



2024-2025 M-Cubed College Connections Evaluation

M-Cubed College Connections Overview

The College Connections program provides students from Milwaukee Public Schools (MPS) with the opportunity to enroll in college courses at post-secondary institutions, University of Wisconsin-Milwaukee (UWM), Milwaukee Area Technical College (MATC), as well as earn college credit through other course offerings through different pathways. The M3 College Connections program is an innovative dual-enrollment program of Milwaukee Public Schools (MPS), Milwaukee Area Technical College (MATC), and the University of Wisconsin–Milwaukee (UWM) that allows eligible students to complete their high school graduation requirements while earning college credits from both MATC and UWM at no expense to the student.

The General Pathway is a full senior-year program with the opportunity to earn up to twenty-one college credits in core subject areas that meet general education requirements for most associate and bachelor's degrees. Students can begin to apply in January of their junior year to participate in the General Pathway their senior year.

The Nursing Pathway provides an opportunity for juniors to begin taking courses at MATC, working toward completion of coursework, and passing state exams in nursing. Students have the potential to earn their state certification as a nursing assistant (CNA) and possibly their license as a practical nurse (LPN). Students can begin to apply in January of their sophomore year to participate in the Nursing Pathway their junior year.

The Education Pathway begins in the spring semester of students' junior year. This pathway will allow MPS students to take courses in education at MATC and UWM that will introduce them to teacher education courses, including an internship in an MPS elementary school classroom. Students apply in September of their junior year to participate in an internship at an MPS elementary school in the spring (second semester) of their junior year. Students will then take a combination of education courses and general education requirement courses at MATC and UWM their senior year.

Students must meet the following requirements to be eligible to participate in the M-Cubed College Connections program:

- M-Cubed College Connections students generally have a 3.0 GPA or higher (2.5-2.9 GPA)
- Are on-track to graduate (seniors only need the last year of English)
- Nursing pathway students, juniors accepted into M-Cubed College Connections typically have a B or higher in Biology and/or Chemistry

This report aims to answer the following questions:

1. Is there a significant difference between the number of students enrolled in post-secondary education after participating in the M-Cubed College Connections compared to other MPS students of the same cohort by year?
2. Does the average GPA of students who participate in M-Cubed College Connections differ after enrollment from students who did not participate in M-Cubed College Connections?

Start. Stay. Succeed.
Comienza. Quédate. Triunfa.



Methodology

To evaluate the influence of M-Cubed College Connections on post-secondary enrollment, the R&E team ran a multiple linear regression to identify how much, if any, of the variance in the post-secondary enrollment outcome could be attributed to M-Cubed College Connections participation. The analyses were conducted for the following school years: 2018-2019, 2019-2020, 2020-2021, 2021-2022, 2022-2023, as the post-secondary enrollment for the first Fall from the 2023-2024 school year is not yet available.

Multiple linear regression was used to test if students enrolled in M-Cubed College Connections courses significantly predicted post-secondary enrollment in each school year: 2018-2019, 2019-2020, 2020-2021, 2021-2022, 2022-2023.

1. When comparing students who graduated in 2019 who did not participate in M-Cubed College Connections and students who did, students who participated in M-Cubed College Connections were significantly more likely to enroll in post-secondary education approximately 54% of the variation in post-secondary enrollment can be explained by participation in M-Cubed College Connections, when controlling for demographic factors like gender, race/ethnicity, disability status, and English language proficiency. This suggests by participating in M-Cubed College Connections, students are increasing their college going behaviors.
2. When comparing students who graduated in 2020 who did not participate in M-Cubed College Connections and students who did, students who participated in M-Cubed College Connections were significantly more likely to enroll in post-secondary education approximately 6% of the variation in post-secondary enrollment can be explained by participation in M-Cubed College Connections, when controlling for demographic factors like gender, race/ethnicity, disability status, and English language proficiency. This suggests by participating in M-Cubed College Connections, students are increasing their college going behaviors.
3. When comparing students who graduated in 2021 who did not participate in M-Cubed College Connections and students who did, students who participated in M-Cubed College Connections were significantly more likely to enroll in post-secondary education approximately 33% of the variation in post-secondary enrollment can be explained by participation in M-Cubed College Connections, when controlling for demographic factors like gender, race/ethnicity, disability status, and English language proficiency. This suggests by participating in M-Cubed College Connections, students are increasing their college going behaviors.
4. When comparing students who graduated in 2022 who did not participate in M-Cubed College Connections and students who did, students who participated in M-Cubed College Connections were significantly more likely to enroll in post-secondary education approximately 45% of the variation in post-secondary enrollment can be explained by participation in M-Cubed College Connections, when controlling for demographic factors like gender, race/ethnicity, disability status, and English language proficiency. This suggests by participating in M-Cubed College Connections, students are increasing their college going behaviors.
5. When comparing students who graduated in 2023 who did not participate in M-Cubed College Connections and students who did, students who participated in M-Cubed College Connections were significantly more likely to enroll in post-secondary education approximately 49% of the



variation in post-secondary enrollment can be explained by participation in M-Cubed College Connections, when controlling for demographic factors like gender, race/ethnicity, disability status, and English language proficiency. This suggests by participating in M-Cubed College Connections, students are increasing their college going behaviors.

Multiple linear regression was used to test if students enrolled in International Baccalaureate (IB) courses significantly predicted post-secondary enrollment in each school year: 2018-2019, 2019-2020, 2020-2021, 2021-2022, 2022-2023.

1. When comparing students who graduated in 2019 who did not enroll in IB programs and students who did, students who enrolled in IB programs were significantly more likely to enroll in post-secondary education approximately 44% of the variation in post-secondary enrollment can be explained by participation in IB program participation, when controlling for demographic factors like gender, race/ethnicity, disability status, and English language proficiency. This suggests by participating in IB programs, students are increasing their college going behaviors.
2. When comparing students who graduated in 2020 who did not enroll in IB programs and students who did, students who enrolled in IB programs were significantly more likely to enroll in post-secondary education approximately 14% of the variation in post-secondary enrollment can be explained by participation in IB program participation, when controlling for demographic factors like gender, race/ethnicity, disability status, and English language proficiency. This suggests by participating in IB programs, students are increasing their college going behaviors.
3. When comparing students who graduated in 2021 who did not enroll in IB programs and students who did, students who enrolled in IB programs were significantly more likely to enroll in post-secondary education approximately 29% of the variation in post-secondary enrollment can be explained by participation in IB program participation, when controlling for demographic factors like gender, race/ethnicity, disability status, and English language proficiency. This suggests by participating in IB programs, students are increasing their college going behaviors.
4. When comparing students who graduated in 2022 who did not enroll in IB programs and students who did, students who enrolled in IB programs were significantly more likely to enroll in post-secondary education approximately 48% of the variation in post-secondary enrollment can be explained by participation in IB program participation, when controlling for demographic factors like gender, race/ethnicity, disability status, and English language proficiency. This suggests by participating in IB programs, students are increasing their college going behaviors.
5. When comparing students who graduated in 2023 who did not enroll in IB programs and students who did, students who enrolled in IB programs were significantly more likely to enroll in post-secondary education approximately 51% of the variation in post-secondary enrollment can be explained by participation in IB program participation, when controlling for demographic factors like gender, race/ethnicity, disability status, and English language proficiency. This suggests by participating in IB programs, students are increasing their college going behaviors.
6. When comparing students who graduated in 2023 who did not participate in M-Cubed College Connections and students who did, students who participated in M-Cubed College Connections were significantly more likely to enroll in post-secondary education approximately 49% of the variation in post-secondary enrollment can be explained by participation in M-Cubed College Connections, when controlling for demographic factors like gender, race/ethnicity, disability



status, and English language proficiency. This suggests by participating in M-Cubed College Connections, students are increasing their college going behaviors.

Multiple linear regression was used to test if students enrolled in Advanced Placement (AP) courses significantly predicted post-secondary enrollment in each school year: 2021-2022, 2022-2023, 2023-2024. Students who participated in AP courses were not statistically significantly more likely to enroll in post-secondary education across each of the school years included.

In 2023, not participating in M-Cubed College Connections, IB, or AP programs was significantly correlated with not enrolling in post-secondary education.

Table 2 – Average GPA

	<i>Freshman-Junior Year Students not enrolled in M-Cubed College Connections</i>	<i>Freshman-Junior Year Students enrolled in M-Cubed College Connections</i>	<i>Senior Year Students not enrolled in M-Cubed College Connections</i>	<i>Senior Year Students enrolled in M-Cubed College Connections</i>
Average GPA	2.2	2.7	2.4	3.4

The students not enrolled in M-Cubed College Connections include IB and AP students.

Limitations

Limitations of the study include the limitations of the methodology. The evaluation was completed using multiple linear regression, which does not speak to causality of the findings but rather indicates if the factors of the evaluation, like participation in M-Cubed College Connections, contributes a statistically significant influence on post-secondary enrollment.

Conclusion

Overall, the effects M-Cubed College Connections participation had on the outcomes considered, post-secondary enrollment and GPA, were significant and in line with the purported benefits of program participation. Though students enrolled in IB programs were also statistically significantly more likely to enroll in post-secondary education compared to the rest of the students as well, the amount of influence M-Cubed College Connections had on students is relatively the same with the difference being only a few percentage points of the variance. The R&E team hopes this evaluation provides clarity on the value and effectiveness of the M-Cubed College Connections program and partnership.