENG & Math)	Exploring STEM
Bridgewater State University	Homegrown Placement for Math	
Bristol Community College		
Bunker Hill Community College		
Cape Cod Community College		
Fitchburg State University	Accuplacer, Write Placer, QAS (Math), AAF (Advanced Math)	
Framingham State University	Accuplacer when students' HSGPA does not meet cut scores and they choose not to take Math Emporium	Log before governance
Greenfield Community College		
Holyoke Community College		
Mass Bay Community College	Accuplacer (Math & ENG)	7 Academies: Automotive Technology, Humanities & Social Sciences, Business, Legal Studies, Education & Human Services, STEM, Health Sciences
Mass College of Art & Design		
Mass College of Liberal Arts		
Mass Maritime Academy	Accuplacer (Math & Writing)	
Massasoit Community College		
Middlesex Community College		
Mount Wachusett Community College	Multiple Measures	
Northern Essex Community College		
North Shore Community College	Accuplacer & Multiple Measures	Guided Pathways & Programs of Study
Quinsigamond Community College	Multiple Measure(ENG), non-Accuplacer until co-req designed (Math)	Working on pathways and academic meta-major groupings
Roxbury Community College		
Salem State University		
Springfield Tech Community College		
Westfield State University	Accuplacer (Math)	Education
Worcester State University	ALEKS (Math); Writerplacer (ENG) when rarely needed	

Key	Color
Yes / Data Supported	
In Process	
None	
Blank – No Data to Support	

Institutional Follow-Up Survey Data

Deloitte sent a follow-up survey to review session representatives for each institution. Twelve institutions responded.

Institution	Student Success Professional Development	Third-Party Vendor Services	Financial Aid Software Tool	Childcare Services / Cost Assistance
Berkshire Community College		Mental Health, Tutoring	Ellucian Colleague	
Bridgewater State University		Various Student Life Platforms, Mental Health	Banner Financial Aid, Blackbaud, ELM Select	
Bristol Community College				
Bunker Hill Community College				
Cape Cod Community College				
Fitchburg State University			Banner	
Framingham State University		Tutoring	PowerFAIDS	
Greenfield Community College				
Holyoke Community College				
Mass Bay Community College		Occasional mental health referral	People Soft	
Mass College of Art & Design				
Mass College of Liberal Arts			Banner	
Mass Maritime Academy			Ellucian Colleague	
Massasoit Community College				
Middlesex Community College				
Mount Wachusett Community College			Banner	
Northern Essex Community College				
North Shore Community College				
Quinsigamond Community College		Tutoring	PowerFAIDS	
Roxbury Community College				
Salem State University				
Springfield Tech Community College			Banner	
Westfield State University		Lifeworks		
Worcester State University		Exploring for Mental Health	Ellucian Colleague	

Key	Color
Yes / Data Supported	
In Process	
None	
Blank – No Data to Support	

Matriculation Analysis | West

Western Regional Hub is comprised of Massachusetts College of Liberal Arts, Westfield State University, Berkshire Community College, Greenfield Community College, Holyoke Community College, Springfield Technical Community College.
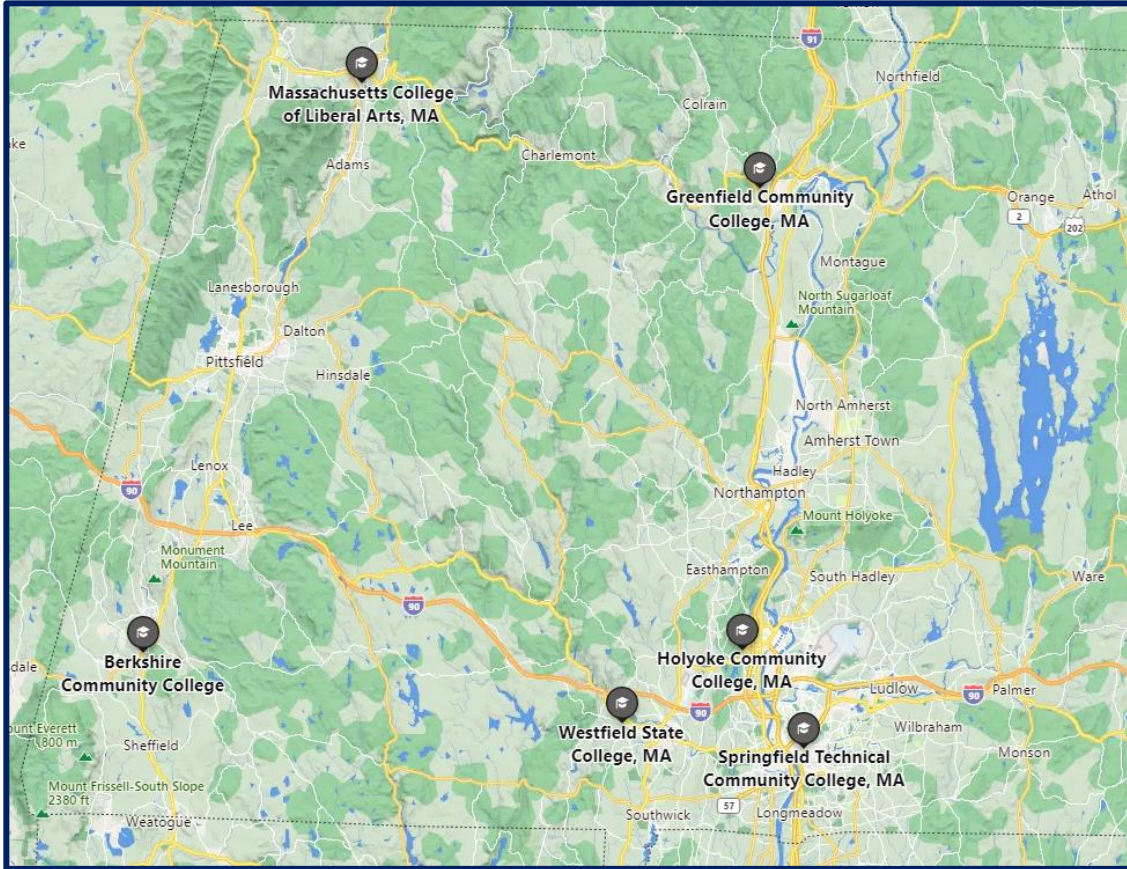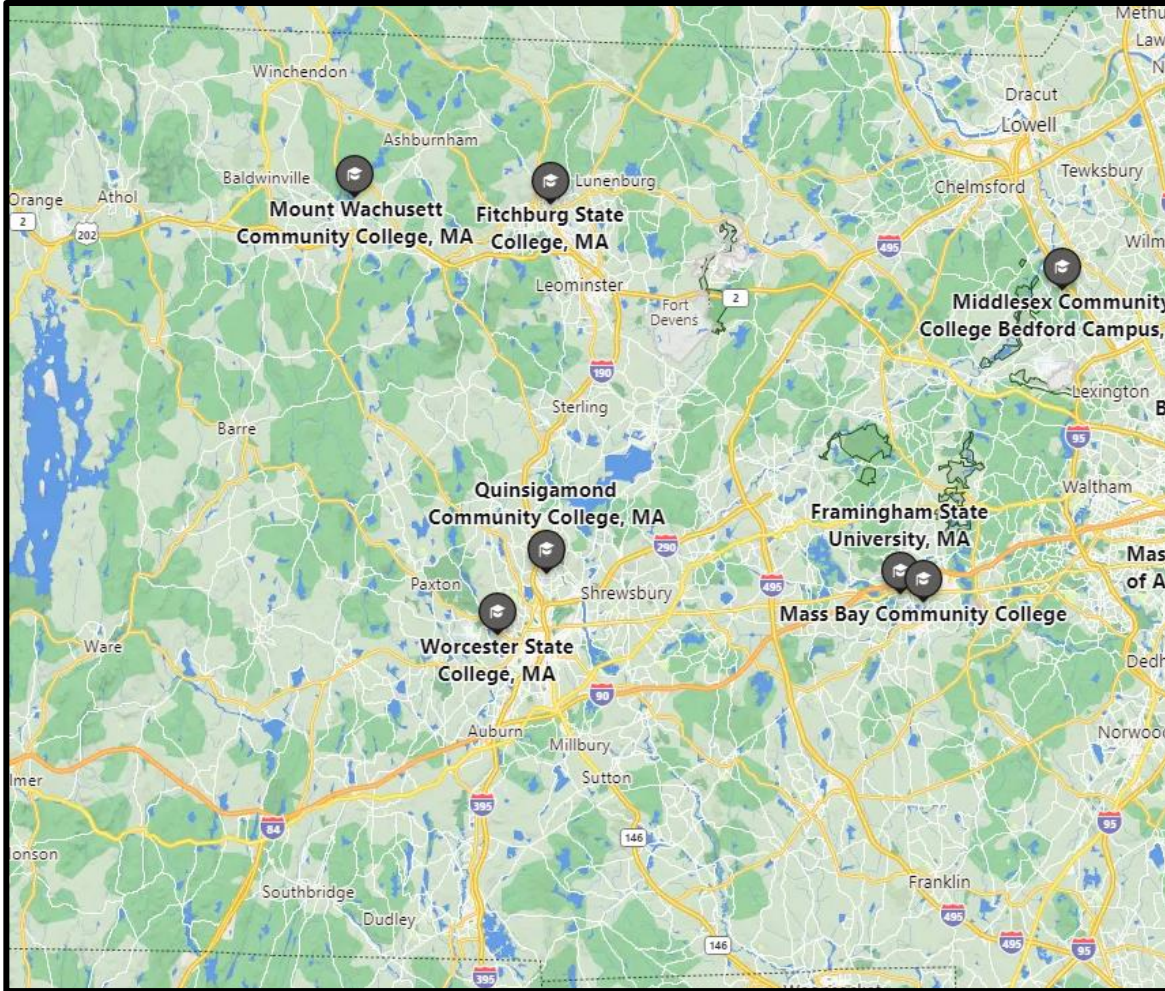

Final School	Initial School	Count of Transfer	Rank
Massachusetts College of Liberal Arts	Berkshire Community College	135	1
	Holyoke Community College	28	2
	Middlesex Community College	12	3
	Mt. Wachusett Community College	10	4
	Greenfield Community College	10	4
Westfield State University	Holyoke Community College	731	1
	Springfield Technical Community College	176	2
	Berkshire Community College	40	3
	Bridgewater State University	30	4
Berkshire Community College	Holyoke Community College	34	1
	Massachusetts College of Liberal Arts	23	2
	Westfield State University	11	3
	Greenfield Community College	8	4
Greenfield Community College	Holyoke Community College	249	1
	Springfield Technical Community College	48	2
	Mt. Wachusett Community College	37	3
	Westfield State University	18	4
Springfield Technical Community College	Holyoke Community College	222	1
	Westfield State University	18	2
	Greenfield Community College	9	3
	Mt. Wachusett Community College	4	4

*Due to open enrollment policy, Holyoke CC had missing "New Student Type" field in HEIRS Database so transfer status could not be counted.

Matriculation Analysis | Central

Central Regional Hub includes Fitchburg State University, Framingham State University, Worcester State University, Mass Bay Community College, Middlesex Community College, Mt. Wachusett Community College, and Quinsigamond Community College.
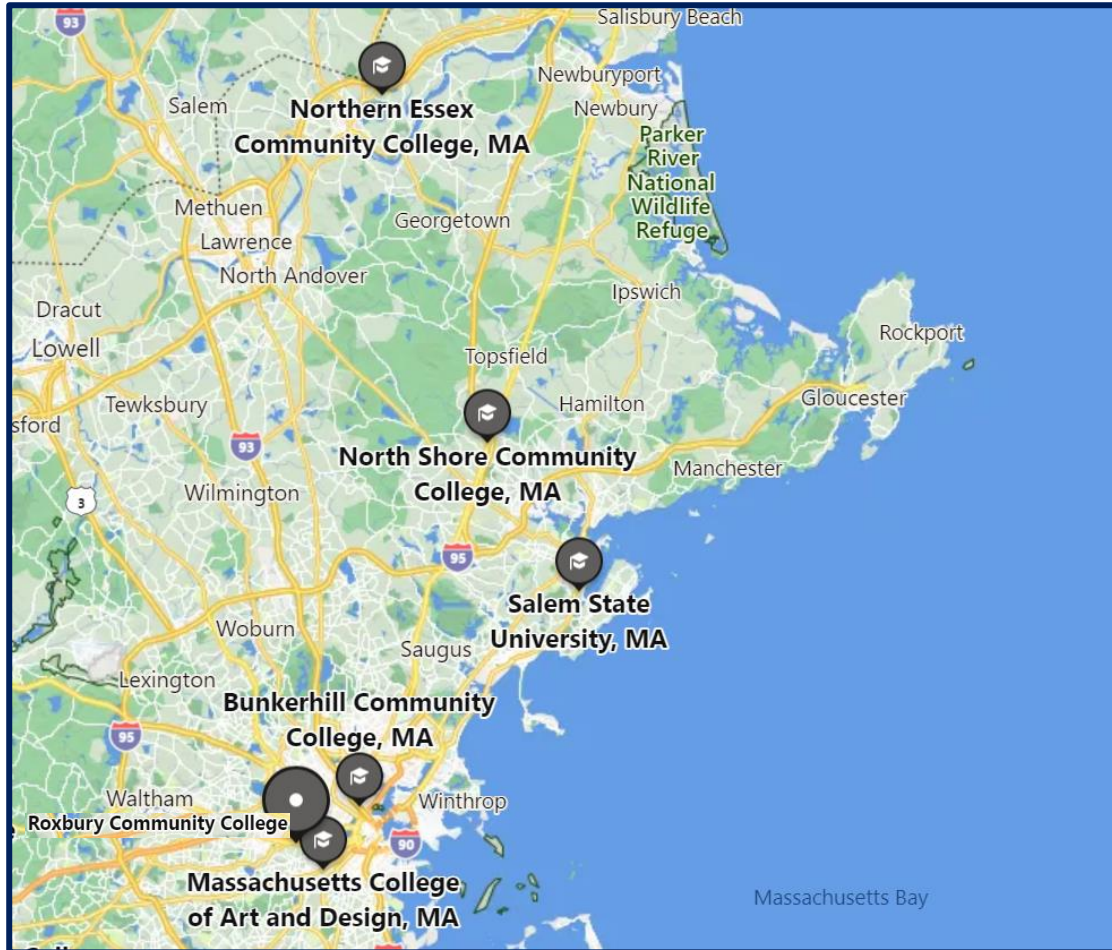

Final School	Initial School	Count of Transfer	Rank
Fitchburg State University	Mt. Wachusett Community College	443	1
	Middlesex Community College	100	2
	Quinsigamond Community College	44	3
	Westfield State University	23	4
Framingham State University	Middlesex Community College	87	1
	Mass Bay Community College	46	2
	Bridgewater State University	41	3
	Quinsigamond Community College	40	4
Worcester State University	Quinsigamond Community College	433	1
	Mt. Wachusett Community College	146	2
	Westfield State University	79	3
	Bridgewater State University	50	4
Mass Bay Community College	Roxbury Community College	4	1
	Middlesex Community College	2	2
	Cape Cod Community College	1	3
	Mt. Wachusett Community College	1	3
	Bunker Hill Community College	1	3
	North Shore Community College	1	3
Quinsigamond Community College	Mt. Wachusett Community College	125	1
	Worcester State University	114	2
	Fitchburg State University	35	3
	Framingham State University	34	4

Due to open enrollment policy, Mt. Wachusett C and Middlesex CC both had missing "New Student Type" field in HEIRS Database so transfer status could not be counted.

Matriculation Analysis | Northeast

Northeast Regional Hub includes Massachusetts College of Art, Salem State University, Bunker Hill Community College, North Shore Community College, Northern Essex Community College, and Roxbury Community College.
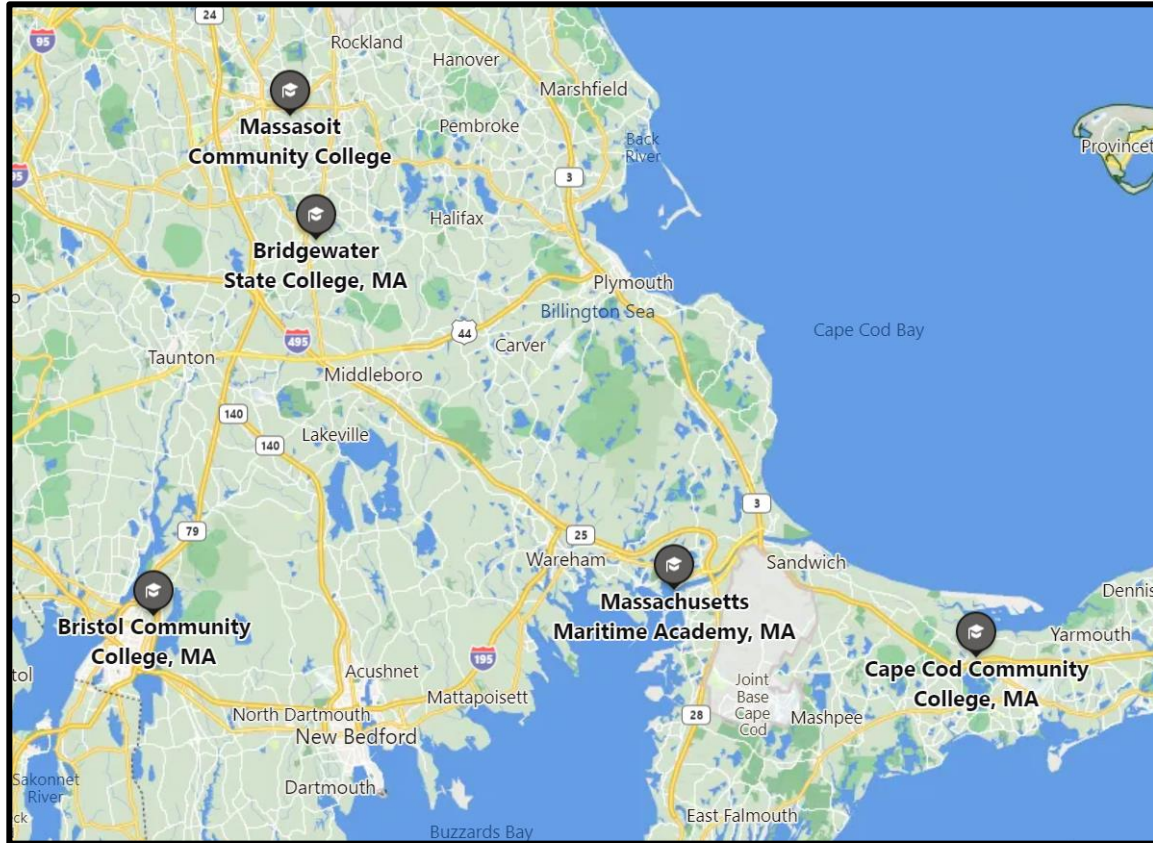

Final School	Initial School	Count of Transfer	Rank
Massachusetts College of Art	Bunker Hill Community College	38	1
	Middlesex Community College	33	2
	Cape Cod Community College	15	3
	Holyoke Community College	12	4
Salem State University	North Shore Community College	465	1
	Middlesex Community College	264	2
	Bunker Hill Community College	94	3
	Westfield State University	40	4
Bunker Hill Community College	Roxbury Community College	297	1
	Middlesex Community College	211	2
	North Shore Community College	117	3
	Massasoit Community College	53	4
North Shore Community College	Middlesex Community College	135	1
	Salem State University	118	2
	Bunker Hill Community College	81	3
	Framingham State University	26	4
Roxbury Community College	Bunker Hill Community College	47	1
	Massasoit Community College	19	2
	Framingham State University	8	3
	Bridgewater State University	6	4
	Mass Bay Community College	6	4

Due to open enrollment policy Northern Essex CC had missing "New Student Type" field in HEIRS Database so transfer status could not be counted.

Matriculation Analysis | South Coast

South Coast Regional Hub includes Bridgewater State University, Massachusetts Maritime Academy, Bristol Community College, Cape Cod Community College, and Massasoit Community College.

Final School	Initial School	Count of Transfer	Rank
Bridgewater State University	Massasoit Community College	362	1
	Bristol Community College	306	2
	Cape Cod Community College	306	2
	Westfield State University	75	4
Massachusetts Maritime Academy	Massasoit Community College	27	1
	Cape Cod Community College	22	2
	Bristol Community College	12	3
	Bridgewater State University	7	4
Bristol Community College	Bridgewater State University	103	1
	Cape Cod Community College	75	2
	Massasoit Community College	62	3
	Framingham State University	15	4
Cape Cod Community College	Massasoit Community College	6	1
	Bridgewater State University	4	2
	Westfield State University	2	3
	Fitchburg State University	2	3
Massasoit Community College	Bridgewater State University	60	1
	Roxbury Community College	46	2
	Cape Cod Community College	45	3
	Bristol Community College	41	4

Framework Evaluation | Sample Rubric for Maturity Evaluation

Sample Rubric To Evaluate Pathway Implementation. Composite average score signifies where campus lies on the maturity scale.

Pathway	Metrics	1	2	3	4	5	SCORE
Create a Data Enhanced Student Success Ecosystem	**Using Predictive Analytics on Campus**	Never / not at all	Aspirations but lack the tools	Plan put in place for Predictive Analytics implementation	Predictive models are being built out but need more time to implement	Predictive analytics and statistical modeling are used for forecasting and problem-solving	0
	Campus-wide adoption of shared student success software	Never / not at all	Aspirations but lack the software	Purchased but less than 50% of campus utilizes	Entire campus has access to SSMS but not full buy in	Entire campus participates in SSMS data capture and data is being utilized to make decisions	3
	Faculty/Staff workshops focused on technology competency.	Never / not at all	Aspirations but lack the software	Faculty/Staff workshops happen mandatory once per calendar year	Faculty/Staff workshops happen mandatory once a semester and faculty/staff	Faculty/Staff workshops happen mandatory at least once a semester and faculty/staff and have dedicated staff member available to help at all times	3
	Campus leadership access to developed summary data not covered in PMRS.	Never / not at all	Aspirations but lack the tools	Data is collected but not all dashboards are developed in order to help campus leadership	Analytics dashboards are available for some decisions made for campus leadership	Campus leadership utilizes analytics dashboards in order to supplement campus decisions.	3
	Early alert system integrated with student success management software across campus	Never / not at all	Aspirations but lack the tools	Disaggregated Early Alert systems exist on campus	Early alert systems are integrated across departments on campus but not total coverage	Early alert systems are integrated across campus where communication is passed to the appropriate person.	4
	Composite Average score						**2.6**