M-Cubed Data Dashboard – Supplemental Information
Updated 4.1.2022

The M-Cubed (M^3) Dashboard:

Over the past six months, M-Cubed teams provided consensus on metrics for a unique data dashboard to provide a snapshot of progress in key metric areas that demonstrate student success. The purpose of the data dashboard is to link together available data for Milwaukee Public School students who continue their education at either Milwaukee Area Technical College (MATC) or University of Wisconsin-Milwaukee (UWM) and to make this information available in a single place. The format is interactive and will be updated with new data annually.

The data is made available so M^3 teams can identify and develop the programs and interventions that will increase success for Milwaukee students. It is shared with the M^3 Advisory Board and the community in order to better understand the challenges and to monitor progress. All M^3 programs are for the purpose of "transforming Milwaukee through education". In order to accomplish this goal, utilizing data is critical. Metrics selected for inclusion are typical "success metrics" used across the region or nationally and can provide additional insight or context.

To use the dashboard:
MPS, MATC and UWM each have a tab with data for their institution. There is also a tab for "Data Definitions" that identify the source of the data or provide additional clarification of what data is included.

In addition, please refer to the Additional Notes and Context provided here. MPS, MATC and UWM have each added notes for additional context, indicated limitations of a particular data source and highlighted what is newly in place to improve outcomes.

MPS: Additional Notes and Context

Highlight:

- *More* MPS students are graduating from high school graduation in four years, which represents "on-time" graduation. Current numbers are for classes that graduated pre-pandemic.

Context:

- The question of the increase in graduation rate and decrease in college enrollment points to the complexity of the issue of improving matriculation rates from high school to college. Matriculation is impacted by a wide range of factors such as finance, preparation, student efficacy, expectations, family dynamics, etc. The data highlights the need for comprehensive supports for student groups that for whatever reason may be at a disadvantage when it comes to college access.

  According to the National Student Clearinghouse, first-time freshman fall enrollment has been on the decline going back to 2016. Consistent with declining postsecondary attendance nationally, the data shows the following:

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Total Enrollment	2,299,438	2,269,512	2,248,636	2,172,855	2,143,023	1,957,665	1,955,529
% Change from Previous Year		-1.3%	-0.9%	-3.4%	-1.4%	-8.6%	-0.1%

Source (page 5): https://nscresearchcenter.org/wpcontent/uploads/CTEE_Report_Fall_2021.pdf

How is M³ addressing the challenge?

- Research has identified "summer melt" as the term to represent students indicating they plan to attend college immediately following high school graduation, but do not enroll. Best practices to address summer melt include: increasing FAFSA completion (a form used to access financial aid to attend college), providing a "bridge" program, usually in the summer between high school graduation and the first fall semester of college, to ensure students have the tools and resources to be successful, and finally, to provide success coaches to support students that are connected with students from high school through the first year of college.

- M³ Smart Start will begin its pilot year with 125 MPS graduates in 2022. This comprehensive program provides the programming and support necessary to ensure these students are successful in their first year of college at MATC or UWM. Over three years, the program will increase students annually to include all MPS students who choose MATC or UWM for their postsecondary program following their graduation from MPS.

- M³ Smart Start is addressing the key metric of enrollment in postsecondary education by Fall semester following high school graduation.

MATC - Additional Notes and Context:

Highlights:

- ENROLLMENT: There have been increases of 5% or more in the percentage of MPS students among the first time, full time cohorts from Fall 2017 to Fall 2019 for Hispanic, Black, and Asian students and those aged 20-24 years of age.
- FALL TO SPRING RETENTION: More MPS graduates who enroll at MATC are continuing from the fall semester to the spring, including Black and Hispanic students, narrowing long standing equity gaps.
- FIRST TERM CREDIT MOMENTUM: More MPS graduates at MATC are earning college-level credits in their first year, including Hispanic students. More Black students are earning college-level credits in their first semester.

Context:

- COMPLETION OF CREDENTIAL: Data for this metric follows guidelines for IPEDS (Integrated Postsecondary Education Data Survey) and classify students by their full-time or part-time status in their first semester of college. As such, students may begin their first semester as a full-time student and even if they continue in subsequent years as a part-time student, their original classification remains as a full-time student. MATC's population is currently 90% part-time, indicating more students continue their studies part-time, which also extends time to degree.

How is M^3 addressing the challenge?

- COMPLETION FIRST YEAR GATEWAY MATH AND ENGLISH: MATC implemented the proven and nationally-recognized Guided Pathways model. The data reinforce the decision to implement this proven model, which took effect in 2020-21, the year after the most recent data shown. Through this framework, students have access to academic and nonacademic resources from their Pathway support team. Note: Students enrolled in MATC programs that do have a math requirement impact total completion outcomes.

  MATC adjusted programming so that just about every high school graduate has access to college-level courses at MATC right away — replacing the old "pre-college" model with proven support for students in "gateway" Math and English courses through a "corequisite" model.

UWM - Additional Notes and Context:

Highlights:

- MOMENTUM IN FIRST YEAR: increased consistently for students direct from MPS to UWM (22.5% for Fall 2019 cohort).
- RETENTION RATES: increased consistently for students direct from MPS to UWM (73.2% for Fall 2019 cohort).
- RETENTION RATES: increased consistently for MPS students transferring from MATC to UWM (89.7% for Fall 2019 cohort).
- GRADUATION: Overall decrease in average years to degree from 6.2 (2017-18) to 5.8 years (2019-20) for students direct from MPS to UWM.

Context:

- GRADUATION RATES: Data for this metric follows guidelines for IPEDS (Integrated Postsecondary Education Data Survey) and utilize a 150% completion framework. This shows students who have completed a 4-year degree within 6-years, or 150% of the expected completion time. Given that M^3 began in 2016, the first students impacted by any programming will be the graduating class of 2022. Increased success is expected to be evident in future years.

How is M^3 addressing the challenge?

- New efforts including implementation of M^3 Smart Start will provide greater support for students in their first year of college.

- For students who transfer to UWM, additional support for the transfer experience is underway through aligning multiple pathways to decrease excess credits taken on the path toward graduation and ensure curricular alignment. This effort is supported by technical support and resources from EAB's Moon Shot for Equity and the Equity Transfer Initiative.

- Implementation of the 2030 Initiatives: Becoming Student Centric plan embeds strategies to impact the dashboard metrics.