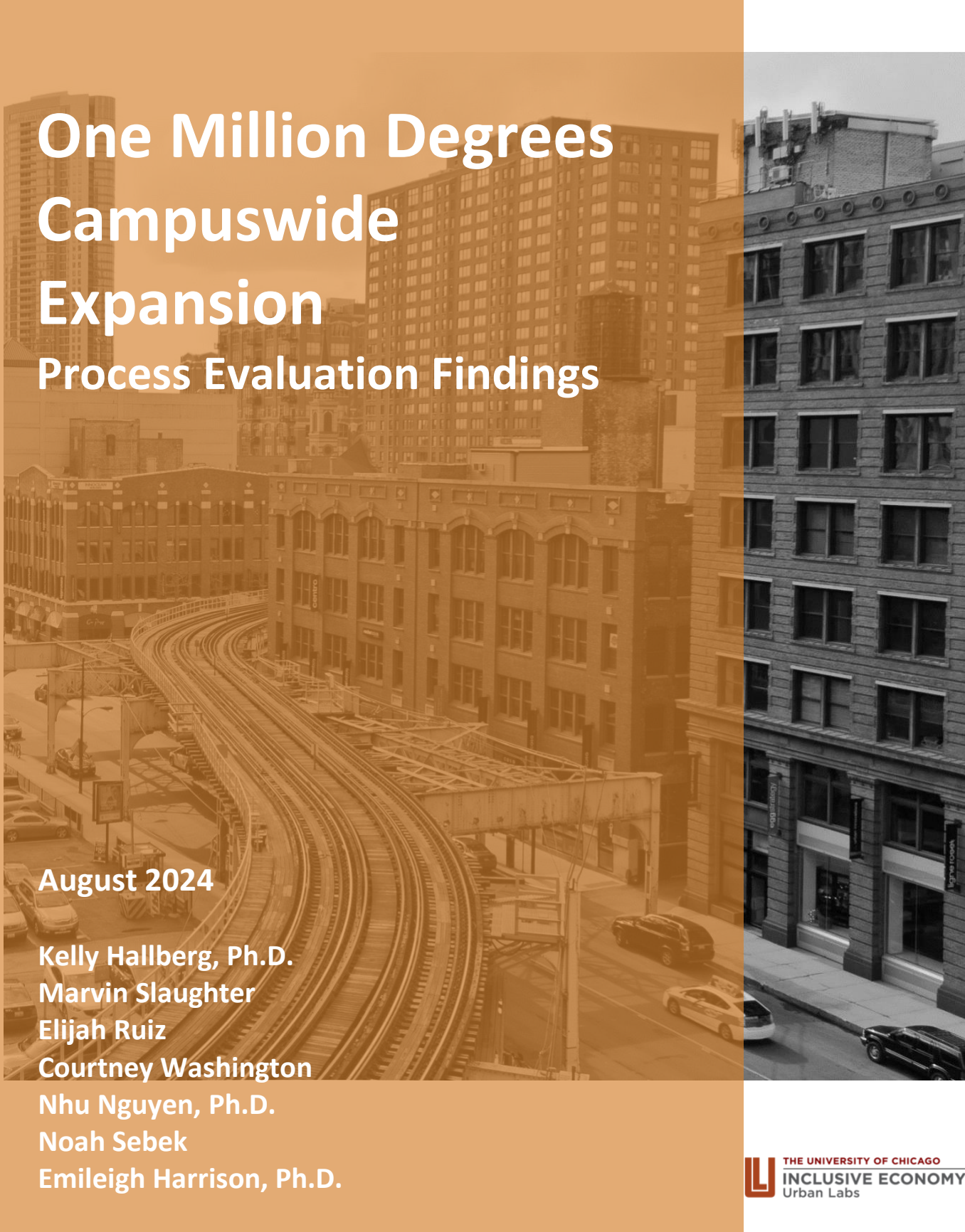




One Million Degrees Campuswide Expansion Process Evaluation Findings

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Glossary of Terms

City Colleges of Chicago (CCC): A network of seven community colleges in Chicago offering associate degrees, certificates, and workforce training programs aimed at preparing students for further education or career opportunities.

Deductive Coding: A method of analyzing qualitative data where predefined codes or categories are applied to data based on existing theories or frameworks, allowing researchers to test hypotheses or focus on specific concepts.

Difference-In-Difference (DiD): A statistical technique used to estimate the causal effect of a treatment or intervention by comparing the changes in outcomes over time between a treated group and a control group, accounting for pre-existing trends.

Inductive Coding: A method of analyzing qualitative data where codes and categories emerge from the data itself, allowing patterns, themes, and concepts to be identified without predefined frameworks or expectations.

One Million Degrees (OMD): A wraparound support program that provides tools, resources, and guidance that puts community college students on an accelerated career path to economic mobility.

One Million Degrees Campuswide Model: The current One Million Degrees model that targets students with the greatest impact potential, namely new and returning community college students who have previously stopped out. Unlike the traditional model, all eligible students automatically receive support unless they opt out. The program integrates OMD and CCC resources—curriculum, data, and personnel—to enhance student success, with continuous improvement guided by ongoing research collaboration.

One Million Degrees Traditional (Signature) Model: The original One Million Degrees model that recruits high school students entering community college and offers comprehensive support to overcome financial, personal, professional, and academic barriers to graduation.

Process Evaluation: A type of evaluation that assesses the implementation, operations, and delivery of a program to determine if it is being carried out as planned and to identify areas for improvement. It focuses on the "how" and "why" of program activities rather than outcomes.

Qualitative Research: A research method focused on exploring and understanding people's experiences, perspectives, and behaviors through non-numerical data such as interviews, observations, and textual analysis.

Quantitative Research: A research method that focuses on collecting and analyzing numerical data to identify patterns, relationships, and trends. It uses statistical tools to test hypotheses and draw conclusions, often through surveys, experiments, and structured observations.

Randomized Control Trial (RCT): A study design that randomly assigns participants into a treatment group that receives the program or a control group that does not through a lottery. This allows researchers to estimate the impact of a program on various outcomes for participants.

Partner Acknowledgement and Roles

Three key collaborators were essential in helping the Inclusive Economy Lab understand the OMD campuswide model and in developing this process evaluation document.

One Million Degrees (OMD): One Million Degrees (OMD) provided the Inclusive Economy Lab (IEL) with permission to analyze their traditional model, which informed the development of the OMD campuswide model. OMD facilitated scheduling interviews with their personnel for IEL to gather administrative feedback and has been a crucial thought partner in developing interview protocols and scheduling. OMD allowed IEL to attend implementation meetings and access internal notes and documents, aiding in understanding the campuswide model's evolution and execution. OMD also provided IEL with funding to qualitatively and quantitatively analyze the OMD campuswide model and offer professional insights where necessary.

City Colleges of Chicago (CCC): City Colleges of Chicago (CCC) authorized the Inclusive Economy Lab (IEL) to interview administrators, academic advisors, and students to evaluate the campuswide OMD model implementation – specifically at Olive-Harvey College, Malcolm X College, and District. CCC also supported recruitment for interviews and focus groups and provided student-level data for a take-up analysis of the OMD recruitment and onboarding process.

The Abdul Latif Jameel Poverty Action Lab (JPAL): JPAL provided IEL with funding to analyze the effects of the traditional OMD model on key student outcomes and to extend this analysis to the OMD campuswide model.

Introduction

Community colleges have the potential to be powerful vehicles for economic mobility. However, the majority of students who enroll in community colleges do not earn a degree within three years (Carnevale et al., 2014; The White House, 2015). A growing research literature demonstrates that providing holistic supports can dramatically improve associate's degree completion (Weiss et al., 2019; Sommo et al., 2018; Evans et al., 2017; Hallberg et al., 2022) but for such programs to translate to real gains in degree attainment, they will need to be implemented at a much larger scale. Thus far, however, comprehensive support programs have not scaled at the rate one might expect. The original CUNY ASAP program narrowly avoided budget cuts in 2020 (St. Amour, 2020) and two of the three replication sites in Ohio chose to discontinue the program despite its strong outcomes. Likewise, efforts to spur federal investment in these evidence-based programs have been met with limited success (TICAS, 2022).

In Chicago, an innovative partnership between One Million Degrees (OMD) and City Colleges of Chicago (CCC) has the potential to buck this trend. OMD is a non-profit organization that provides financial, academic, personal, and professional supports to community college students. An Inclusive Economy Lab (IEL) study found that the randomized offer of a spot in the OMD program leads to a statistically significant and substantively meaningful increase in community college enrollment, persistence, and associate's degree attainment three years after randomization (Hallberg et al., 2022). Based on these promising results, OMD is partnering with CCC to substantially increase the reach of OMD services, with the goal of ultimately reaching all new and returning degree-seeking students in the district. To reach more students, the program and the district co-designed an integrated model that draws on key elements of the traditional OMD model, while incorporating new program elements to allow for greater integration between CCC and OMD and accommodate serving a larger number of students. Implementation of the new model (OMD campuswide) got underway during the 2022-23 school year at one of the seven campuses on the CCC system, Olive-Harvey College, and expanded to a second campus, Malcolm X College, during the 2023-24 school year.

Efforts to scale OMD provide an opportunity to learn from one of the first efforts in the country to scale a holistic student support program. To enable this learning, OMD and CCC are partnering with IEL to conduct a process and impact evaluation of the campuswide OMD program. This study is intended to provide valuable information to both inform continuous improvement locally, but also to inform efforts to scale similar programs across the country. This report summarizes key findings from the process evaluation following the first two years of implementation.

The campuswide expansion of the OMD program galvanized support from district, campus and program level staff. These individuals worked closely together to design a program that integrated core OMD model components with services and supports typically offered on campus. Even with this strong and thoughtful approach to implementation, we find that implementation of "opt out" programming is more difficult than expected. Even though all eligible students were intended to be automatically enrolled in the program, actually engaging students in programming proved more difficult than anticipated. In fact, only about half of eligible students made it through to the first stipend disbursement. Program developers implemented changes to the program driven both by a desire to integrate OMD and CCC systems, but also in response to the demands of implementing the program at a much larger scale. For example, the volunteer coaching model had to be substantially redesigned to meet the needs of a growing number of scholars. Ongoing

monitoring of these and other program changes over time will be critical as will tracking program effectiveness as the model continues to evolve.

The report is organized as follows: We begin with an overview of the traditional OMD program model and summarize existing evidence of its effectiveness, including findings from the original randomized controlled trial (RCT). Next, we describe the planned program expansion and the research methods used to inform the current analysis. We then present findings from the first two years of implementing the campuswide model. The report concludes with a discussion of the results, including key recommendations and a summary of planned future research activities.

Program Model and Expansion Timeline

TRADITIONAL OMD MODEL

Founded in 2006 as the Illinois Education Foundation, OMD provides comprehensive support services to community college students in the Greater Chicago area. Historically, eligibility for and acceptance to the program was contingent upon a student's plan to be enrolled or plan to enroll full-time in a degree-seeking program at one of the community colleges where the program operates. Additionally, students had to be eligible for the Federal Pell Grant or the Chicago Star Scholarship, maintain a grade point average (GPA) of 2.0 or higher, and have at least one full year remaining until associate degree completion. Students have traditionally been recruited when they were applying to community college (often when still in high school) or once they matriculated on campus.

OMD's signature programming and supports were designed to address the financial, academic, personal, and professional barriers that often impede a student's academic success, persistence, and ultimately, graduation. To address these challenges, OMD developed the following "traditional" model:

- To address **financial barriers**, scholars were eligible to receive annual performance-based stipends of up to \$1,000, access enrichment grants to offset expenses related to academic and professional development, and in rare instances, obtain last-dollar scholarships to bridge any gap between financial aid and tuition costs.
- To address **personal barriers**, OMD program coordinators (PCs) are available to provide relationship-based support for scholars. The 65:1 caseload has allowed PCs to offer targeted, personalized support to scholars.
- To address **academic barriers**, PCs complement the role of campus advisors and work directly with scholars to fulfill all academic requirements by connecting them with campus academic support services, ensuring timely course registration, and guiding students to pursue specialized programs or transfer to a four-year institution.
- To address **professional barriers**, OMD connects scholars with volunteer coaches in their field of interest. Through this mentoring relationship, coaches can offer students individualized support and networking opportunities to advance their career goals. In addition, OMD holds monthly, mandatory workshops where scholars engage with a comprehensive curriculum designed to build and hone their professional competencies.

Using this model, OMD seeks to build the skills and provides the resources needed for students to navigate the systemic barriers that can interfere with students' plans to graduate. This in turn is intended to lead to higher persistence in college and associate degree completion and eventual higher rates of transfer to four-year institutions, four-year degree completion, and wages.

RCT FINDINGS

Beginning in Spring 2016, OMD, in partnership with IEL, launched an RCT at all seven campuses of CCC and one suburban Chicago-area community college, Harper College. These sites were selected due to their extensive history of collaboration with OMD, as well as their commitment to

providing accessible, affordable postsecondary education for students from diverse ethnic, racial, and socioeconomic backgrounds. Across three cohorts, students applied to the OMD program through the typical application process and a total of 4,896 unique student applicants were randomly assigned to either be offered a spot in the program or to serve as a control group for the study. Randomization was blocked on two characteristics: the campus the applicant was enrolled in or intended to enroll in, and whether the applicant was a graduating high school student or a current community college student. Of this group, 2,573 individuals received offers to participate in the program, and 895 of them accepted the invitation to become part of the program (35 percent).

The research team found that the offer of a spot in the OMD program led to a four-percentage point increase in initial enrollment in college the fall after applying to the program. Over the course of the next six academic terms, students offered a spot in the program continued to be more likely to be enrolled in college or to have earned a degree, with the magnitude of these differences ranging between one and five percentage points. Three years after randomization, individuals offered a spot in the program earned an associate degree at rates that were two percentage points higher than their control group peers. We found no evidence of a difference between those who were offered a spot in the program and the control group in their likelihood of enrolling in a four-year college over this same period, suggesting that the program is not diverting students who would otherwise seek out a four-year degree, but also that it is not facilitating transfer to four-year institutions in the three years following randomization. For individuals who took up the offer of the program, effects were substantially larger—a 12-percentage point increase in initial enrollment and an eight-percentage point increase in degree attainment. Program effects were driven by students who applied to the program before enrolling in community college. While these students were less likely to take up the offer of the program than students who were already enrolled in community college, those students who enrolled outperformed their control group peers by a substantially larger margin (Hallberg et. al, 2022).

To complement quantitative findings from the RCT, IEL organized 21 focus groups involving over one hundred OMD Scholars, volunteer coaches, and program staff. These sessions were designed to delve into the four dimensions of holistic support services: academic, financial, personal, and professional. The insights gathered from these focus groups painted a vivid picture of the participants' experiences within the program, shed light on the factors contributing to its effectiveness, and provided formative feedback to inform ongoing program improvement. Most notably, the contextual findings suggested that OMD's holistic system of academic, financial, personal, and professional support has positively impacted the lives of its scholars as a result of OMD's passionate staff and volunteer coaches.

CAMPUSWIDE MODEL

Based on the promising findings from the RCT, CCC sought to substantially increase the reach of OMD services by moving from the signature, complimentary OMD program (also referred to as the “traditional model”), which served approximately 900 students who applied to the program annually, to an integrated partnership program which will be available to all eligible students at participating CCC campuses (OMD campuswide). The campuswide model was designed to specifically target the groups of students that showed the greatest impact in the original RCT—specifically, students who were not enrolled in college at the time of application to the program, including both students who were new applicants to CCC and returning students who had previously stopped out. Rather than having to apply to the program as in the traditional model,

under the OMD campuswide model, all eligible students are offered support services unless they specifically opt out of the program. The campuswide program was also designed to integrate OMD and CCC curriculum, data, personnel, and teams in support of student success. Learning and continuous improvement was baked into the program from the beginning through continued engagement with IEL as a research partner.

The program expansion builds upon CCC's broader strategic framework, "Our Path Forward," a five-year plan designed to achieve citywide recognition as the leading catalyst for socioeconomic mobility and racial equity driven by higher education, empowering all Chicagoans to actively contribute to the creation of a stronger and more equitable community. To underscore their shared commitment to transforming the student experience, CCC and OMD have contributed \$5 million and \$1 million, respectively, to seed the expansion. This collaborative public-private partnership has, to date, successfully raised over \$20 million in philanthropic investment to expand the program.

In November 2022, CCC and OMD officially announced the launch of the pilot program at Olive-Harvey College (OHC). This significant milestone followed months of intensive discussions, meticulous selection processes, and coordination among OMD and CCC staff and faculty. Beginning the pilot program at OHC provided an invaluable opportunity for the district and OMD to gain key insights into effective planning time, role definition and responsibilities, administrator engagement, best practices in data sharing, and implementation with fidelity to the model. Campuswide OMD was expanded to include a second campus, Malcolm X, in the 2023-24 school year. This report will summarize the findings from the first two years of implementation.

Methodology

The process evaluation was designed to monitor implementation of the new campuswide OMD program. Specifically, we aim to identify how the new program model differs from the traditional model in practice, what facilitates implementation, and what barriers arose. We will also track program take up and identify which students are most likely to actively participate in program activities. Insights from the process evaluation should both provide formative feedback to support continuous improvement locally, but also capture key implementation learnings to support replication in other settings.

To that end, process evaluation data will be drawn from three primary data sources. First, members of the research team attended many of the planning and implementation meetings and recorded key activities and decisions made by the partnership. Second, we conducted focus groups and interviews with program stakeholders. Finally, we gathered and analyzed administrative data collected by OMD and CCC. This section briefly describes each of these data sources and our approach to analysis.

OBSERVATION AND IMPLEMENTATION ACTIVITIES

Over the course of the 2022-23 and 2023-24 school years, members of the research team attended a variety of planning and coordination meetings as well as early implementation activities. These included district level meetings of leaders from CCC, Olive-Harvey College, Malcolm X College (in year two), and OMD as well as campus-level coordination meetings of key campus stakeholders, including representatives from enrollment, first-year experience, advising, and academic supports. We also observed key implementation activities, such as the introduction of the program to faculty and freshman orientation. Over the course of the two years, the research team attended 471 meetings and events. In all of these settings, the research team took a participatory research role, both documenting the activities through extensive notes, but also adding our insights into the planning process based on what was learned in the initial study of the traditional OMD model. All meeting notes were coded using an inductive and deductive coding approach to capture key themes that emerged.

INTERVIEWS AND FOCUS GROUPS

To incorporate the perspective of key stakeholders in the OMD expansion, the UChicago Inclusive Economy Lab team conducted focus groups and interviews with scholars, advisors, program coordinators, and OMD, Olive-Harvey College, Malcolm X College, and CCC district administrators. The research team conducted a total of 18 interviews with OMD and CCC administrators. The research team generated the list of administrators for inclusion in the interviews based on the observations of key campuswide planning and implementation activities. The initial list was vetted by the implementation team to ensure completeness. The final list included five OMD administrators, five Olive-Harvey College administrators, two Malcolm X College administrators, four CCC District administrators, and two OMD Program Coordinators. Recruitment was conducted via email in which interview participants were asked to complete a brief Qualtrics survey and consent process. Once interview participants consented, they could select a time for their interview through a Calendly link. All interviews were conducted via zoom and recorded for later transcription (with permission of the participant).

In addition to the administrator interviews, the research team conducted five focus groups: one with a group of OMD participants in the campus wide program at Olive-Harvey College, one with a group of OMD participants at Malcolm X College, one with counselors working at Olive-Harvey, one with counselors working at Malcolm X, and one with students who opted-out from OMD. These focus groups provided the research team with the perspectives of two critical groups of program stakeholders. The perspective of program participants and intended participants (called Scholars by the program) allows us to understand the strengths and weaknesses of program implementation from the perspective of those the program is intended to serve. OMD supported the research team in identifying Scholars to participate in the focus groups and supported the research team's recruitment efforts. The research team reached out to approximately 130 current scholars offering the opportunity to participate in the focus group and 13 scholars provided consent and participated. The research team in partnership with CCC Marketing and Communications also conducted outreach to approximately 960 students that opted out of the OMD Campuswide Program, approximately 30 students consented and three participated in the focus group. Participants in the focus groups received a \$50 e-gift card in appreciation of their contribution to the study.

Existing advisors at Olive-Harvey and Malcolm X College were also provided the opportunity to participate in a focus group for this study. CCC advisors are at the forefront of implementation of the new program model and the introduction of the campus wide program has the greatest potential to change their daily work. As such, all six advisors at Olive-Harvey during the 23-24 school year were given the opportunity to participate in the advisor focus group. Four advisors ultimately participated. Similarly, all twelve of the advisors at Malcolm X were invited to participate in a focus group, and three ultimately ended up joining. Like the interviews, recruitment and consenting for the focus groups occurred via email. Individuals who agreed to participate were surveyed about their availability and the time that worked for most participants was selected. The focus groups were also recorded and transcribed.

All interviews and focus groups took the form of a guided conversation that was led by an IEL team member. Interviews and focus groups were one hour long, with additional time added when necessary. Both focus groups and interviews followed an IRB-approved protocol meant to capture the wide array of feelings, thoughts, and suggestions around OMD's expansion. Topics in the administrator protocol included whether they had a clear picture of the purpose and details of the OMD and CCC partnership, the role they played in the partnership, what a successful expansion of OMD would look like, how program outreach went, implementation of the key program components, where they think better communication could have aided the expansion, what infrastructure existed at OHC that complimented the OMD program, data sharing protocols, how the district and OMD supported the expansion, the shared goals between OMD and CCC, and what they would have done differently knowing what they know now. Program coordinators were asked about how they conduct outreach to and work with scholars, how they collaborate with academic support resources on campus, whether they have a clear picture of the CCC and OMD partnership, how their work aligns with the campus advisors' work, which components of the OMD program they feel contributes the most to scholar's success, and the main barriers they faced. In the Scholar focus groups, the conversation centered around how students learned about OMD, the reason they chose to participate in the OMD program, their experience in the OMD program and its perceived impact, how they worked with their Program Coordinator, advisor, and how participating in the OMD program impacted their feeling of on-campus belonging. The focus group with eligible students who opted out of campuswide programming focused on participants knowledge of the OMD program, why they did not participate, and changes that could be made

to program recruitment or the program model to make it more attractive. The advisor focus group gathered information about the role counselors play in enrolling students in OMD, how they work with Program Coordinators to support scholars, the benefits they have seen since OMD expanded on their campus, the integration of OMD into general campus support, and the extent to which district and campus leadership supported the OMD expansion.

Once all of the interviews and focus groups were conducted, the IEL research team began coding the interview transcripts. At the onset, IEL utilized a deductive coding approach, using a predefined set of codes meant to capture responses that signaled OMD + CCC integration, outreach and onboarding, OMD program eligibility, and OMD program model changes to academic supports, financial supports, personal supports, and professional supports. Once some interviews had been coded through, IEL then began to utilize an inductive coding approach, adapting the codes to capture themes that arose from the data itself.

PARTICIPANT DATA

To track program engagement, we gathered administrative data from CCC and OMD on program outreach and engagement for the first cohort of students eligible for campuswide OMD. These data included information about all applicants to Olive-Harvey College in the 2022-23 school year and all applicants to Malcolm X and Olive-Harvey College in the 2023-24 school year, eligibility for OMD campuswide, and the extent to which these students engaged with various aspects of the program. We linked these program data to CCC administrative data on students' demographic and academic characteristics and then descriptively analyzed them to provide a picture of the level of engagement in the campuswide program as well as which students were most and least likely to engage.

Key Findings

PROGRAM ELIGIBILITY

One of the first decisions the campuswide implementation team made was who would be eligible to receive OMD services as a part of the campuswide model and how this would differ from those who had traditionally been served by the signature model. Table 1 below details the eligibility criteria for both models. The primary differences between the Signature and Campuswide models include: offering the program to students that are new to the City Colleges of Chicago or have stopped-out and are deciding to re-enroll, allowing advanced certificate seekers to be a part of the eligible population of scholars, changing the credit hour requirement from 12 hours to nine hours with outreach to students in the six to eight credit hour range to encourage enrolling in additional credits to be eligible for the program, removing the GPA and financial aid requirements for the Campuswide program, and integrating the CCC application process so that eligible OMD scholars are automatically screened and notified of their eligibility for the program.

Table 1. Signature and Campuswide Program Eligibility Criteria

OMD Signature	OMD Campuswide
• New or continuing CCC student • Submit an application to OMD • Associate degree seeking • At least one year to degree • Enroll full-time • 2.0 or higher GPA • Pell or STAR eligible	• New or stopped out CCC student • Submit an application to CCC • Associate degree or advanced certificate seeking • At least one year to degree • Enroll in at least nine credits (seven for nursing students) • 2.0 GPA requirement for “Stop-in” students only

The decision to focus on new or stopped out students was intended to target the campuswide program to students most likely to benefit. The RCT of the OMD Signature program found that the largest increases in enrollment, enrollment with a full-time course load, persistence in college, and associate’s degree completion accrued to scholars who enrolled in the program right after high school. By targeting students who were not already enrolled at CCC, the program expansion could influence both enrollment and persistence and target the students who without OMD would be least likely to attain an associate’s degree.

The changes in the eligibility criteria were also intended to reach as many students as possible. To this end, the implementation team decided not to require students to apply to be a part of the OMD program, but rather to proactively reach out to all applicants to Olive-Harvey who met or appeared likely to meet the other program eligibility criteria and offer them a spot with the option to “opt out”. Likewise, the implementation team took note of the characteristics of the Olive-Harvey student body and made changes to program eligibility to ensure that a large share of students would be eligible. Approximately 70 percent of Olive-Harvey College’s student population are not full-time enrollees, thus adapting the requirement for students to enroll in 12 credit hours to nine credit hours significantly expanded the eligible student population. Other adjustments, such as allowing advanced certificate seekers to participate, removing GPA and

financial aid requirements, and including new, transfer, and returning students, further expanded the potential eligible population of scholars.

Some of these changes had the added benefit of simplifying the process for confirming program eligibility. However, ***because some of these criteria were not clearly defined from the beginning or fluctuated over time, other eligibility requirements complicated program enrollment.*** As one interview respondent described,

At first, we were specific to associate degree seeking students and we opened it up to advanced degree seeking students. So, identifying what programs lie within that [was required]. And then another aspect within that as well is the enrollment piece. Students are expected to be enrolled in nine plus credit hours. That doesn't look the same across all degree or certificate programs. Some programs have semesters where a student may be less than nine credit hours and/or a student isn't able to follow this timeline or education plan that is created because life is happening. So, it impacts their ability to be eligible. So, what are the exceptions to this rule? What things are we not going to uphold so we can allow students to be a part of the program?

Another said,

I think within our eligibility we're looking for students who are either new to college or who were stopping students. Language was a big barrier to enrollment. Stopping maybe wasn't understood completely. Some people may have thought it saw it as two semesters, but we learned that it's one big semester that a student is not enrolled in classes is considered a student who's a stop-out or returning adult. So, defining that when different situations come up with something as well.

Another respondent described how fluctuating eligibility can be a challenge for implementation,

It's my belief that we should keep the eligibility criteria as simple as possible...There's about 400 students who were eligible for OMD who then became ineligible during the process. And then of those 400, another hundred, of those 400, a hundred of them became eligible again. So, you see these students' enrollment is constantly fluctuating.

The confusion surrounding changes in program eligibility was not limited to administrators, advisors, and OMD personnel; ***students at both Olive-Harvey and Malcolm X Colleges also expressed uncertainty regarding the shifting criteria.*** As one student from Malcolm X College remarked, "I was thinking about telling a couple of people about the program and stuff, but... I don't even know why I was selected." This comment led other students to question the eligibility requirements, highlighting a significant barrier: confusion around the criteria prevented students from confidently recommending the program to their peers.

PROGRAM OUTREACH AND ONBOARDING

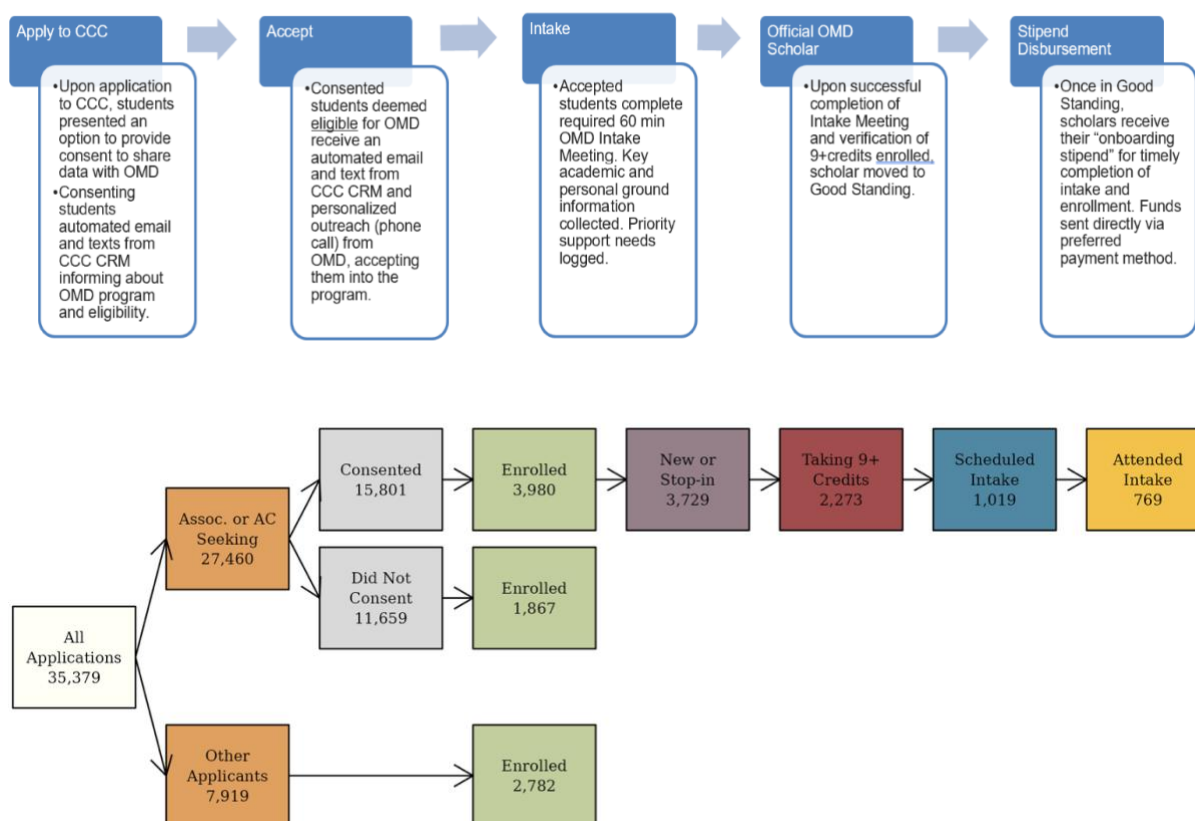
Moving from the traditional OMD model where students had to apply to the program to a model where all eligible students receive programming unless they opt out meant revamping the program's approach to recruitment. Figure 1 below provides a high-level overview of how students were introduced and onboarded to the campuswide OMD program. Students who applied to either Olive-Harvey or Malcolm X College received an automated general information email about the

campuswide OMD program. They were also asked as a part of the application process whether they consented to having their information shared with OMD to learn more about the program.

Consented students were screened for program eligibility and those that met the eligibility criteria (including enrolling in at least nine credit hours) and those who were deemed eligible received additional outreach from the program, including phone calls from OMD. If a student met the enrollment criteria for OMD, they were deemed eligible and appear in the internal tracking system at CCC. In addition to enrolling in nine credits at Olive-Harvey or Malcolm X, students must be in good standing at CCC to remain eligible for the program. Common reasons for students becoming ineligible during this process include non-payment for courses, withdrawing or dropping a course, or a Satisfactory Academic Progress (SAP) hold.

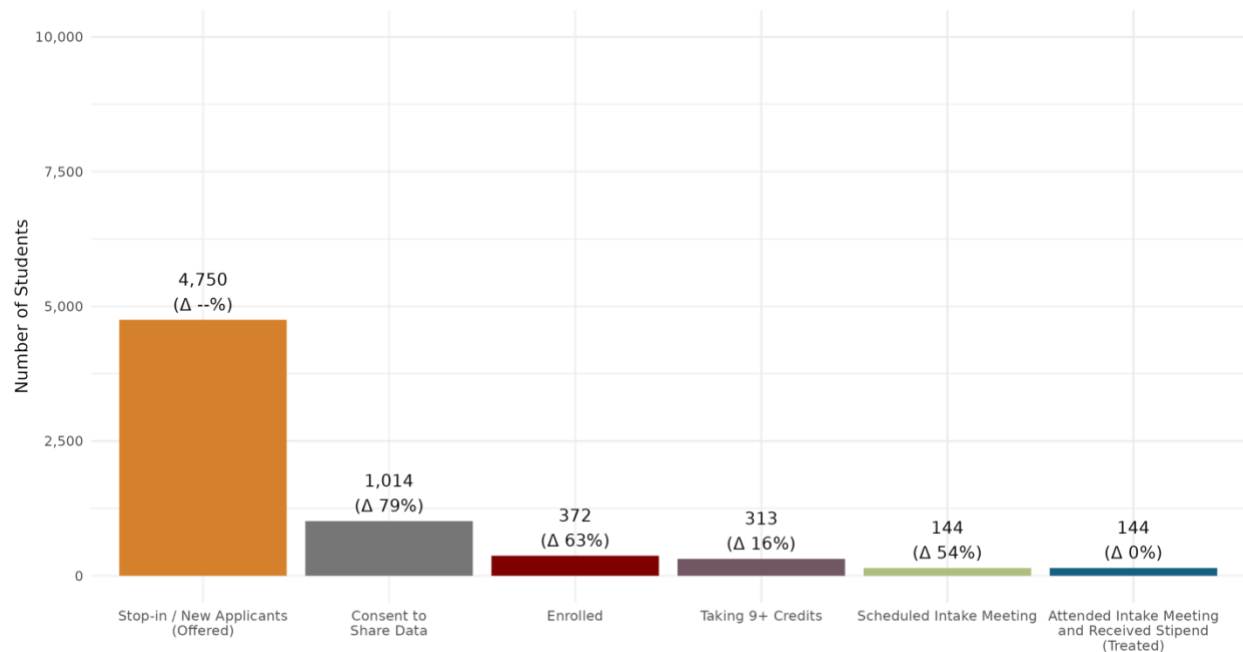
Eligible students were asked to schedule and attend an intake meeting with their OMD Program Coordinator. They received acceptance emails and text messages prompting them to schedule their intake meeting with OMD. Non-responsive students were contacted directly through a phone call informing them of their acceptance into the OMD Campuswide program. Once students signed up and completed their intake meeting, they were deemed as being in “good standing” with OMD and became eligible to receive their first stipend disbursement.

Figure 1a and 1b. Overview of Campuswide Approach to Recruitment and Onboarding



Only a subset of eligible students made it through each of the steps of the recruitment and onboarding process. Figures 2, 3, and 4 provide an overview of the number of students who make it through each stage in the recruitment and onboarding process at Olive-Harvey in years one and two of implementation and Malcolm X in the first year of implementation respectively. In the first year of implementation at Olive-Harvey, out of 4,750 applicants seeking to enroll in degree or advanced certificate programs, only 21.3 percent (1,014 students) consented to share their data with OMD. This substantial drop off likely reflects the fact that the consent had not yet been built into the application process in year one. Of those who provided consent, approximately one-third (372 students) went on to enroll in Olive-Harvey, with the majority registering for at least nine credits. A little less than half of those students (46 percent) signed up for the intake meeting, attended the meeting, and received the program stipend.

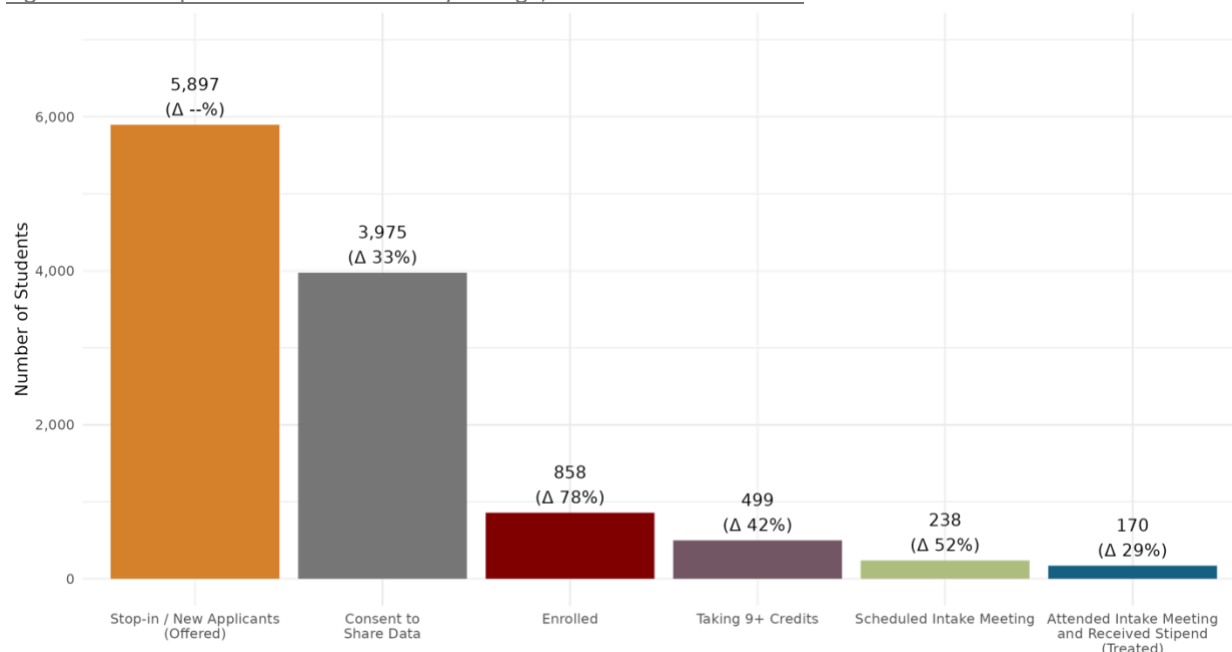
Figure 2: Take-up Funnel for Olive-Harvey College, School Year 2022-2023



Note: This figure shows the number of students at each eligibility stage. Students are only included in the next eligibility stage if they were also included in the last stage (e.g., the number of students who consented to share data with OMD is not the total number of students at Olive-Harvey in the 2022-2023 school year who consented to share data with OMD. Instead, it is the number of students who not only consented to share data with OMD but were also seeking an associate degree or advanced certificate. We used enrollment in 9+ credits as a proxy for OMD eligibility, taking into account a caveat that this measure captures end-of-term and not start-of-term values.

The pattern improved in the second year of implementation. As can be seen in Figure 3, Olive-Harvey saw a greater number of applicants intending to enroll in degree or advanced certificate programs in the 2023-24 school year, with a total of 5,897 applicants. However, up to 67.4 percent of these students consented to share data with OMD (3,975 students). This substantial increase reflects the efficacy of building the consent into the application process. Among those who consented, 858 students enrolled in Olive-Harvey and 499 enrolled in at least nine credits. Slightly more than half of eligible students (58.1 percent) signed up for the intake meeting and the majority of these students attended and received the first program stipend.

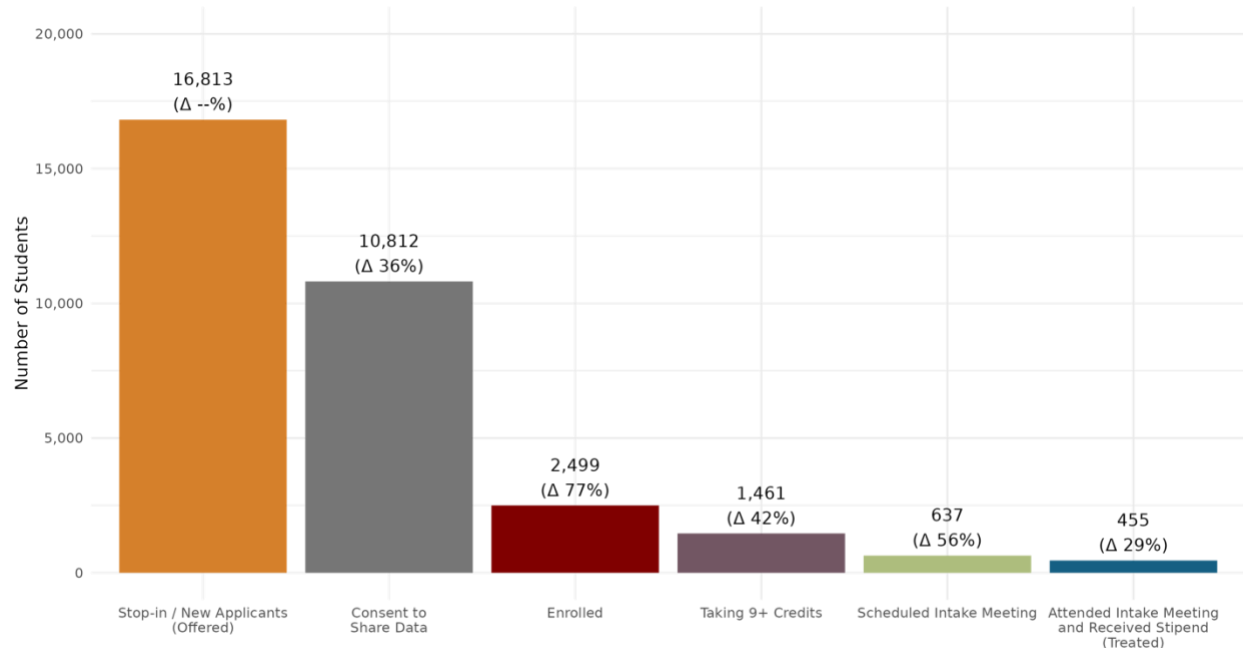
Figure 3: Take-up Funnel for Olive-Harvey College, School Year 2023-2024



Note: This figure shows the number of students at each eligibility stage. Students are only included in the next eligibility stage if they were also included in the last stage (e.g., the number of students who consented to share data with OMD is not the total number of students at Olive-Harvey in the 2023-2024 school year who consented to share data with OMD. Instead, it is the number of students who not only consented to share data with OMD but were also seeking an associate degree or advanced certificate. We used enrollment in 9+ credits as a proxy for OMD eligibility, taking into account a caveat that this measure captures end-of-term and not start-of-term values.

Figure 4 presents the analogous figures for the 2023-24 school year at Malcolm X. Malcolm X received significantly more applicants each year than Olive-Harvey. In the 2023-24 school year, 16,813 applicants intended to enroll in degree or advanced certificate programs. Of these, approximately 64.3 percent of these students (10,812) consented to share their data with OMD. Approximately one-fifth those who consented went on to enroll in Malcolm X (2,499 students), and slightly more than half (1,461 students) enrolling in at least nine credits. Among these eligible students, 43.6 percent signed up for an intake meeting (637 students) and 31.1 percent (455 students) attended the meeting and received the first program stipend.

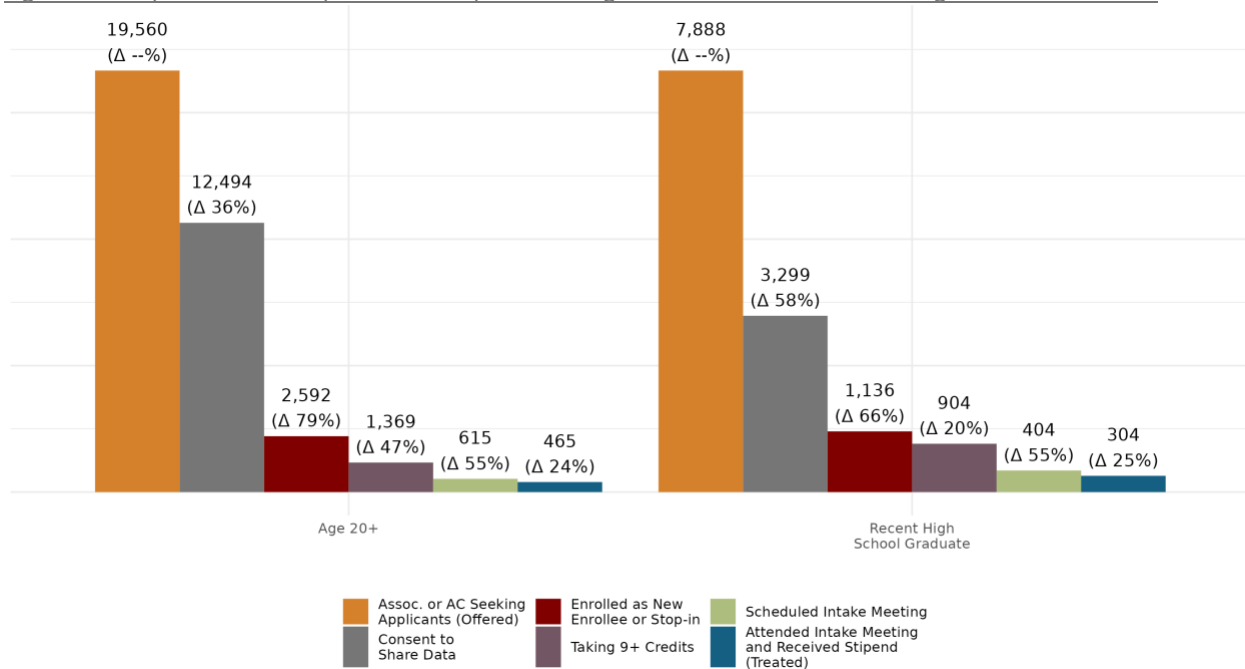
Figure 4: Take-up Funnel for Malcolm X College, School Year 2023-2024



Note: This figure shows the number of students at each eligibility stage. Students are only included in the next eligibility stage if they were also included in the last stage (e.g., the number of students who consented to share data with OMD is not the total number of students at Malcolm X in the 2023-2024 school year who consented to share data with OMD. Instead, it is the number of students who not only consented to share data with OMD but were also seeking an associate's degree or advanced certificate. We used enrollment in 9+ credits as a proxy for OMD eligibility, taking into account a caveat that this measure captures end-of-term and not start-of-term values.

To understand which students were more likely to make it through each step in the recruitment and onboarding process, we examined this pipeline for several subgroups. First, we compared students who applied to CCC directly after high school to those who had some time off between high school and applying. As can be seen in Figure 5, the majority of the degree or advanced certificate-seeking have had some time off between high school and college (18,973 applicants are at least 20 years old compared to 7,710 recent high school students). In general, **recent high school students were 21 percentage points less likely to consent to share data, but 13 percentage points more likely to enroll in CCC, and 27 percentage points more likely to sign up for and attend intake meetings.**

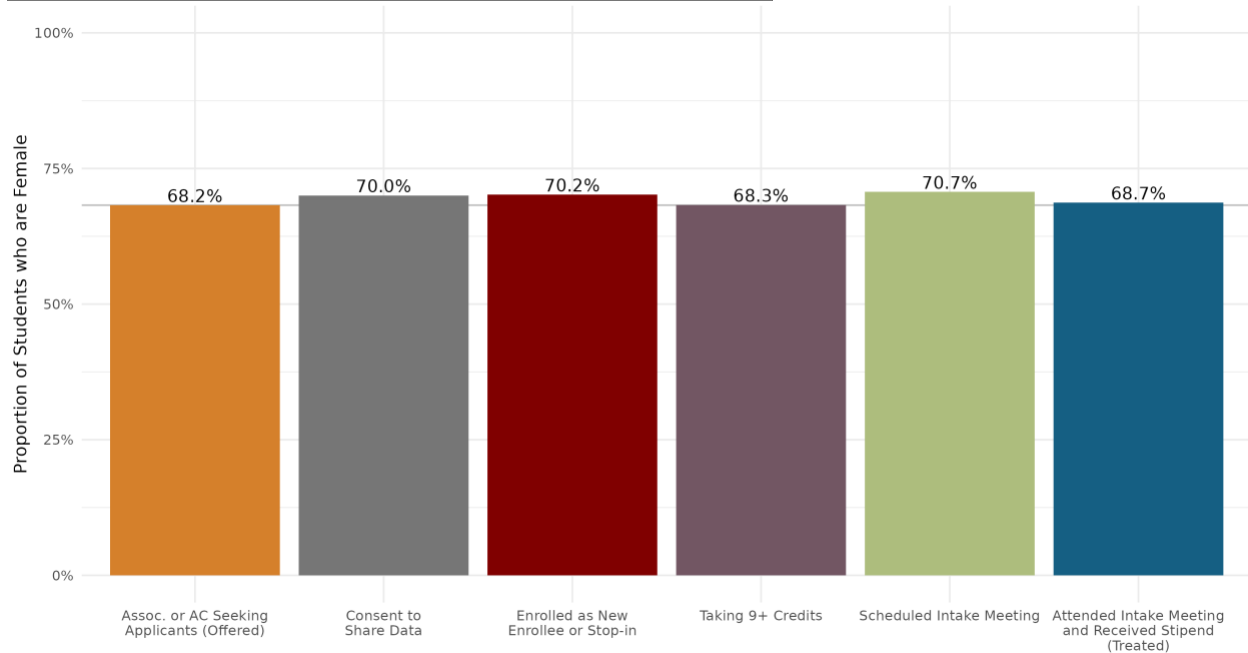
Figure 5: Campuswide Take-up Funnel - Proportion of Age 20+ Students and Recent High School Graduates



Note: This figure shows the number of students at each eligibility stage. Students are only included in the next eligibility stage if they were also included in the last stage (e.g., the number of students who consented to share data with OMD is not the total number of students who consented to share data with OMD. Instead, it is the number of students who not only consented to share data with OMD but were also seeking an associate degree or advanced certificate. We used enrollment in 9+ credits as a proxy for OMD eligibility, taking into account a caveat that this measure captures end-of-term and not start-of-term values.

Examining gender, students who identify as female make up the majority of degree and advanced certificate seeking students applying to Olive-Harvey and Malcolm X. However, we do not see any significant differences by gender in students' likelihood to make it through each stage in the recruitment and onboarding process (Figure 6).

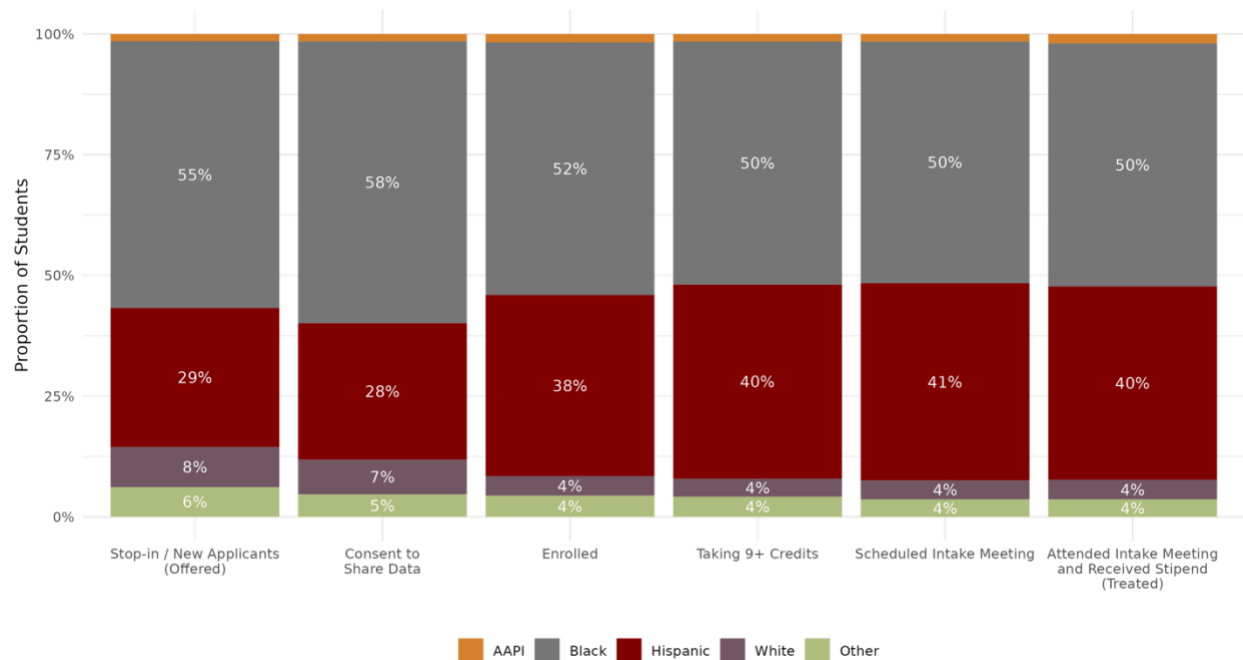
Figure 6: Campuswide Take-up Funnel - Proportion of Female Students



Note: This figure shows the number of students at each eligibility stage. Students are only included in the next eligibility stage if they were also included in the last stage (e.g., the number of students who consented to share data with OMD is not the total number of students who consented to share data with OMD. Instead, it is the number of students who not only consented to share data with OMD but were also seeking an associate degree or advanced certificate. We used enrollment in 9+ credits as a proxy for OMD eligibility, taking into account a caveat that this measure captures end-of-term and not start-of-term values.

Retention rates vary by race/ethnicity at each stage of the funnel. Black students represent 55 percent, Hispanic students represent 29 percent, and White students represent eight percent of degree or advanced-certificate-seeking applicants. Among students who consented to share data with OMD, the proportion of Black students increased to 58 percent and the share of Hispanic students dropped to 28 percent. However, among those who consented, Hispanic students were more likely to enroll in at least 9 CCC credits, as well as sign up for and attend the intake meeting (Figure 7).

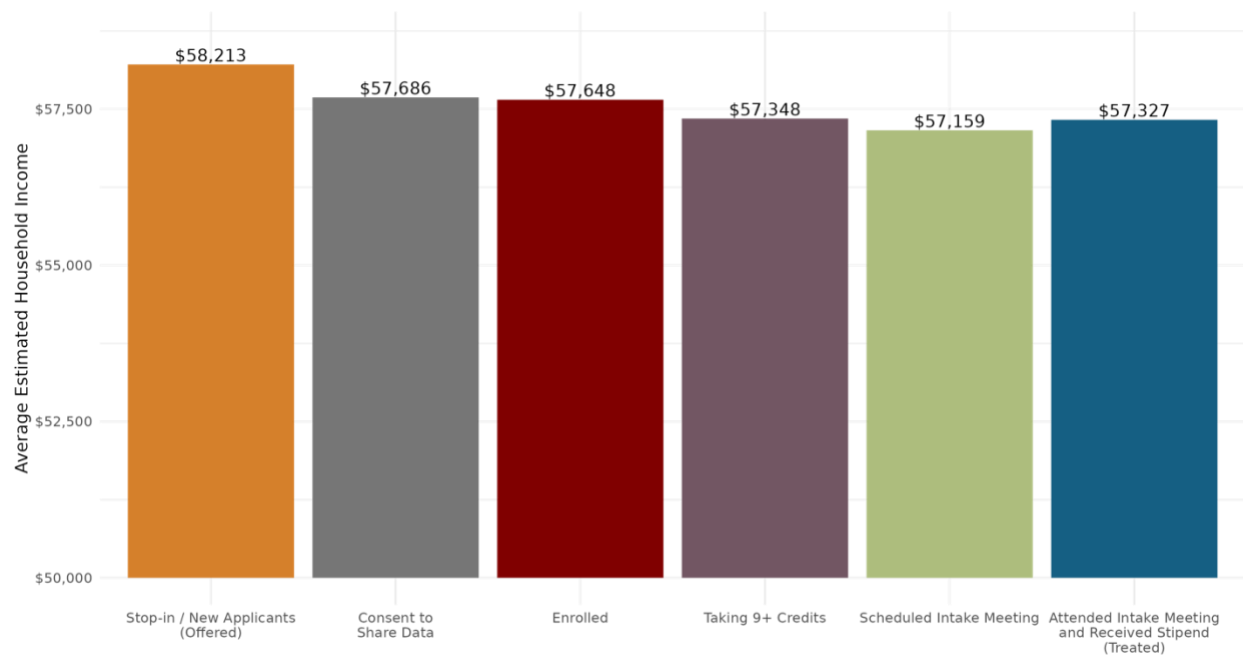
Figure 7: Campuswide Take-up Funnel - Proportion of Students by Race/Ethnicity



Note: This figure shows the number of students at each eligibility stage. Students are only included in the next eligibility stage if they were also included in the last stage (e.g., the number of students who consented to share data with OMD is not the total number of students who consented to share data with OMD. Instead, it is the number of students who not only consented to share data with OMD but were also seeking an associate degree or advanced certificate. We used enrollment in 9+ credits as a proxy for OMD eligibility, taking into account a caveat that this measure captures end-of-term and not start-of-term values. Other includes Multi-Racial Non-Hispanic, American Indian, and Non-Specified.

As can be seen in Figure 8, degree or advanced-certificate-seeking applicants have an average household income of \$58,213, while those who consented to share data with OMD have a lower household income average of \$57,686. There are no notable changes in average household income among students at subsequent stages.

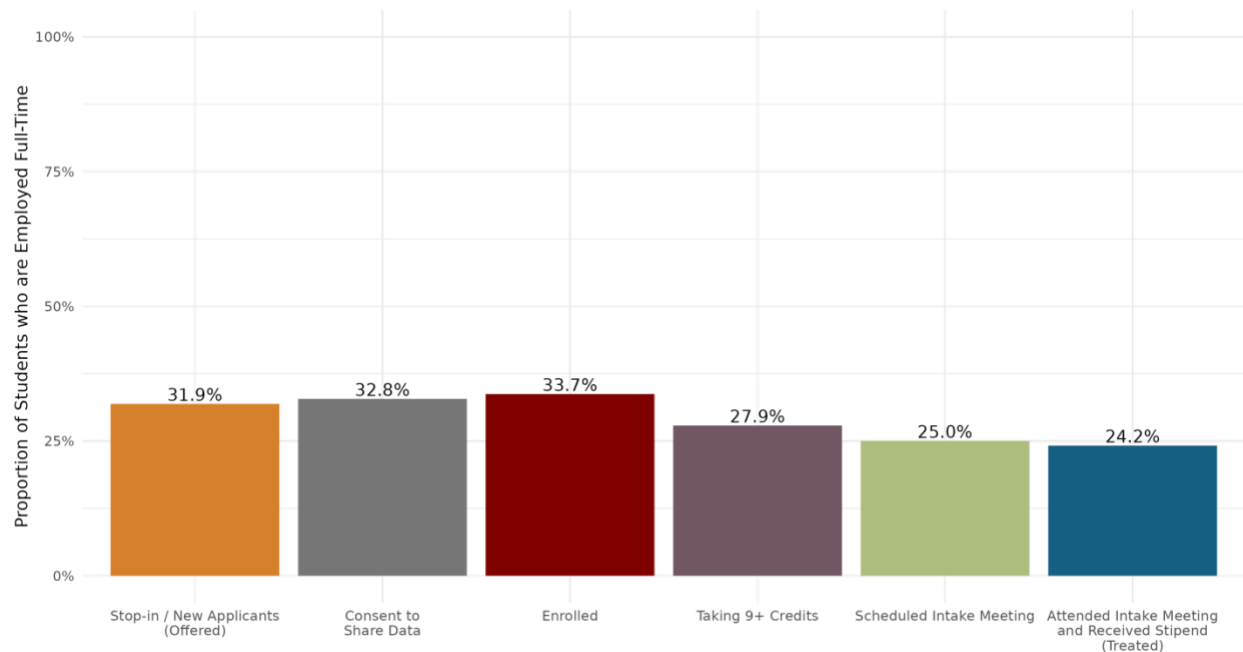
Figure 8: Campuswide Take-up Funnel - Average Household Income



Note: This figure shows the number of students at each eligibility stage. Students are only included in the next eligibility stage if they were also included in the last stage (e.g., the number of students who consented to share data with OMD is not the total number of students who consented to share data with OMD. Instead, it is the number of students who not only consented to share data with OMD but were also seeking an associate degree or advanced certificate. We used enrollment in 9+ credits as a proxy for OMD eligibility, taking into account a caveat that this measure captures end-of-term and not start-of-term values.

Applicants who were employed full-time were less likely to make it through the recruitment and onboarding process. Some 31.9 percent of applicants were employed full-time. This rate slightly increases to 32.8 percent among students who consented to share data with OMD and rises to 33.7 percent among students who decided to enroll. However, among students enrolled in at least nine credits, the likelihood of full-time employment drops to 27.9 percent, indicating a potential tradeoff between work and study time. Among those who signed up and attended the intake meeting, only 25 percent and 24.2 percent, respectively, are employed full-time (Figure 9).

Figure 9: Campuswide Take-up Funnel - Proportion of Students who are Employed Full-Time

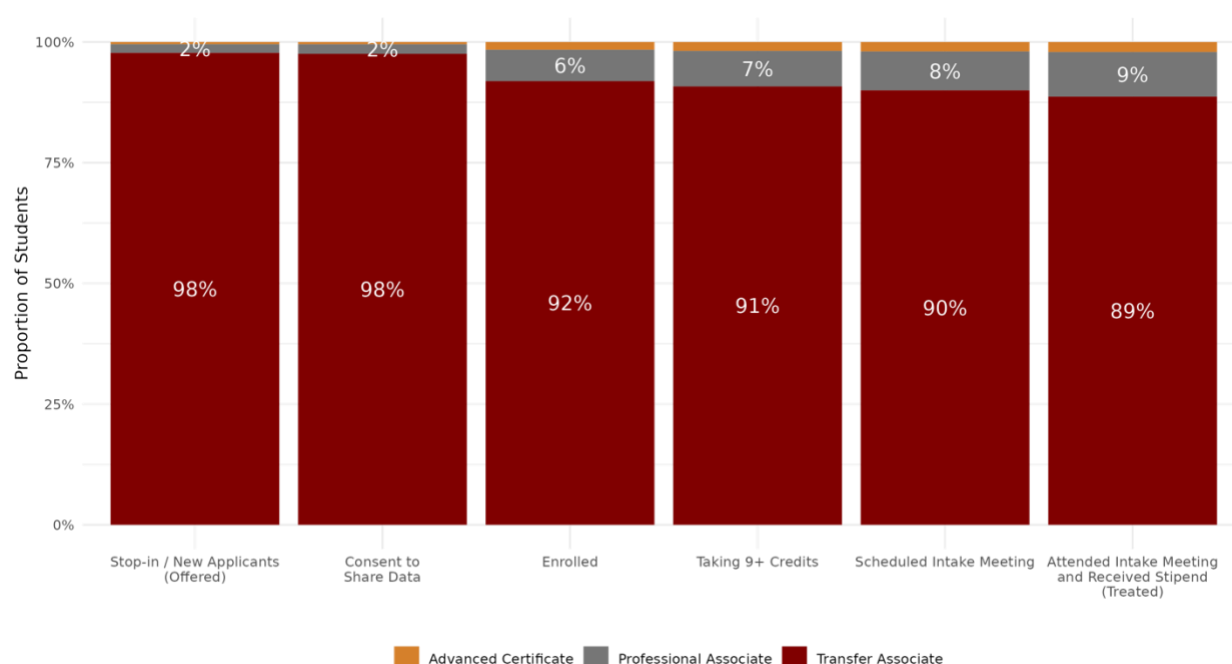


Note: This figure shows the number of students at each eligibility stage. Students are only included in the next eligibility stage if they were also included in the last stage (e.g., the number of students who consented to share data with OMD is not the total number of students who consented to share data with OMD. Instead, it is the number of students who not only consented to share data with OMD but were also seeking an associate degree or advanced certificate. We used enrollment in 9+ credits as a proxy for OMD eligibility, taking into account a caveat that this measure captures end-of-term and not start-of-term values. Additionally, students' applications are defaulted into the following academic plans unless a student updates their plan before matriculating: Associate of Arts, Associate of Science, and Associate in General Studies.

Students who intended to pursue an associate degree or career certificate pathway were more likely to make it through the recruitment and onboarding process than those who intended to pursue an associate degree transfer pathway. Regarding intended degree track, 98 percent of the degree or advanced certificate seeking students aimed to participate in an associate degree transfer pathway, while only two percent intended to pursue the professional associate pathway. This distribution remains consistent among students who consented to share their data. However, among those who enrolled, the proportion pursuing the associate's degree transfer pathway decreased to 92 percent, while the proportion pursuing the professional associate pathway rose to six percent. As students move through the funnel, there is a gradual increase of one percentage point among those who intended to pursue the associate's degree

transfer pathway and a corresponding decrease among those aiming for the transfer associate pathway (Figure 10).

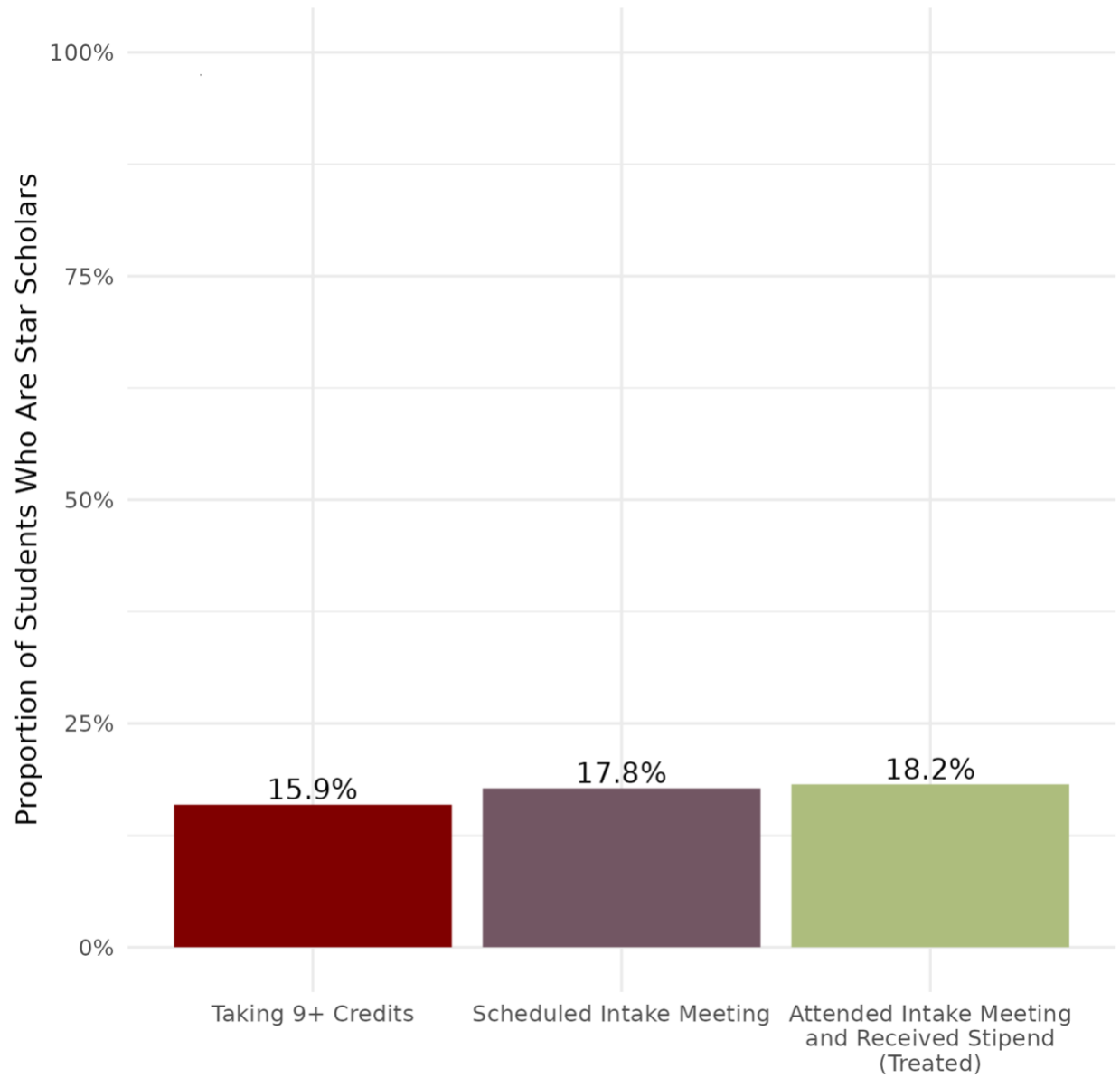
Figure 10: Campuswide Take-up Funnel - Intended Degree Track

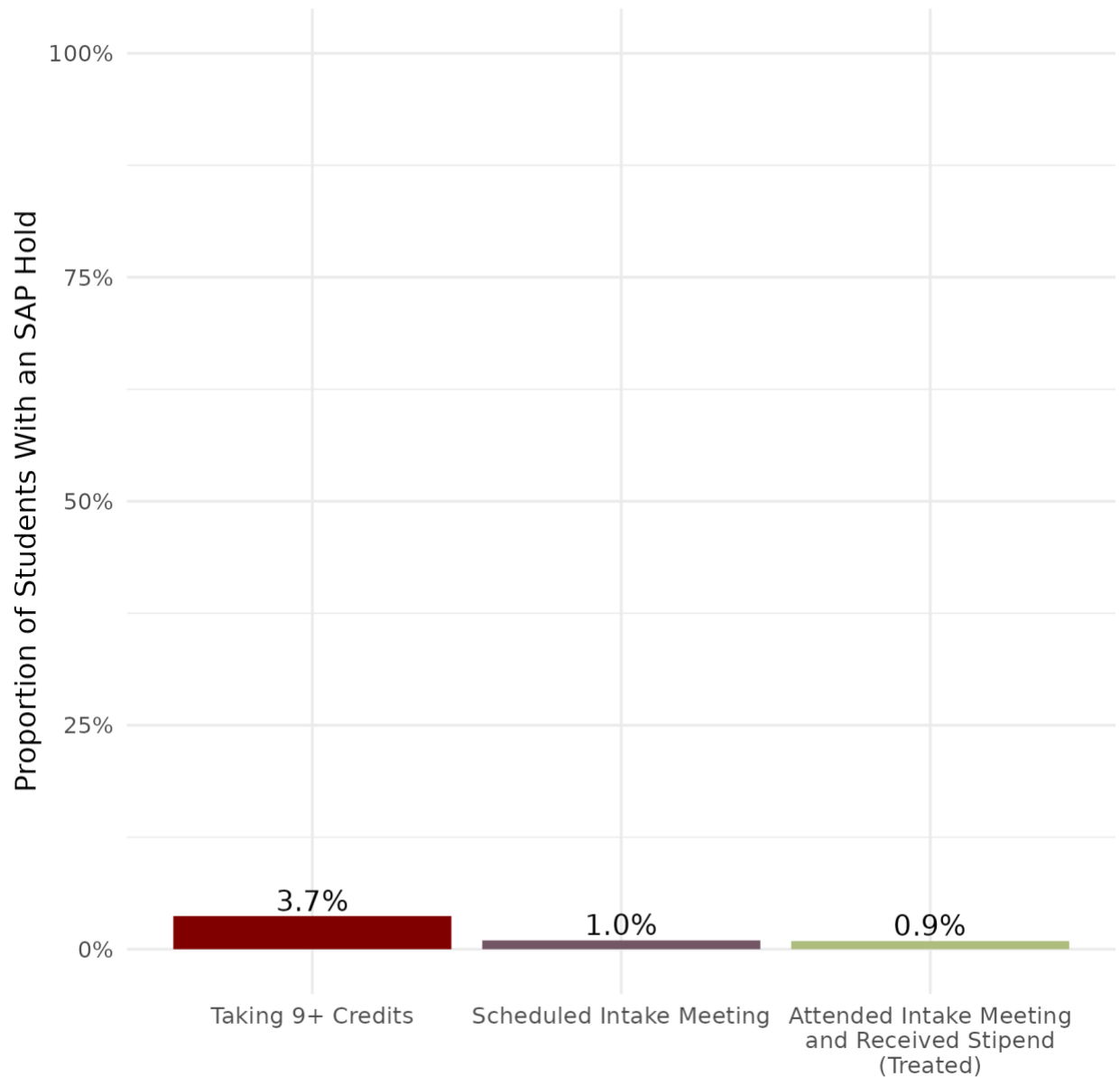


Note: This figure shows the number of students at each eligibility stage. Students are only included in the next eligibility stage if they were also included in the last stage (e.g., the number of students who consented to share data with OMD is not the total number of students who consented to share data with OMD. Instead, it is the number of students who not only consented to share data with OMD but were also seeking an associate degree or advanced certificate. We used enrollment in 9+ credits as a proxy for OMD eligibility, taking into account a caveat that this measure captures end-of-term and not start-of-term values.

Finally, we assessed academic performance by examining the proportion of students who are STAR scholars and those with an SAP hold on their account. These metrics are only available for enrolled students, so we focused on those who enrolled in at least nine credits and examined who signed up for and attended intake meetings. Generally, higher academic performance is associated with greater retention rate. Figure 11 shows that 15.9 percent of those who enrolled in at least nine credits are STAR scholars. This percentage gradually increases to 17.8 percent for those who signed up for the intake meeting and 18.2 percent for those who attended. Conversely, students with an SAP hold represent 3.7 percent of those enrolled in at least nine credits. The percentage of students with an SAP hold drops to one percent among those who signed up for the intake meeting and to 0.9 percent among those who attended.

Figures 11a and 11b : Campuswide Take-up Funnel -STAR Scholar and SAP Hold Status





Note: This figure shows the number of students at each eligibility stage. Students are only included in the next eligibility stage if they were also included in the last stage (e.g., the number of students who consented to share data with OMD is not the total number of students who consented to share data with OMD. Instead, it is the number of students who not only consented to share data with OMD but were also seeking an associate degree or advanced certificate. We used enrollment in 9+ credits as a proxy for OMD eligibility, taking into account a caveat that this measure captures end-of-term and not start-of-term values.

As these analyses suggest, interview and focus groups respondents reported that ***implementing "opt out" programming is more complicated than expected***. In the first year of implementation in particular, the ambitious timeline for implementation created challenges in onboarding students to the program. Despite the best efforts of both OMD and CCC, finalizing the memorandum of understanding (MOU) that outlined how the organizations would collaborate significantly delayed notifying students about the program. As a result, students who had already applied to attend Olive-Harvey received an email about the program but had to separately log into the student portal to complete the consent form. By the second year of implementation, this issue had been addressed and applicants were able to complete the consent as a part of the initial application process. By the 2023-24 academic year notification of eligibility for OMD Campuswide programming at Olive-Harvey College and Malcolm X College began on a rolling basis in April of 2023, providing sufficient time for the offer of the Campuswide OMD programming to impact student enrollment decisions.

In both years, ***substantial effort was still required to translate the initial offer of a spot in the program into active engagement***. Much of these efforts fall to the OMD program coordinators who spend a substantial portion of the beginning of the term focused on recruitment before they can shift to providing students with needed supports. Program coordinators, along with other CCC and OMD staff, have undertaken creative methods to ensure that all eligible students are made aware of the OMD opportunity. These efforts include sending emails, text messages, and conducting phone calls and integrating OMD into welcome week and other orientation activities. Scholars and students who did not opt into the OMD program both noted the importance of going beyond email to reach potential scholars, identifying text messages as the best way to reach them. As one CCC student put it, "Text messages are good because everybody has their phone in their hand all the time. So, to say you can't get information from the school would be like ludicrous and crazy because we always have our phones in our hands all the time, so text messages are good."

Eligible students who did not participate in OMD campuswide were aware of the program, but other barriers interfered with their participation. Students who participated in the "opt out" focus group remembered learning about the program and thought it could have been potentially helpful. Several students even began the intake process, but did not follow through when communication from the program dropped off. As one respondent described, "I heard about the One Million Degrees program through email. I did two intakes with them, but after that, I didn't hear anything else from anyone else regarding the program." Another said, "I heard about it through email, but nobody reached out to me or nothing."

In addition, several students noted they did not have the bandwidth to participate in the program due to competing priorities, family obligations, and professional responsibilities. One focus group participant said, "Well, I'm a full-time father. I'm a single father. I have three children, and I also work third shift full-time, so I really don't have any time to participate in the programs in school. Schoolwork and children and work is enough." Another described how a specific scheduling conflict with OMD's programmatic attendance requirements derailed their participation in the program, "Honestly, it was just a phone call away. It kind of sucked because I really wanted to do something, but the fact that the days that they had were mandatory and my daughter was having surgery, it was going to be hard for me."

Program and CCC staff noted, given all the competing forces in students' lives, they ***struggled to succinctly communicate the value of the program***. As one CCC administrator put it,

We quickly realized with the opt-out model, again, it doesn't really, I understand they don't have to fill out an application, it's like a reduced barrier, but the challenge has been that OMD, if you look at OMD as like a product, it's not a simple one sentence explanation of what OMD is. It requires a lot of understanding of the program, really like a one-on-one with a student to get them really to know and informed about what OMD is. We work really hard to whittle down the email. It's not whittled down enough in my opinion. And that I think has been challenging to tell a student, to communicate to a student who probably will just quickly open an email or maybe not open an email, what is OMD and why does it benefit you to join it.

Another administrator described the challenge in this way

No matter what you're in, and if you don't want to be a part, then you have to opt out. I don't think students fully understood what that meant, and so I think we need to front load more information about the benefit of being in OMD as a new student versus an email.

Moving to an opt-out model means trying to engage with students who hadn't sought out OMD services making the role of communicating the value of the program paramount. As one administrator described,

So the biggest thing that we can grow in is our shift in recruitment strategy, whereas we were accustomed to students applying for the program because they learned something about it and were interested, whereas a student is automatically eligible for the program once they meet the eligibility requirements and apply to City Colleges of Chicago, but they're not getting a good chunk of information about One Million Degrees, so upfront they're not really sure what they're signing up for. So, identifying how to get ahead of that.

Lack of clarity and changes in the eligibility requirements complicated program enrollment. In addition to struggling to clearly communicate the value of the OMD program to students, program staff reported feeling like the groups of students they were trying to engage was constantly shifting as a result of changing eligibility. As one respondent put it, "it's my belief that we should keep the eligibility criteria as simple as possible...There's about 400 students who were eligible for OMD who then became ineligible during the process."

Changes in eligibility criteria occurred for several reasons. First, the eligibility criteria themselves changed as the program model was refined. For example, the program was originally available only for students who were pursuing an associate's degree but was expanded to include those seeking advanced certificates to expand the reach of the program. While these changes were made to improve the program, communication to frontline staff occasionally lagged leading to some confusion. In addition, the implementation of the eligibility criteria evolved over time as they were applied in a variety of new settings. As one administrator noted, "Students are expected to be enrolled in nine plus credit hours. That doesn't look the same across all degree or certificate programs." Finally, students themselves moved in and out of eligibility for the program as they added or dropped classes or were placed on an SAP hold.

CHANGES TO THE PROGRAM MODEL

In addition to adjusting the eligibility criteria for campuswide implementation, a team of individuals from CCC and OMD collaborated to refine the program model. ***These changes to the program model were driven by a desire for greater systems integration and the demands of scale.*** While the program kept the core ratio of 75 scholars to one program coordinator, the activities that are incentivized were expanded to include attendance of campus events, such as orientation, and meeting with a CCC adviser to complete an academic plan. Additionally, the performance-based stipends shifted from being administered by OMD to being administered by CCC through the student's existing accounts.

The coaching component of the program had to be reworked to accommodate the large scale of program participants. Instead of the traditional model where two scholars were matched with two coaches, the new model pairs five campuswide scholars with two coaches. In the first year, campuswide scholars drop in to coaching and work with whoever is available and are not paired with a matched coach until their second year in the program.

The campuswide program was also designed to integrate OMD and CCC curriculum, data, personnel, and teams in support of student success. OMD program coordinators are co-located in offices with CCC advisors, tutoring services are provided by CCC rather than OMD tutors, and the team has built a data sharing infrastructure to support real-time sharing of information between the two teams. OMD-eligible students are now flagged in Navigate, enabling advisors to easily identify participants. OMD Program Coordinators also have access to Navigate, a system primarily used by CCC advisors, which allows them to monitor students' academic progress, course load, and interactions with various CCC resources.

Less intentional changes also resulted in modifications to the program model, especially in the first year of implementation. Specifically, ***implementation of several core program components was delayed in year one.*** As was noted above, delays in finalizing the MOU between CCC and OMD delayed notification of the first cohort of students about their eligibility for the program. In addition, due to a strong focus on recruitment in the fall of 2022, professional development activities did not get underway until spring 2023, and rolling out the coaching component of the program was postponed to year two.

Despite these changes to the program model, the campuswide OMD model retains a focus on the core components of the signature OMD model: personal, professional, financial, and academic supports. We briefly describe implementation of each of these components of the program in the campuswide model in the following sections.

FINANCIAL SUPPORTS

As in the traditional model, participants in the OMD campuswide program are eligible to receive up to \$1,000 in merit-based stipends. These stipends are awarded based on scholars meeting key program requirements, such as scheduling and attending an intake meeting and completing an academic plan with their CCC advisor. In addition, students are connected to other financial supports, such as the emergency financial assistance program run by All Chicago, as needed. ***The potential to receive up to \$1,000 in merit-based stipends remains a key incentive for student to engage in the OMD program.*** As one scholar said, "The reason why I applied to OMD was because of these stipends that they were offering because on top of all the professional development that they were offering, it came with a stipend. So truthfully, that was the biggest

reason why I participated in OMD because it seemed like something fairly reasonable to do. It benefited me and I got some money out of it, but I didn't have any concerns truly about the program.”

One change between the traditional OMD program and OMD campuswide is that stipends are now distributed by CCC through the districts’ Bank Mobile service. While some administrators voiced apprehension about this change, ***stipend distribution by CCC has gone smoothly.*** Being able to deposit checks directly into students’ existing accounts facilitated implementation and all payments went out on time. This effort was supported by the broader effort to integrate CCC and OMD data systems discussed in more detail below.

PERSONAL SUPPORTS

As in the signature OMD program, students receive a range of personal supports from their program coordinator. Managing caseloads of 75 students, program coordinators’ responsibilities include goal setting, scholarship development, and encouraging student participation in on-campus activities. These activities range from mandatory OMD events, required for receiving financial stipends, to optional CCC-sponsored events that provide career insights and foster community among scholars. Program Coordinators also guide students to on-campus resources, such as tutoring services and the wellness center, helping them stay on track with their academic goals.

Program coordinators remain central to scholars’ experience in the program. Scholars in both the Olive-Harvey and Malcolm X focus groups stressed the importance of the program coordinator. Multiple scholars said that they joined the OMD campuswide program for the stipend but credit the program coordinator for their continued engagement in the program. Scholars stressed that program coordinators were consistently available. As one scholar put it, “Anytime I call up [Program Coordinator] or send her a text message or an email, she responds right away. And it’s just helpful to have that person that you know that you can go to for pretty much anything.” Scholars also appreciated that the program coordinator was always in their corner, acting as a touchpoint on campus, and resource, and a cheerleader. As one scholar said, “I talk with her more than anybody, more than anybody...I don’t have access to the campus as much now, and so she’s my go-to, when I have a question, that’s the first person I go to, and she always has the answer for me.”

PROFESSIONAL SUPPORTS

The professional supports offered by OMD primarily consist of professional development sessions, which have traditionally been held in person one Saturday each month, and working with a volunteer coach, who has traditionally been matched to a scholar based on the scholar’s professional ambitions when possible. Both elements of these supports were structured somewhat differently for the campuswide model.

Challenges recruiting a sufficient number of volunteer coaches led to changes in the coaching model implemented by campuswide OMD. As the OMD program has grown, scaling the size of the cadre of volunteer coaches available to work with students has been difficult. As a result, implementation of the coaching component of the program was delayed to the second year of campuswide implementation. In year two of implementation, rather than the 2:2 matched coach/scholar ratio that was employed in the signature model, five campuswide scholars were paired with two coaches. In the first year campuswide scholars are in the program, they drop in

to coaching and work with whomever is available and are not paired with a matched coach until their second year in the program.

While additional time is needed to understand the full impact of these changes, it is notable that scholars who participated in the focus groups in the second year of implementation (and thus has some exposure to coaching) were ***less effusive about the critical role coaches play in the program than scholars who participated in student focus groups during the RCT***. Several focus group participants reported that they did not feel like they had sufficient time to develop a relationship with their coach and struggled to see the value the coach brought to the program. As one scholar put it, "Honestly, I really haven't seen the reason for an OMD coach. During the sessions all we do is repeat information that we've already gone over. They just sit and listen to us repeat the things we've discussed in our personal groups." Another scholar said, "I feel the same way. I feel like when they come in, they don't know what to do with us or what to talk about... That's why we're kind of just repeating ourselves. It's difficult, I feel like on both ends."

Others noted that they ***might benefit more from being connected to a consistent coach who is working in the field they are hoping to go into***. As one scholar said,

I ended up even asking my PC if there was any way that I can get a coach in my field because they were talking about how they would bring different cultures in. In my mind I'm thinking it would be for specifics on what someone is doing. If you're in Mortuary Science or in Psychology. When they started bringing in... Not saying I was ungrateful for the experience or the advice that they were giving, but I was just like, "I would've loved to see something in my field."

Another suggested that the program, "Take a survey of the scholars and their actual fields and have the coaches... More coaches that are geared towards the field we're in so I can hear directly from someone who's sitting where I'm trying to get to."

Scholars also noted that ***the drop in model prohibited relationship building***. While many of the scholars who participated in the focus groups during the RCT shared stories about texting, emailing, and meeting with their coaches between professional development sessions, scholars in one campuswide focus group could only recall one coach sharing her email address. One scholar noted, "the fact that there's always random people. I've seen a different culture, so how do you keep up with it when it's not persistent?"

In addition to changes in the coaching component of the program, ***OMD campuswide adopted less rigorous attendance requirements for professional development programming***. In the signature program, scholars were required to attend one Saturday session in person each month of the school year as a condition for receiving their full stipend payment. This requirement was reduced to having to attend only two sessions in the campuswide program and scholars could choose between online or in person sessions. These changes were made to reduce barriers to participation in the program and receiving the full stipend amount, but some interview and focus group participants worried that these changes reduced scholars' attachment to the program and opportunities to build community. In the RCT focus groups, scholars would commonly report that they "joined OMD for the money, but stayed for the community," but campuswide scholars were much less likely to note the community that they built within the program. Likewise, they frequently noted the program coordinator as their primary connection to the program. One program

administrator shared the following anecdote to describe the weaker connection scholars feel to the OMD program under the campuswide model:

I just visited a college success course and there was about 25 students in there. I'm just talking to him. The instructor asked me to come as a (CCC Administrator) and just say hi, and one of the first questions I asked was like, who's a part of OMD? I think three people raised their hand. And then there was some just like, I think, and then my next question was like, well, have you been here? Have you done this? Did you participate in that, and then more hands raised. I'm like, yeah, you're probably part of OMD because that's why you know about this, because we made sure that was one of the milestones.

In the long run, CCC and OMD are exploring integrating the program's professional development content into the CCC College Success course that all first-year students are encouraged to take. However, this will likely take some time to become a reality.

ACADEMIC SUPPORTS

The OMD campuswide facilitates scholars' academic success by connecting them to CCC resources and incentivizing scholars to use these resources by linking them to stipend payments. For example, as a part of the campuswide implementation, ***scholars are required to meet with a CCC advisor and complete an academic plan.*** This ensures that students have support navigating course selection, but also helps reinforce the link between OMD program coordinators and CCC advisors. The academic plans help students articulate their academic goals and track their progress toward these goals and facilitate the program coordinators' role in providing the personalized supports students need to meet these goals.

Tutoring services are available to all scholars but are required for students who are enrolled in developmental coursework or who are struggling academically in class. ***Under the traditional model, OMD partnered with the external tutoring service Wyzant, but the campuswide model now relies on CCC for tutoring.*** This shift was made to enhance the integration between OMD and CCC, manage OMD's expanding workload, and ensure that students fully utilize campus resources. By directing students to CCC tutoring services, the model promotes cross-organizational collaboration and strengthens students' familiarity with CCC resources.

One challenge with this approach has been data sharing. Some administrators report that tutors do not consistently record OMD scholars' visits in Navigate. This can lead to redundancies, as Program Coordinators may schedule additional tutoring sessions without knowing that students have already accessed these services. Improved communication between OMD and CCC staff is essential to keeping information current and ensuring students receive the most effective support.

OMD-CCC INTEGRATION

A key goal of the campuswide partnership was to integrate OMD programming into campus supports. This section provides an overview of the progress towards integration and identifies what supports integration and what barriers remain.

In person, regular meetings facilitated collaboration and mitigated territoriality. Especially in the first year at Olive-Harvey, key stakeholders from both OMD and CCC met regularly to plan for and assess implementation of the campuswide program. Over the course of the two years, the research team estimates that the program held over 450 meetings to support program implementation, many of which were held in person either at Olive-Harvey or Malcolm X. These meetings were attended by senior CCC leadership at the campus and district level as well as leadership from OMD. Members of the IEL research team attended many of these meetings to ensure that the work was informed by what we learned from the RCT and to document key decisions that were made. The participants learned about the original program model and the evidence base supporting its implementation, identified goals for the expansion and key performance indicators to assess progress towards those goals, contemplated changes to the program model, and made detailed plans for implementation.

Combining the functionality of two organizations requires more than just alignment on goals, it requires the facilitation of space and practices that lean on specialization. During the Campuswide planning for Olive-Harvey College, in-person meetings between OMD Staff and Leadership and Olive-Harvey Staff and Leadership helped to facilitate collaboration and limit territoriality between OMD and Olive-Harvey. Teams from each organization had the opportunity to meet and collaborate in person, which led to the building of interpersonal relationships and helped to mediate tension during the planning process. Both teams understanding the purpose of the partnership and the potential to positively impact the lives of students aided in creating a space that was solution oriented and where tension was grounded in the goal of improving student outcomes. Continuing to center the goal of helping students gives a framework for future implementing colleges to use to smooth friction regarding critical programming decisions.

The meetings also ensured that other stakeholders were brought into program planning as needed. For example, at one planning meeting the group identified that no one from the bursar's office had been consulted on what would be required to get payments to students and someone walked down the hall and invited a representative from the office to attend. At another meeting, the group tapped the expertise of the enrollment management team to understand how to incorporate getting student consent into the application process.

In particular, ***academic support is facilitated by close coordination between program coordinators and advisors.*** Both groups play a critical role in supporting students as they navigate CCC degree pathways. When this coordination works well, these two roles complement each other, wrapping scholars in the support they need to be successful. However, if this alignment is not in place it can lead to confusion for students and limited trust and territoriality from program and district staff. The planning committee at Olive-Harvey in the first year of implementation tried to meet this potential challenge head on by bringing program coordinators and advisors together early and often. Communication focused on how the campuswide OMD model would supplement the work that advisors are doing on campus, mitigating potential concerns that the new program would supplant existing student supports. Once the program was in place, program coordinators were co-located in the same office as CCC advisors to facilitate

ongoing communication. One interview respondent hypothesized that these efforts at trust building were facilitated by the fact that OMD and CCC staff are members of the same labor union.

These efforts have seemed to pay dividends, especially at Olive-Harvey, where one program coordinator said,

So, speaking for Olive-Harvey, we're in the same office as the deans, the advisors. So, a scholar knows exactly where we are. So, after they're done speaking with the advisor... "One Million Degrees is in the same office. Let me see if I can stop by and speak to my program coordinator." So, our location on campus and that partnership, it's really, really cool and help us to integrate and make sure that we are supporting our scholars. as well.

An advisor put it this way,

So, I would just reiterate the proximity to one another in our departments versus another college whose administrative team might be on different floors or whatever. We're all in one space, so it's easy to run into another party for whatever reason. I think proximity to advising is beneficial in that way as well. And logistically for students to meet and be in community with one another, it typically happens in similar spaces.

Coordination between program coordinators, advisors, and other campus staff was more nascent at Malcolm X. A primary challenge was the lack of dedicated space at Malcolm X College. Unlike at Olive-Harvey College, the office sharing arrangement could not be replicated at Malcolm X due to space constraints. Additionally, Malcolm X administrators wished they had a clearer understanding early on about how Program Coordinators would supplement their work. Similarly, OMD program coordinators expressed the need for a better grasp of how their roles support advisors, leading to a sense of disconnect between the two groups. OMD program coordinators also noted that they could have benefitted from a formal campus tour, more meetings with administrators, and more opportunities to connect with new staff. Limited interaction has contributed to a feeling of isolation between OMD personnel and Malcolm X College staff.

The partnership has made significant strides in data sharing and integration, but more progress is needed. Data Integration was identified early on as a critical component to undergird implementation of the OMD Campuswide program. Ensuring that OMD staff have access and are trained on the data tracking platforms utilized by the City Colleges of Chicago was seen as vital to OMD staff maximizing their impact on OMD scholars. To support this integration, the district included data integration as a component of the MOU signed between CCC and OMD and worked towards developing a shared data dictionary to align on how data elements are being input and analyzed. This groundwork, along with a sustained focus from program leadership, allowed the consent process to be integrated into the CCC application and stipend payments to be dispersed by CCC in a timely manner. OMD program coordinators received access to Navigate, CCC's student data system, allowing them to track some key aspects of student performance.

However, as data integration moves forward, it will be important to build on this progress to move towards more real-time data sharing. As one administrator put it,

I'll start with data sharing protocols. I think that one comes up first because I'd say OMD needs access to see at least baseline notes of what advisors are covering with scholars and then vice-versa. Because there were so many barriers to how OMD, what we had

access to that took so long for us to even get the green light. And so that whole process just slowed our learning period down. And so, I think we're getting there, but also there's still some stipulations around what OMD is able to see that makes the work that we're wanting to do with the student real-time difficult.

Another administrator described some of the limitations of the current data sharing,

So, the data sharing for OMD is very limited from my understanding. Right now, I think they can finally have access to Navigate, but I don't think that PCs can view globally other comments that people have made in Navigate. So, advisors can read what PCs are writing, but not vice versa, and that could be a challenge because how do they know what someone else has said to the student?

Moving forward it will be important for both organizations to continue defining data definitions to provide clarity on what data is being tracked, what is the purpose of the data being tracked, and to facilitate a shared understanding of what analysis is feasible. CCC and OMD have had conversations surrounding which organization will be responsible for tracking and storing what data, but improvement on the ability to link different data sets at the student-level will be needed to better understand the true impact of the expansion efforts.

Discussion and Next Steps

Over the first two years of implementation, OMD and CCC have made substantial progress expanding access to holistic student supports to more CCC students. District and program stakeholders collaborated closely to design and implement the campuswide program. Careful consideration was given to how the program should be adapted to incorporate learnings from the RCT, support further integration of OMD and CCC programming, and facilitate program expansion. The program successfully moved from an application-based program to one in which all eligible students were considered a part of the program unless they opted out.

Even so, it became clear to program stakeholders that substantial effort is needed to translate eligibility into active engagement. While the portion of students who made it through each stage of the recruitment and onboarding process, even in the second year of implementation only a small share of eligible applicants ultimately engaged in OMD programming. Students who successfully enrolled in the OMD campuswide model were more likely to be recent high school graduates, identify as Hispanic, and not be employed full-time. Additionally, Star scholars and those who were pursuing a professionally oriented degree were more likely to enroll in the program. A substantial portion of program coordinator time in the first term was spent engaging students in the program, time that could not be spent on other activities that may be critical to scholar success. Changing eligibility requirements and competing priorities in the lives of students increased the difficulty of student engagement.

For students who made it through the enrollment process, the financial stipend remained a primary motivator for engaging with the program. Under the campuswide program, responsibility for stipend disbursement moved to CCC, a change that was well received and allowed payments to be deposited directly into students' bank accounts. The program coordinator remains a critical touchpoint for students, who appreciated their PC's availability and support. In a time with fewer in person scholar meetings and a less intensive coaching component, the program coordinator was increasingly important in keeping scholars connected to the OMD program.

Scaling the professional development component of the program proved to be the most difficult. The coaching model, in particular, had to be adjusted as it proved impossible to recruit enough volunteer coaches to maintain the 2:2 scholar to coach ratio implemented under the traditional OMD model. In addition, the requirements for attending in person professional development sessions were relaxed under the campus wide model. These changes may explain why fewer participants in the scholar focus groups mentioned connections to other scholars and their coaches and key program components than during the RCT.

CCC and OMD made substantial progress in integrating the OMD campuswide program into the business-as-usual operations on campus at Olive-Harvey and Malcolm X colleges. At Olive-Harvey, in particular, the thoughtfully implemented planning process that brought together stakeholders from across the campus to support success was critical in building broad support for program implementation. The campuswide program also made significant strides in integrating OMD program and CCC data systems. Stakeholders noted that building off this progress to move towards more real time data sharing, especially for program coordinators and advisors, would be helpful in further supporting program success.

Based on these early implementation findings, the research team offers the following recommendations:

- Simplify the eligibility requirements and the enrollment process to increase program engagement.
- Front load outreach efforts as much as possible to increase enrollment in CCC as well as engagement in the program.
- Consider bringing in additional personnel to support recruitment efforts in fall term to lessen the burden on the program coordinators.
- Explore options for modifying the coaching component of the campuswide program to allow more consistent connections between coaches and scholars with shared career interests that remain cognizant of the challenges of recruiting larger and larger numbers of coaches.
- Expand opportunities for face-to-face engagement between scholars and other opportunities for community building.
- Build on early data sharing successes to increase real-time data access for program coordinators and advisors.
- As the program expands to additional campuses, be sure to build in time for engaging with key stakeholders and building trust between program and campus staff.

As the program continues to develop and grow, the research team at the Inclusive Economy Lab will continue to track the progress of this ambitious undertaking. In the next phase of our work, we will begin to examine the impact of the campuswide program on student enrollment, persistence, credits attempted and earned at CCC. Evidence generated by the study will both be used to inform program implementation decisions locally and contribute to a broader understanding of the effectiveness of bringing a comprehensive student support program to scale. Such evidence could be critical to expanding the reach of one of the strategies with the strongest evidence base for improving college outcomes for students from low-income households.

Appendix

Tables A1 and A2 provide the summary statistics of the students at each stage of the take-up funnel for Olive-Harvey College in the 2022-2023 school year. Degree or advanced certificate-seeking students have an average age of 27.16, which is approximately five years younger than non-degree or basic certificate-seeking students. These students also have a household income \$4,127 higher, yet they are equally likely to be employed full-time compared to their non-degree-seeking counterparts. Additionally, degree or advanced-certificate-seeking students are 18 percentage points more likely to be female, 10 percentage points less likely to be Black, and 12 percentage points more likely to be Hispanic. They are also slightly more likely to choose a professional associate track (by three percentage points) and significantly less likely to choose a transfer associate track (by 97 percentage points) as their intended degree pathway.

When looking at the population who consented to share data with OMD, we found that consented students are 1.43 years younger and have a household income \$2,425 lower than those who did not consent. There are no significant differences in gender, ethnicity, or likelihood of full-time employment between the two groups. However, consented students are four percentage points more likely to choose a professional associate track and four percentage points less likely to choose a transfer associate track.

Among consented students, those who decided to enroll are slightly younger (by 2.58 years) and 15 percentage points more likely to enroll directly from high school compared to those who did not enroll. We continue to see the differences in the intended degree pathway, with enrolled students experiencing 12 percentage points more likely to pursue a professional associate pathway and 13 percentage points less likely to pursue a transfer associate pathway than non-enrolled students. Additionally, students who enrolled in at least nine credits are 16 percentage points less likely to be female and nine percentage points more likely to be STAR scholars compared to those who enrolled in fewer than nine credits. The observed 17-percentage point difference in full-time employment probability is consistent with the tradeoff between work and study time regarding at least nine credits enrollment.

The difference in full-time employment probability is also evident when comparing students who signed up for intake meetings with those who did not, with a 10-percentage point difference. Students who signed up for the intake meetings are four percentage points less likely to have an SAP hold. Notably, all students who signed up attended the intake meetings and received the program stipends.

Table A1. Summary Statistics of Students at Each Stage of the Take-up Funnel for Olive-Harvey College, School Year 2022-2023

	Retention	Attrition	Age	Direct from High School	Household Income	Female	Black	Hispanic	White
All Applicants	6,371		28.64	0.23	\$53,134	0.52	0.71	0.21	0.02
Assoc. or AC Seeking Applicants	4,750	1,621	27.16 (-5.83***)	0.29 (0.21***)	\$54,191 (\$4,127***)	0.56 (0.18***)	0.69 (-0.10***)	0.23 (0.12***)	0.02 (-0.01)
Students who Consent to Share Data	1,014	3,736	26.03 (-1.43***)	0.28 (-0.01***)	\$52,296 (-\$2,425***)	0.57 (0.02)	0.67 (-0.02)	0.24 (0.01)	0.02 (-0.01)
Enrolled Students who were Stop-in/ New/Transfer	372	642	24.40 (-2.58***)	0.38 (0.15***)	\$53,264 (\$1,530)	0.57 (0.21)	0.67 (0.04)	0.24 (-0.03)	0.02 (0.02)
Enrolled in 9+ Credits	313	59	24.18 (-1.42)	0.40 (0.13*)	\$54,048 (\$4,882)	0.55 (-0.16**)	0.66 (-0.08)	0.25 (0.04)	0.02 (0.00)
Signed Up for Intake Meeting	144	169	24.61 (0.81)	0.41 (0.02)	\$54,890 (\$1,561)	0.59 (0.07)	0.66 (0.01)	0.23 (-0.03)	0.02 (0.01)
Attended Intake Meeting and Received Stipend	144	0	-	-	-	-	-	-	-

Note: This table shows the number of students retained or lost at each stage of eligibility. For each demographic variable, we show the mean for the retained students and the difference between the retained and attrition students is shown in the parenthesis below the mean (retained mean - attrition mean). We show whether this difference is statistically significant using stars where * $p < 0.1$; ** $p < 0.05$; *** $p < 0.01$. The first row shows the mean of each demographic variable for all students. Note that household income is estimated using student address and census data.

Table A2. Summary Statistics of Students at Each Stage of the Take-up Funnel for Olive-Harvey College, School Year 2022-2023

	Retention	Attrition	Advanced Certificate	Professional Associate	Transfer Associate	STAR Scholar	SAP Hold	Employed Full Time
All Applicants	6,371		0.00	0.02	0.72	-	-	0.30
Assoc. or AC Seeking Applicants	4,750	1,621	0.00 (0.01**)	0.03 (0.03***)	0.97 (0.97***)	-	-	0.29 (-0.05)
Students who Consent to Share Data	1,014	3,736	-	0.06 (0.04***)	0.94 (-0.04***)	-	-	0.26 (-0.05)
Enrolled Students who were Stop-in/ New/Transfer	372	642	-	0.13 (0.12***)	0.86 (-0.13***)	-	-	0.27 (0.18)
Enrolled in 9+ Credits	313	59	-	0.16 (0.14***)	0.84 (-0.13***)	0.12 (0.09**)	0.03 (-0.01)	0.24 (-0.17***)
Signed Up for Intake Meeting	144	169	-	0.15 (-0.01)	0.85 (0.02)	0.13 (0.02)	0.01 (-0.04**)	0.18 (-0.10**)
Attended Intake Meeting and Received Stipend	144	0	-	-	-	-	-	-

Note: This table shows the number of students retained or lost at each stage of eligibility. For each demographic variable we show the mean of for the retained students and the difference between the retained and attrition students is shown in the parenthesis below the mean (retained mean - attrition mean). We show whether this difference is statistically significant using stars where * $p < 0.1$; ** $p < 0.05$; *** $p < 0.01$. The first row shows the mean of each demographic variable for all students. Note that income is estimated using student address and census data. We only show the number of students who intended to pursue an advanced certificate at stage 1 because the number of observations drop to less than 10 in the following stage of the funnel. In addition, due to data availability, we only show the proportion of students who had an SAP hold and who were STAR Scholars for enrolled students.

Tables A3 and A4 present the summary statistics of the students at each stage of the take-up funnel for Olive-Harvey College in the 2023-2024 school year. The average age of degree or advanced certificate-seeking students is 28.39, approximately four years younger than non-degree or basic certificate-seeking students. Compared to the school year 2022-2023, these students have a higher average household income (\$56,999 compared to \$54,191). This narrows the household income between degree or advanced-certificate-seeking and non-degree or basic-certificate-seeking students to \$5,572. Degree or advanced-certificate-seeking students are 22 percentage points more likely to be female and three percentage points more likely to be White. They are also one percentage point more likely to pursue an advanced certificate, four percentage points more likely to indicate professional association track, and 95 percentage points less likely to choose a transfer associate track.

When looking at the population who provided consent to share data with OMD, we found that consented students are 1.86 years older and have \$1,369 lower in household income than non-consented students. Contrary to the 2022-2023 school year, we found significant differences in gender and ethnicity between the two groups. On average, consented students are 11 percentage points more likely to be female, eight percentage points more likely to be Black, six percentage points less likely to be Hispanic, and three percentage points less likely to be White than non-consented students.

Among students who consented, those who chose to enroll are slightly younger (by 1.74 years) and ten percentage points more likely to have enrolled directly from high school compared to those who did not enroll. Enrolled students have a household income \$2,567 less than their non-enrolled peers. Additionally, they are 12 percentage points more likely to be Black and 12 percentage points less likely to be Hispanic. Regarding academic plans, enrolled students are two percentage points more likely to pursue an advanced certificate, 14 percentage points more likely to choose a professional association track, and 15 percentage points less likely to choose a transfer associate track as their intended degree pathway. There is also a 16-percentage point difference in full-time employment probability between those who enrolled and those who did not.

For students who enrolled in at least nine credits, this group is 4.67 years younger and has a household income \$2,633 higher, on average, compared to students who enrolled in fewer than nine credits. These students are also seven percentage points more likely to pursue a professional associate pathway and seven percentage points less likely to choose a transfer associate pathway. Furthermore, they are seven percentage points more likely to be STAR scholars, five percentage points less likely to have an SAP hold, and six percentage points less likely to have full-time employment than those who enrolled in fewer than nine credits.

Regarding intake meetings, there is a significant seven percentage point difference in SAP hold status between students who signed up and those who did not. Finally, there are no significant differences in characteristics between students who attended and those who did not attend intake meetings.

Table A3. Summary Statistics of Students at Each Stage of the Take-up Funnel for Olive-Harvey College, School Year 2023-2024

	Retention	Attrition	Age	Direct from High School	Income	Female	Black	Hispanic	White
All Applicants	7,660		29.35	0.21	\$55,717	0.50	0.70	0.22	0.03
Assoc. or AC Seeking Applicants	5,897	1,763	28.39 (-4.19***)	0.24 (0.15***)	\$56,999 (\$5,572***)	0.53 (0.22***)	0.70 (0.00)	0.22 (0.00)	0.03 (0.03**)
Students who Consent to Share Data	3,975	1,922	29.00 (1.86***)	0.18 (-0.20***)	\$56,563 (-\$1,369*)	0.56 (0.11***)	0.72 (0.08***)	0.21 (-0.06**)	0.03 (-0.03***)
Enrolled Students who were Stop-in/ New/Transfer	858	3,117	27.63 (-1.74***)	0.25 (0.10***)	\$54,553 (-\$2,567**)	0.56 (0.03)	0.72 (0.12*)	0.20 (-0.12*)	0.03 (0.03)
Enrolled in 9+ Credits	499	359	25.68 (-4.67***)	0.33 (0.18***)	\$55,657 (\$2,633*)	0.54 (-0.03)	0.70 (-0.05)	0.22 (0.05*)	0.03 (0.02)
Signed Up for Intake Meeting	238	261	25.78 (0.18)	0.32 (-0.01)	\$55,354 (-\$582)	0.58 (0.06)	0.67 (-0.06)	0.24 (0.04)	0.04 (0.02)
Attended Intake Meeting and Received Stipend	170	68	26.11 (1.15)	0.31 (-0.04)	\$56,342 (\$3,450)	0.53 (-0.18**)	0.65 (-0.07)	0.26 (0.07)	0.04 (0.00)

Note: This table shows the number of students retained or lost at each stage of eligibility. For each demographic variable we show the mean of for the retained students and the difference between the retained and attrition students is shown in the parenthesis below the mean (retained mean- attrition mean). We show whether this difference is statistically significant using stars where * $p < 0.1$; ** $p < 0.05$; *** $p < 0.01$. The first row shows the mean of each demographic variable for all students. Note that income is estimated using student address and census data.

Table A4. Summary Statistics of Students at Each Stage of the Take-up Funnel for Olive-Harvey College, School Year 2023-2024

	Retention	Attrition	Advanced Certificate	Professional Associate	Transfer Associate	STAR Scholar	SAP Hold	Employed Full Time
All Applicants	7,660		0.00	0.03	0.73	-	-	0.32
Assoc. or AC Seeking Applicants	5,897	1,763	0.01 (0.01***)	0.04 (0.04***)	0.95 (0.95***)	-	-	0.32 (0.00)
Students who Consent to Share Data	3,975	1,922	0.01 (0.00)	0.05 (0.01)	0.95 (-0.01)	-	-	0.33 (0.01)
Enrolled Students who were Stop-in/ New/Transfer	858	3,117	0.02 (0.02***)	0.15 (0.14***)	0.83 (- 0.15***)	-	-	0.33 (0.16**)
Enrolled in 9+ Credits	499	359	0.02 (0.01)	0.18 (0.07***)	0.80 (-0.07***)	0.09 (0.07***)	0.05 (-0.05***)	0.31 (-0.06*)
Signed Up for Intake Meeting	238	261	0.02 (-0.01)	0.19 (0.02)	0.79 (-0.01)	0.11 (0.03)	0.02 (-0.07***)	0.28 (-0.05)
Attended Intake Meeting and Received Stipend	170	68	0.02 (0.02)	0.21 (0.08)	0.76 (-0.10*)	0.11 (0.01)	0.02 (0.00)	0.28 (-0.02)

Note: This table shows the number of students retained or lost at each stage of eligibility. For each demographic variable we show the mean of for the retained students and the difference between the retained and attrition students is shown in the parenthesis below the mean (retained mean - attrition mean). We show whether this difference is statistically significant using stars where * $p < 0.1$; ** $p < 0.05$; *** $p < 0.01$. The first row shows the mean of each demographic variable for all students. Note that income is estimated using student address and census data. Due to data availability, we only show the proportion of students who had an SAP hold and who were Star Scholars for enrolled students.

Tables A5 and A6 present the summary statistics of the students at each stage of the take-up funnel for Malcolm X College in the 2023-2024 school year. The average age of degree or advanced certificate-seeking students is 25.98, which is about 5.47 years younger than their non-degree or basic certificate-seeking counterparts. Contrary to the findings at Olive-Harvey College, degree or advanced certificate-seeking students at Malcolm X College have a household income that is \$10,498 lower than that of non-degree or basic certificate-seeking students. Additionally, these students are five percentage points less likely to be White compared to their non-degree or basic-certificate-seeking peers. They are also slightly more likely to choose a professional associate track (by one percentage point) and significantly less likely to choose a transfer associate track (by 99 percentage points) as their intended degree pathway.

When examining consent status, we found that consented students are 2.35 years older and have a household income \$3,242 lower than non-consented students. Significant differences in race and ethnicity are also observed between the two groups. Specifically, consented students are eight percentage points more likely to be Black, six percentage points less likely to be Hispanic, and two percentage points less likely to be White. Furthermore, consented students have a five-percentage point higher likelihood of full-time employment compared to non-consented students.

Among students who consented, those who chose to enroll are slightly younger, averaging 2.05 years less than those who did not enroll. Enrolled students are 11 percentage points less likely to be Hispanic. Regarding their academic plans, enrolled students are two percentage points more likely to pursue an advanced certificate, two percentage points more likely to choose a professional association track, and four percentage points less likely to choose a transfer associate track as their intended degree pathway. Additionally, there is a 19-percentage point difference in full-time employment probability between those who enrolled and those who did not.

For students who enrolled in at least nine credits, they are 3.73 years younger and have an average household income \$1,751 lower than those who enrolled in fewer than nine credits. They are also three percentage points less likely to be female, seven percentage points less likely to be Black, ten percentage points more likely to be Hispanic, and one percentage point less likely to be White. Compared to students who enrolled in fewer than nine credits, they are also 16 percentage points more likely to be STAR scholars and five percentage points less likely to have an SAP hold. The 17-percentage point difference in full-time employment probability highlights the trade-off between work and study time associated with enrolling in at least nine credits.

For intake meetings, we observed a four-percentage point difference in the likelihood of being female between students who signed up and those who did not. Students who signed up are four percentage points more likely to be STAR scholars, five percentage points less likely to have an SAP hold, and four percentage points less likely to have full-time employment. However, we found no significant differences in characteristics between students who attended and did not attend the intake meetings.

Table A5. Summary Statistics of Students at Each Stage of Take-up Funnel for Malcolm X College, School Year 2023-2024

	Retention	Attrition	Age	Direct From High School	Income	Female	Black	Hispanic	White
All Applicants	21,348		27.14	0.25	\$61,965	0.77	0.41	0.48	0.06
Assoc. or AC Seeking Applicants	16,813	4,535	25.98 (-5.47***)	0.30 (0.23***)	\$59,751 (-\$10,498***)	0.77 (0.00)	0.41 (0.01)	0.48 (0.06)	0.05 (-0.05**)
Students who Consent to Share Data	10,812	6,001	26.81 (2.35***)	0.21 (-0.25***)	\$58,603 (-\$3,242***)	0.77 (0.02)	0.43 (0.08***)	0.46 (-0.06***)	0.05 (-0.02***)
Enrolled Students who were Stop-in/ New/Transfer	2,499	8,313	25.24 (-2.05***)	0.31 (0.13***)	\$59,356 (\$981)	0.77 (-0.05)	0.43 (0.07)	0.45 (-0.11**)	0.05 (0.01)
Enrolled in 9+ Credits	1,461	1,038	23.69 (-3.73***)	0.42 (0.26***)	\$58,627 (-\$1,751)	0.76 (-0.03*)	0.40 (-0.07***)	0.50 (0.10***)	0.04 (-0.01*)
Signed Up for Intake Meeting	637	824	23.61 (-0.14)	0.42 (0.00)	\$58,343 (-\$504)	0.78 (0.04*)	0.40 (-0.01)	0.51 (0.02)	0.04 (0.00)
Attended Intake Meeting and Received Stipend	455	182	23.78 (0.58)	0.42 (0.00)	\$58,465 (\$423)	0.78 (-0.01)	0.40 (-0.01)	0.51 (-0.02)	0.05 (0.01)

Note: This table shows the number of students retained or lost at each stage of eligibility. For each demographic variable, we show the mean for the retained students, and the difference between the retained and attrition students is shown in the parenthesis below the mean (retained mean - attrition mean). We show whether this difference is statistically significant using stars where * $p < 0.1$; ** $p < 0.05$; *** $p < 0.01$. The first row shows the mean of each demographic variable for all students. Note that income is estimated using student address and census data.

Table A6. Summary Statistics of Students at Each Stage of Take-up Funnel for Malcolm X College, School Year 2023-2024

	Retention	Attrition	Advanced Certificate	Professional Associate	Transfer Associate	STAR Scholar	SAP Hold	Employed Full Time
All Applicants	21,348		0.00	0.01	0.78	-	-	0.33
Assoc. or AC Seeking Applicants	16,813	4,535	0.00 (0.00***)	0.01 (0.01***)	0.99 (0.99***)	-	-	0.33 (-0.01)
Students who Consent to Share Data	10,812	6,001	0.00 (0.00)	0.01 (0.00)	0.99 (0.00)	-	-	0.34 (0.05***)
Enrolled Students who were Stop-in/ New/Transfer	2,499	8,313	0.02 (0.02***)	0.02 (0.02***)	0.96 (-0.04***)	-	-	0.35 (0.19***)
Enrolled in 9+ Credits	1,461	1,038	0.02 (0.01*)	0.02 (-0.01*)	0.96 (0.00)	0.19 (0.16***)	0.03 (-0.05***)	0.28 (-0.17***)
Signed Up for Intake Meeting	637	824	0.03 (0.01)	0.02 (0.01)	0.95 (-0.02)	0.21 (0.04**)	0.01 (-0.05***)	0.25 (-0.04*)
Attended Intake Meeting and Received Stipend	455	182	0.03 (0.00)	0.03 (0.02)	0.95 (-0.02)	0.22 (0.04)	0.01 (0.00)	0.25 (-0.02)

Note: This table shows the number of students retained or lost at each stage of eligibility. For each demographic variable, we show the mean for the retained students, and the difference between the retained and attrition students is shown in the parenthesis below the mean (retained mean - attrition mean). We show whether this difference is statistically significant using stars where * $p < 0.1$; ** $p < 0.05$; *** $p < 0.01$. The first row shows the mean of each demographic variable for all students. Note that income is estimated using student address and census data. Due to data availability, we only show the proportion of students who had an SAP hold and who were STAR Scholars for enrolled students.

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