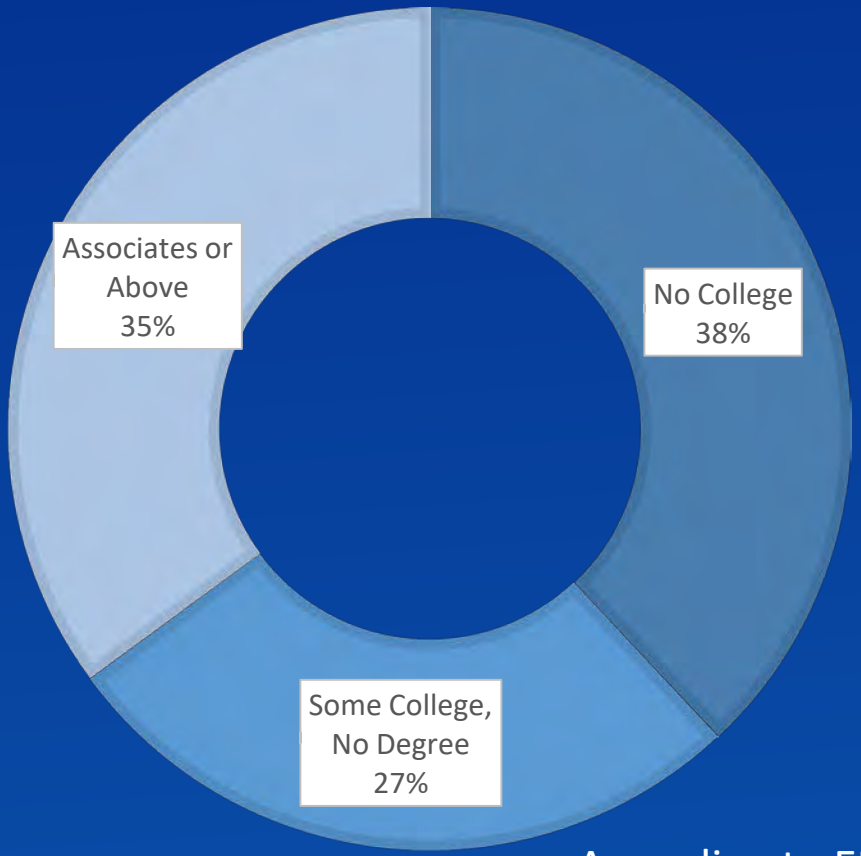
COMPLETE COLLEGE AMERICA

Katie Zaback

Senior Strategy Director for Data and Evidence

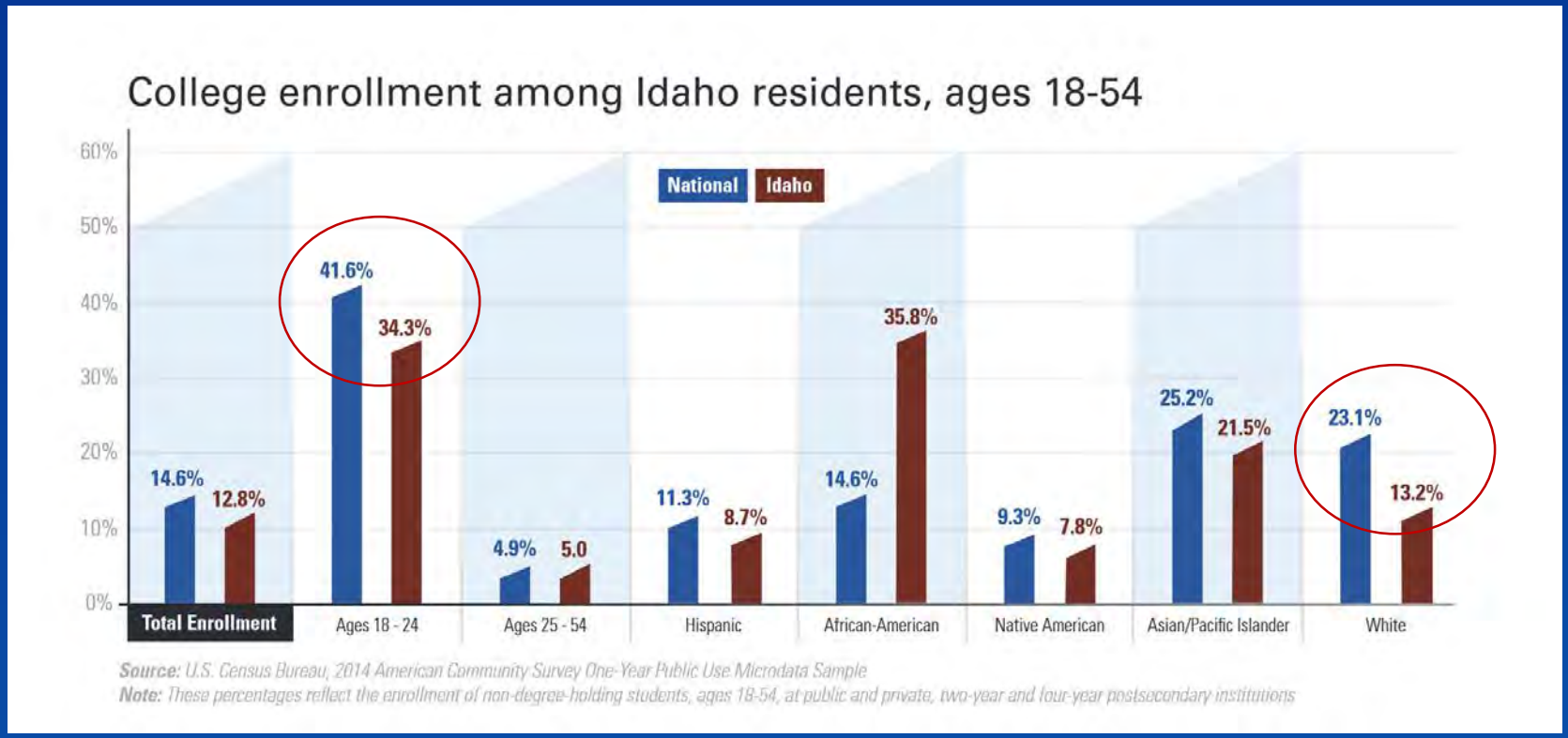
Idaho's Educational Attainment



According to EMSI Boise Ranks 3rd

2015 ACS 1-year estimates

Idaho's Educational Attainment



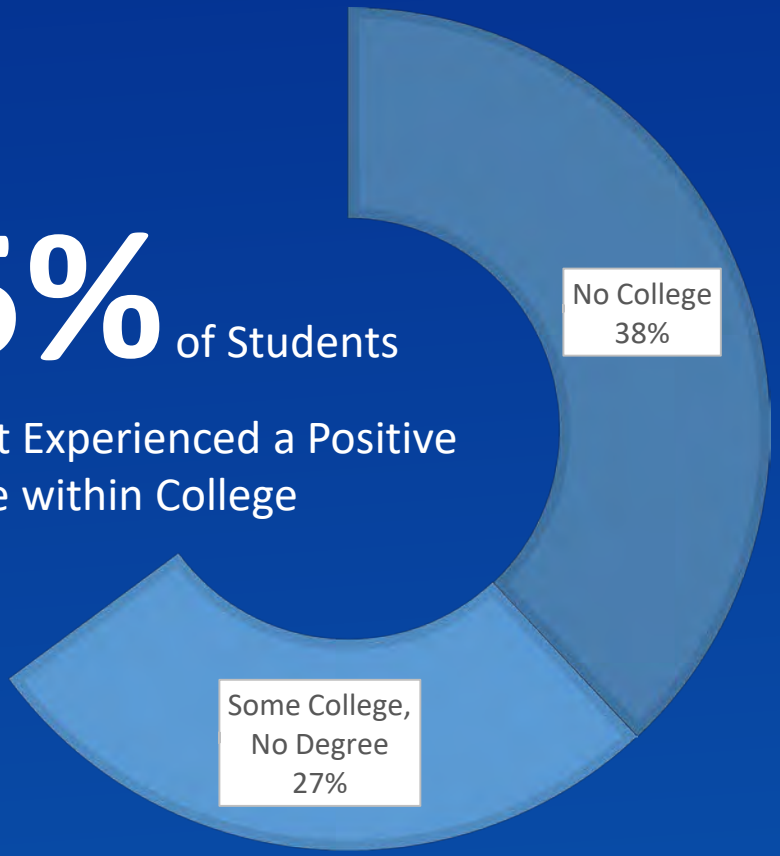
Typical Strategies

- Introduce Students to College Early
- Integrate Workforce Linkages into High Schools
- Reduce Admissions Barriers
- Streamline the Financial Aid Process
- Educate Parents
- Others?

Idaho's Educational Attainment

65% of Students

Have Not Experienced a Positive Outcome within College

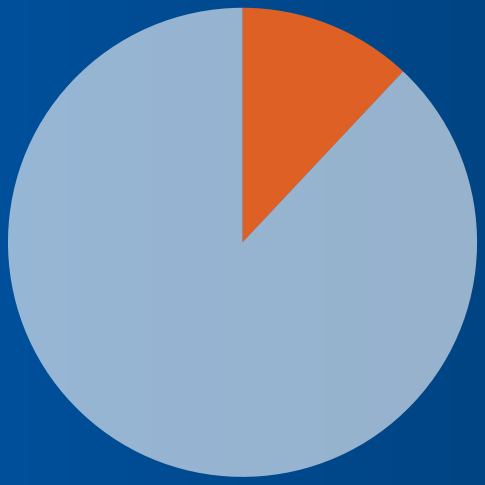


2015 ACS 1-year estimates

On-Time Graduation Rates

(Idaho Full-Time Students)

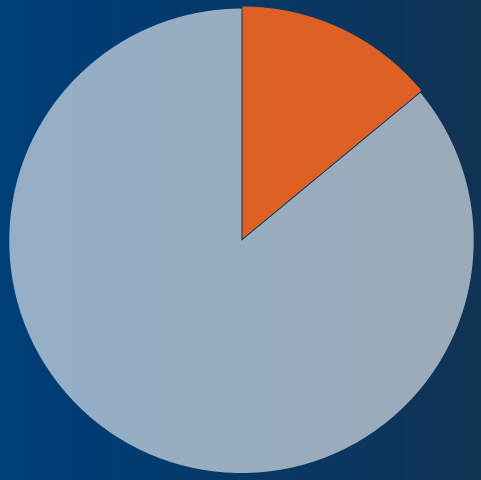
2-Year
Associate



12%

ON TIME

4-Year
Bachelor's



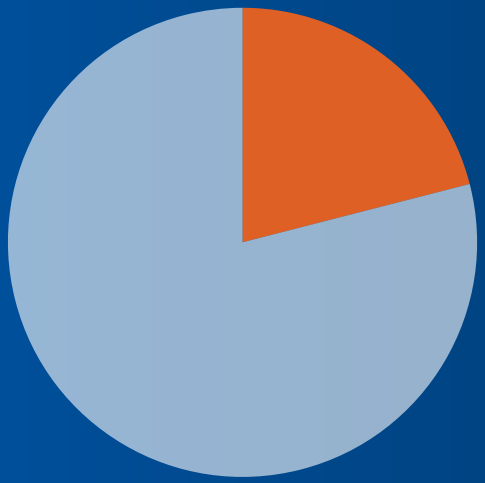
14%

ON TIME

Extended-Time Graduation Rates

(Idaho Full-Time Students)

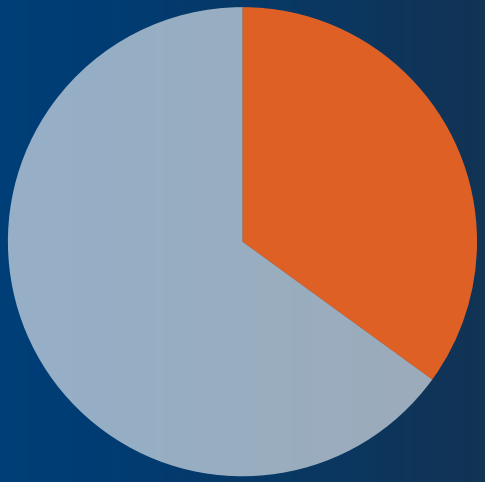
2-Year
Associate



21%

3 YEARS

4-Year
Bachelor's

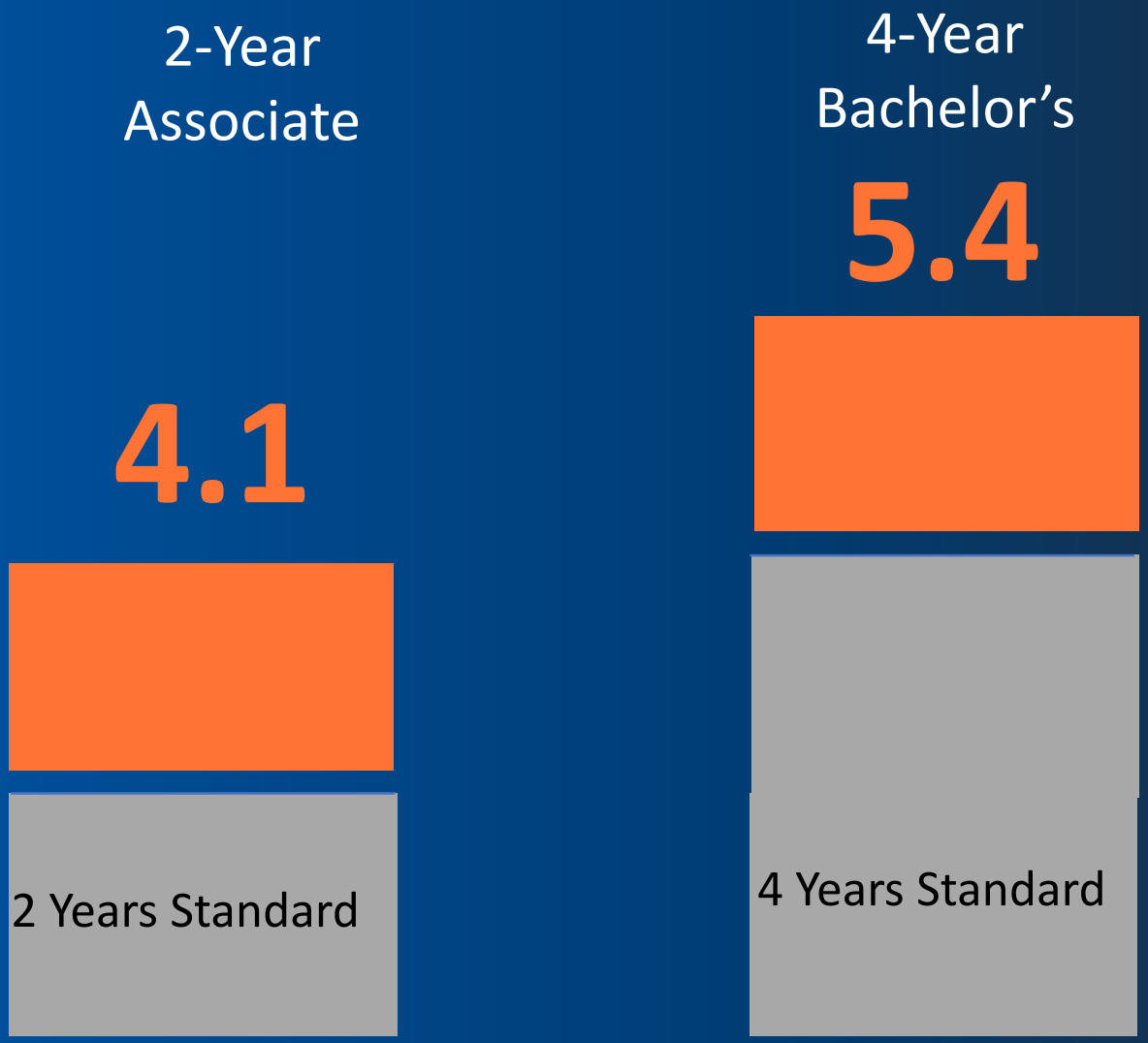


35%

6 YEARS

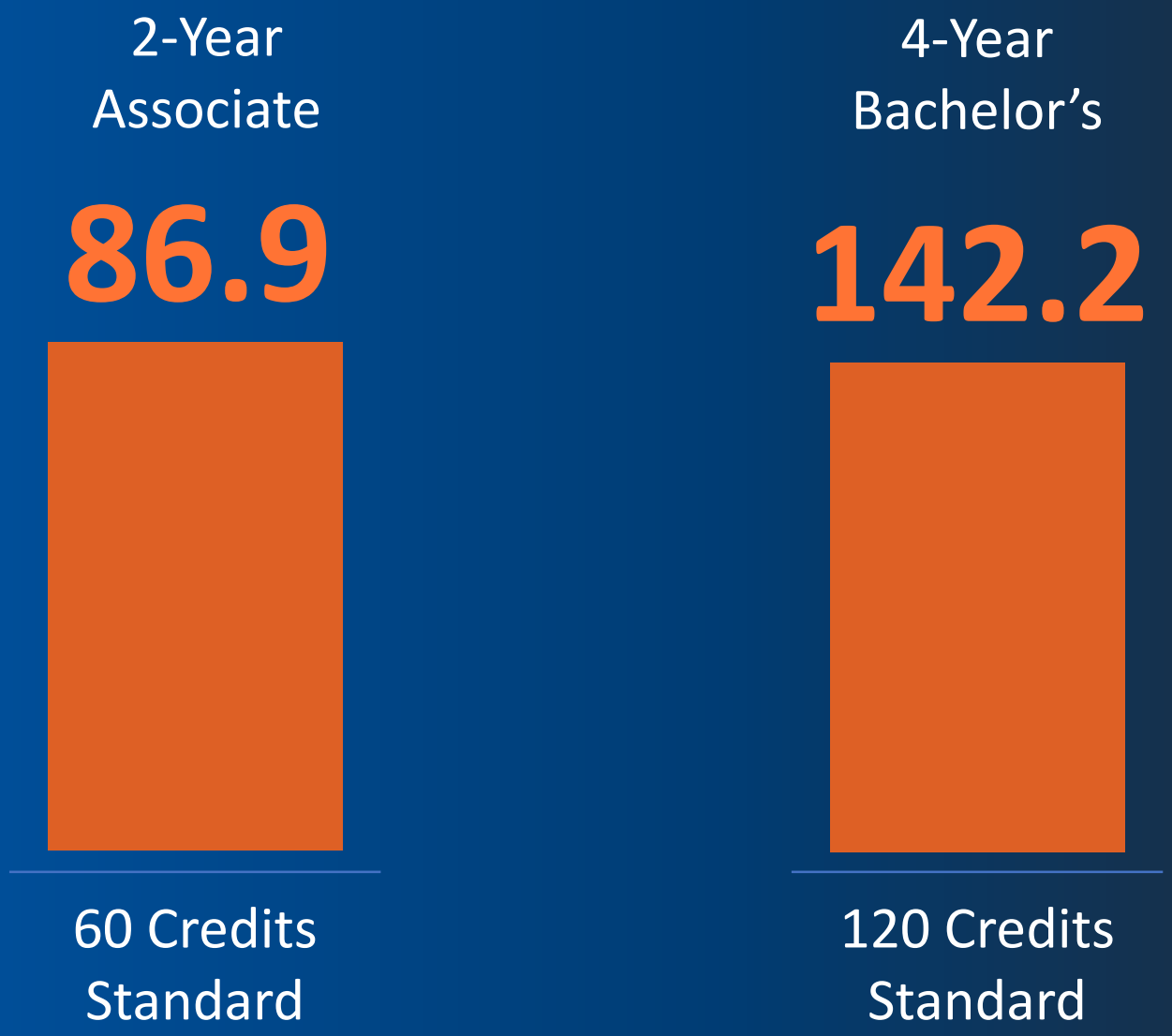
Time to Degree

(Idaho Full-Time Students)



Excess Credits

(Idaho Full-Time Students)



Affordability: Time is Money!

Total Cost of Each Extra Year

(Full-Time Students)

2-Year Student

$15,933

in cost of attendance

$35,000

in lost wages

$50,933

4-Year Student

$22,826

in cost of attendance

$45,327

in lost wages

$68,153

Source: fly.temple.edu and utexas.edu/enrollment-management/messages/ut-strives-improve-four-year-graduation-rates

Retirement Savings

https://www.nerdwallet.com/blog/loans/student-loans/victory-lap/

Total Cost of Each Extra Year

	+1 year Public	+1 Year Private	+2 Years Public	+2 Years Private
Tuition and Loans	$18,598	$26,815	$37,456	$53,760
Opportunity Costs	$128, 429	$128,429	$245,253	$245,253
Total cost of delayed graduation	**$147,026**	**$155,244**	**$282,691**	**$290,995**

https://www.nerdwallet.com/blog/loans/student-loans/victory-lap/

Access Does Not Work Without The Promise of Completion

RELEVANCE

TIME

CHOICE

STRUCTURE

Creating the Promise

- Connections to Workforce that Start Early
- Policies that Create Momentum and Reduce time to Degree
- Create Clear Degree Pathways
  - Meta-Majors
  - Academic maps
  - Milestone courses
- Address and eliminate remediation
- Create and implement structures to support

2015 ACS 1-year estimates

Purpose First

Tools

- EAB
- College Measures
- EMSI

Participating States

- Hawaii
- Houston
- New Hampshire
- Tennessee
- Virginia

2015 ACS 1-year estimates

What Our Research (And Common Sense) Suggests Would Be Better

Before **At Enrollment** **During College** **Last Semester**

Integrate career advising early and continuously into academic advising – creating a single advising system.

Incorporate labor market information and return on investment calculation into advising.

Infuse career exploration and career building skills into curriculum and strengthen experiential and work-based learning.

Success

…a coherent system of tools and practices


Address Summer Melt
Streamline Aid
Simplify Admissions

$$p \equiv mv$$

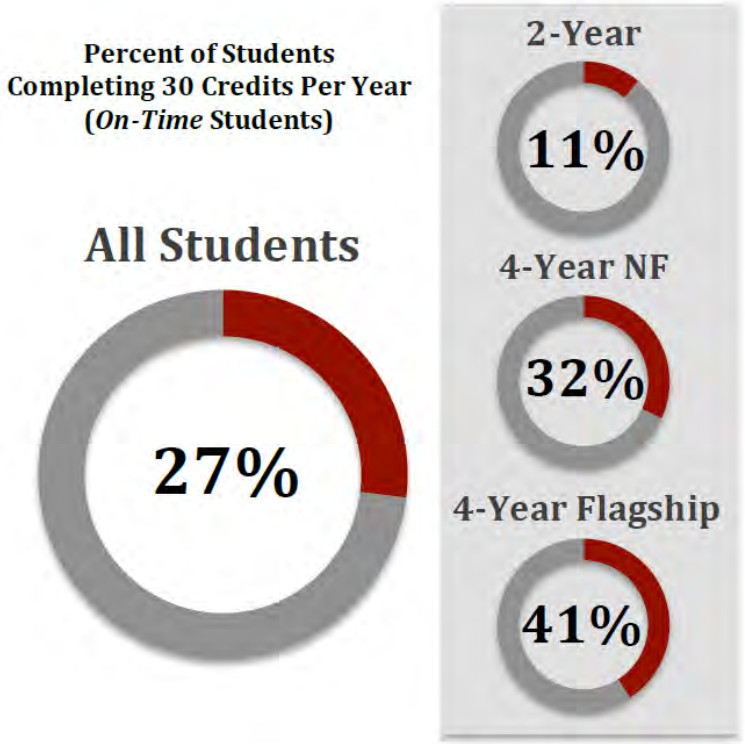
THE MOMENTUM YEAR

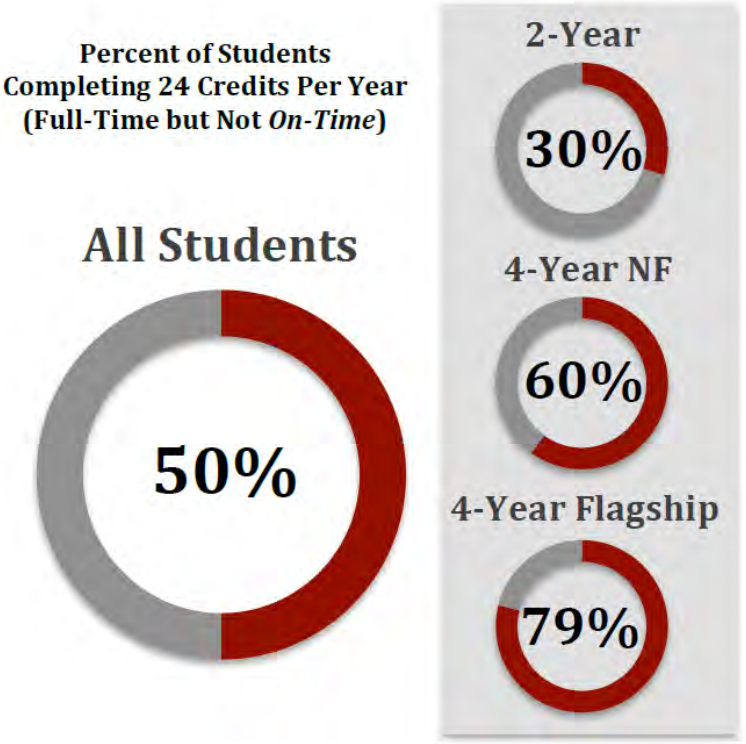
- Informed Choice
- 30 Credits
- Math Pathways & Academic Maps
- 9 Program Credits
- Math and English Gateway Courses
- Corequisite Support

Shorten Time to Degree & Increase Success

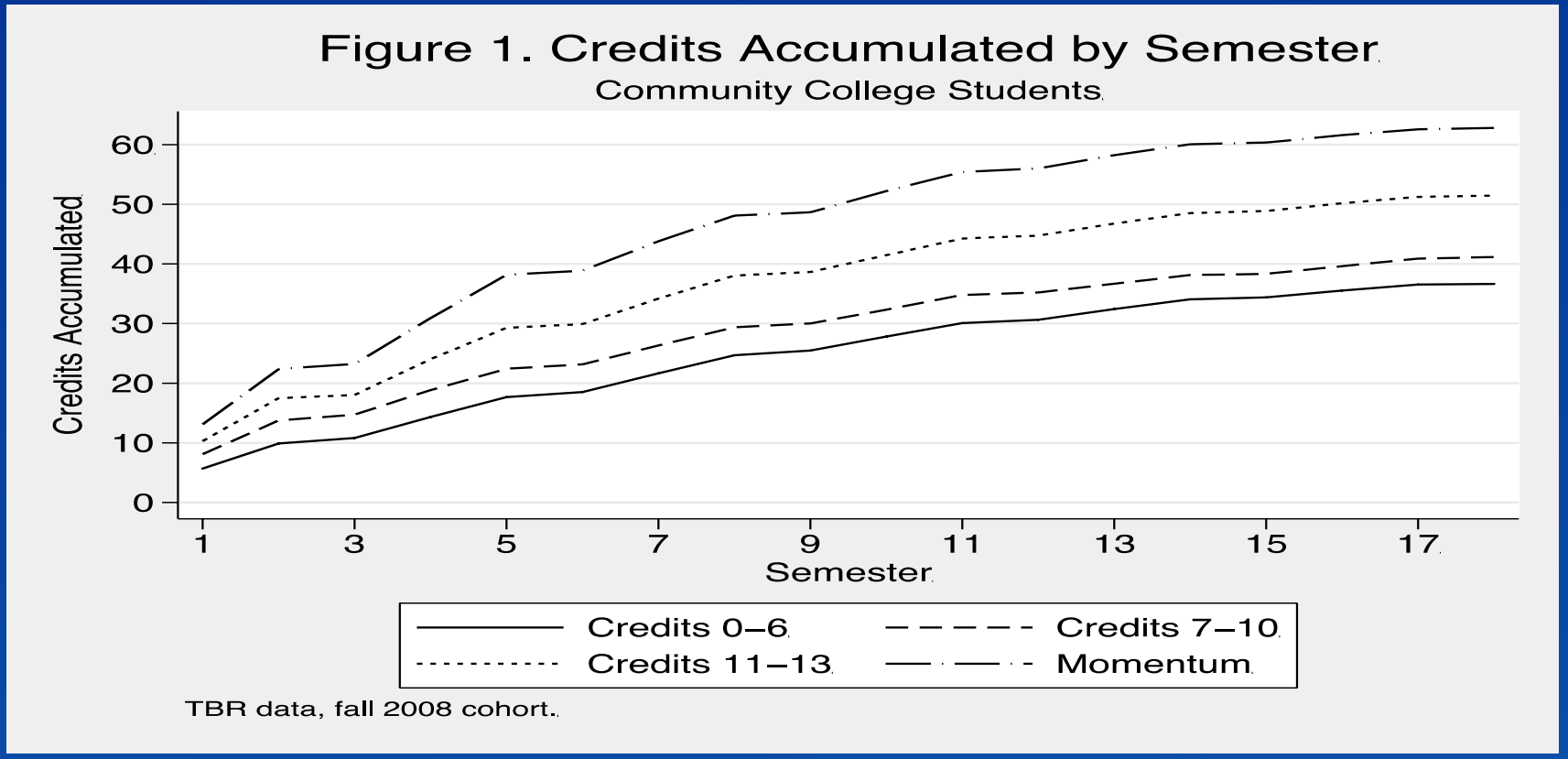
Full-time enrollment is not **on-time** enrollment.

Half of American college students need just one more course per semester to be on track for on-time graduation.



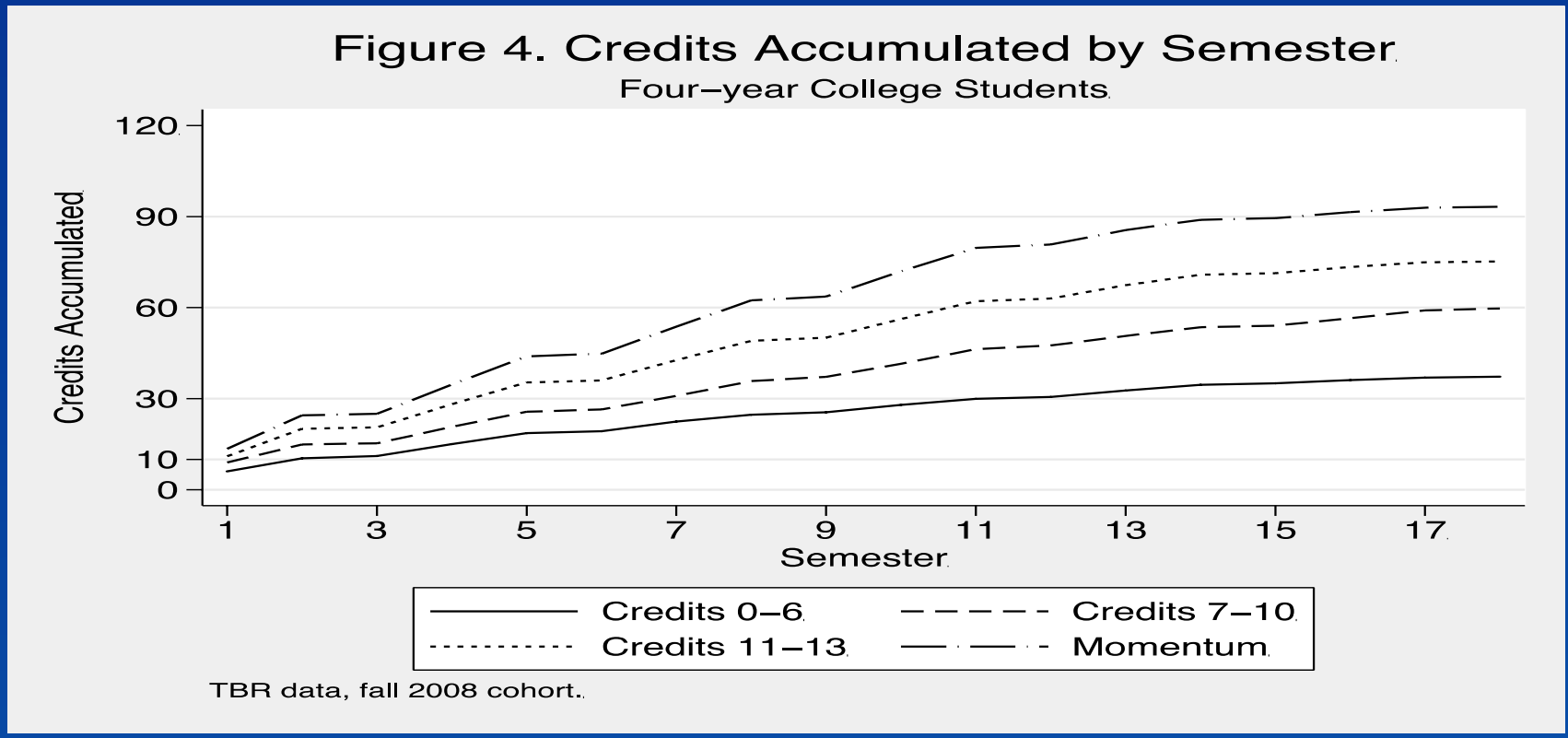


Momentum Matters for CC Students



Source: Belfield, Jenkins, Lahr, 2016.

Momentum Matters for 4Yr Students



Source: Belfield, Jenkins, Lahr, 2016.

Momentum Pays

Effects* of Taking at least 30 Credits in 1st Year on Six-Year Outcomes
TBR Institutions, FTEIC Fall 2008 Cohort

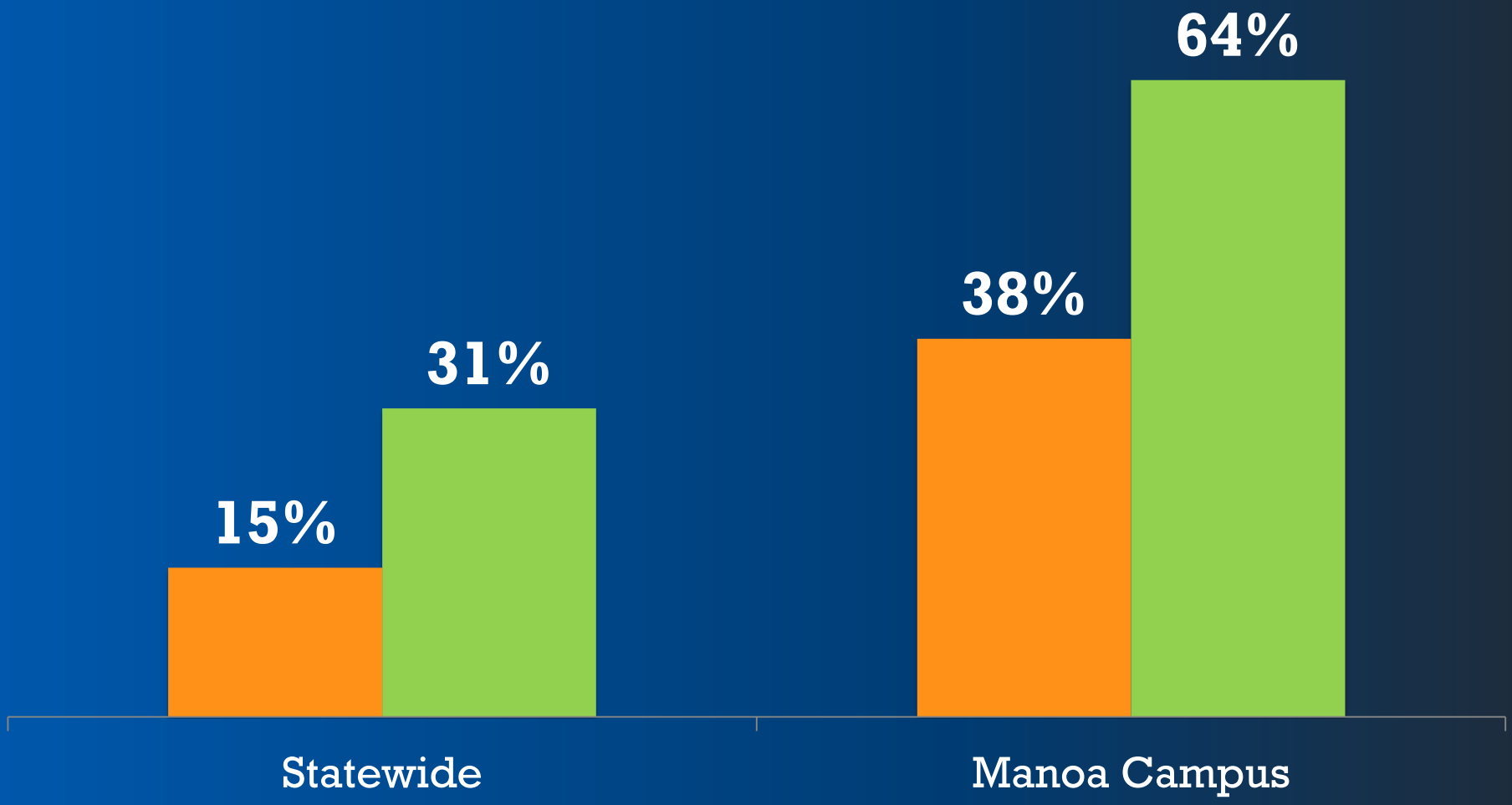
	Community College Students	University Students
Additional credits earned	22	27
Probability of degree attainment	18pp (25% vs. 43%)	19pp (38% vs. 57%)
Tuition and fees per degree	-20%	-20%
Expenditures per degree	-14%	-23%
Tuition and fees avg.	+$1,740	+$4,890

*Adjusted results, controlling for student characteristics

Source: Belfield, Jenkins, Lahr, 2016.

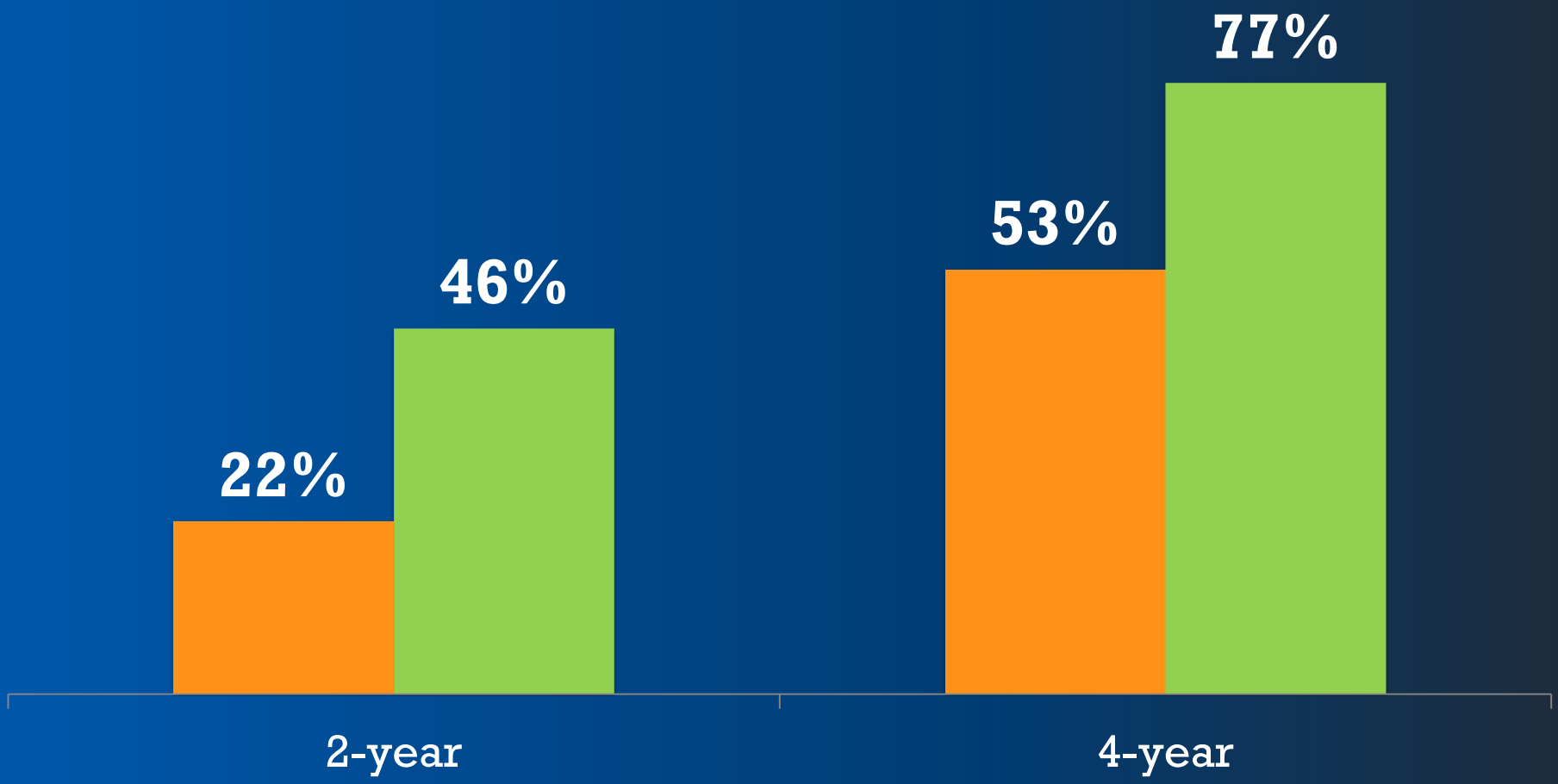
Hawaii's Results:

Students Taking 15 Credits 2011 v. 2015

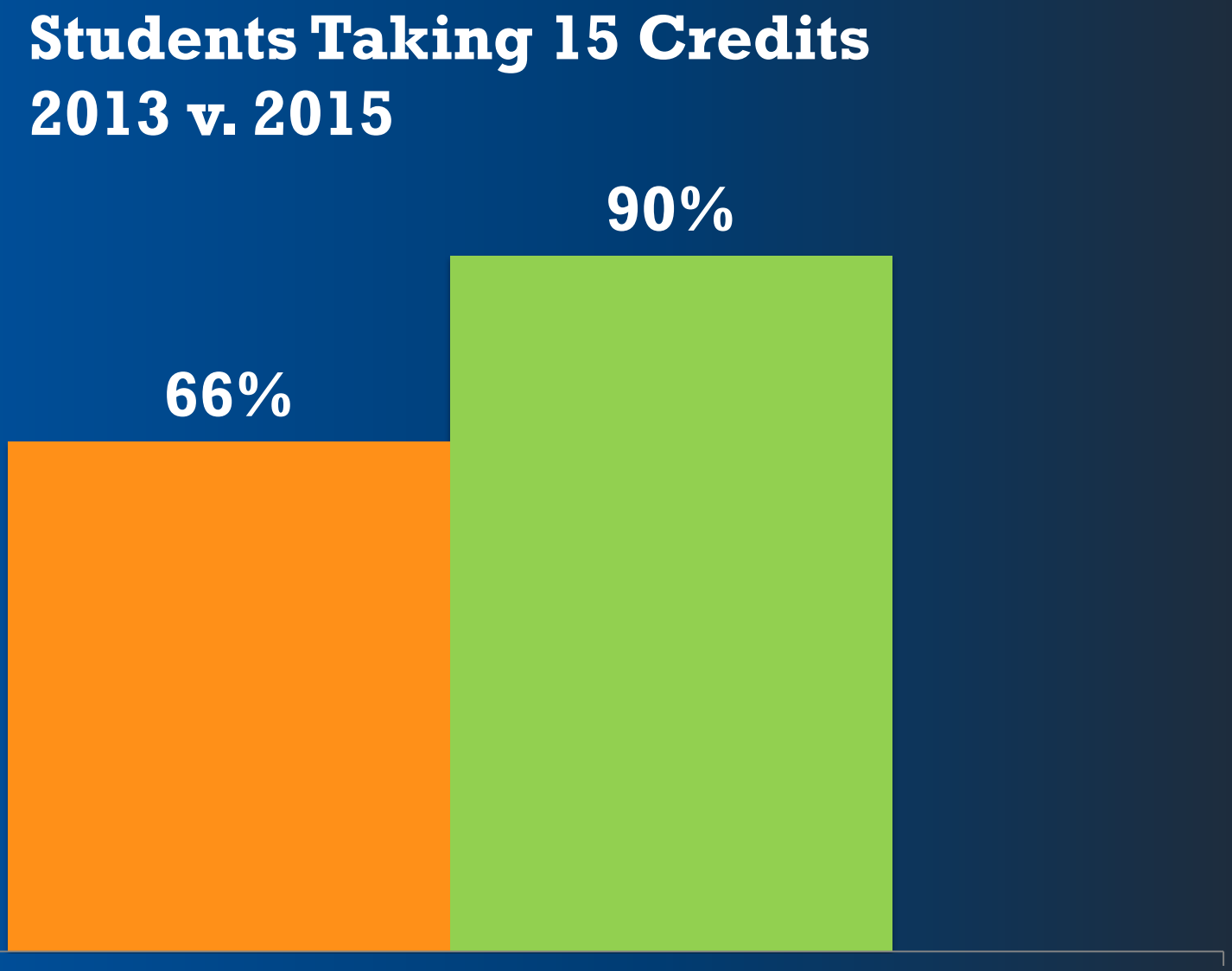


Indiana's Results:

21st Century Scholars Taking 15 Credits 2013 v. 2015



Mississippi Valley State University Results:

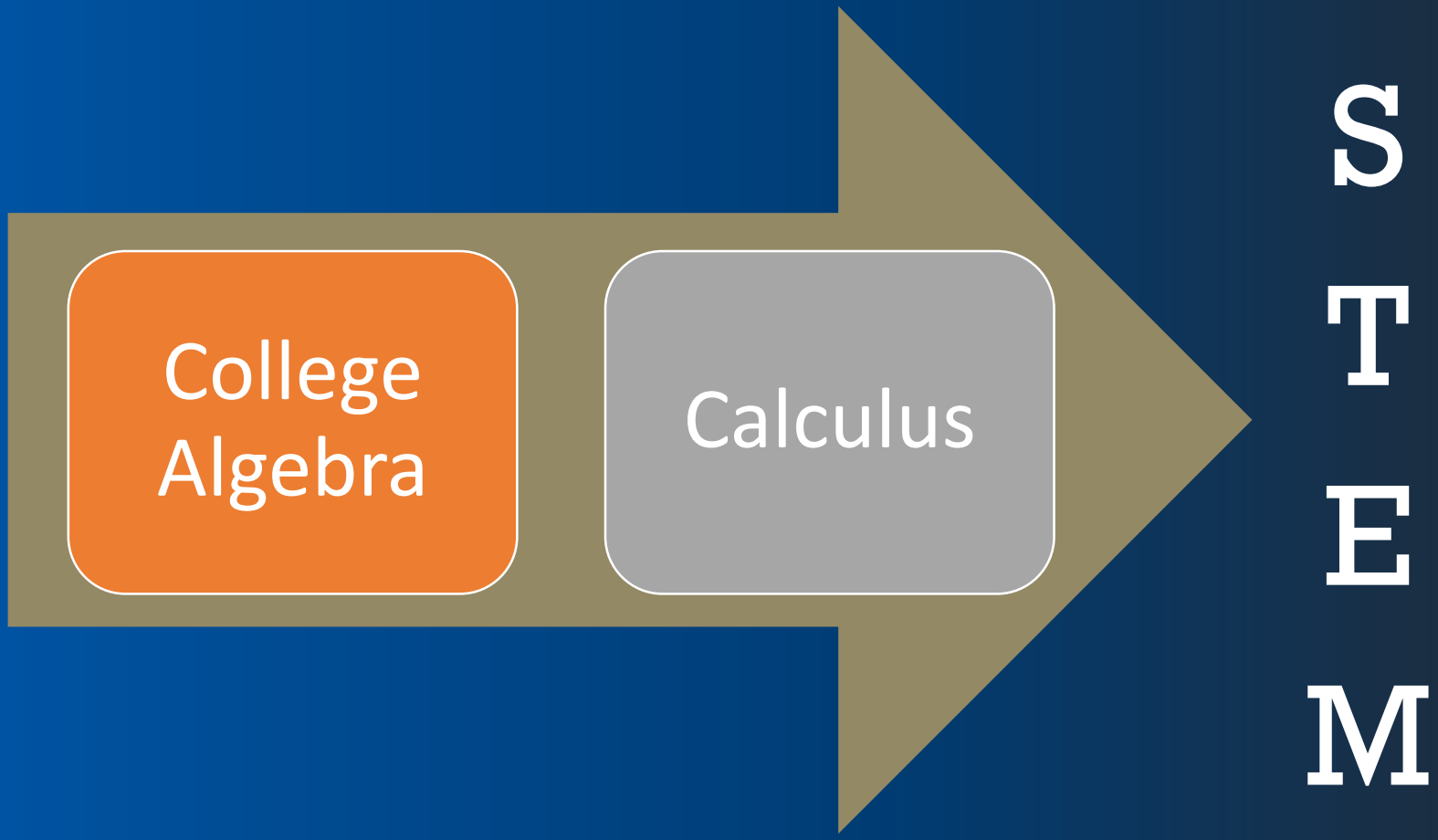


15 to Finish at Scale

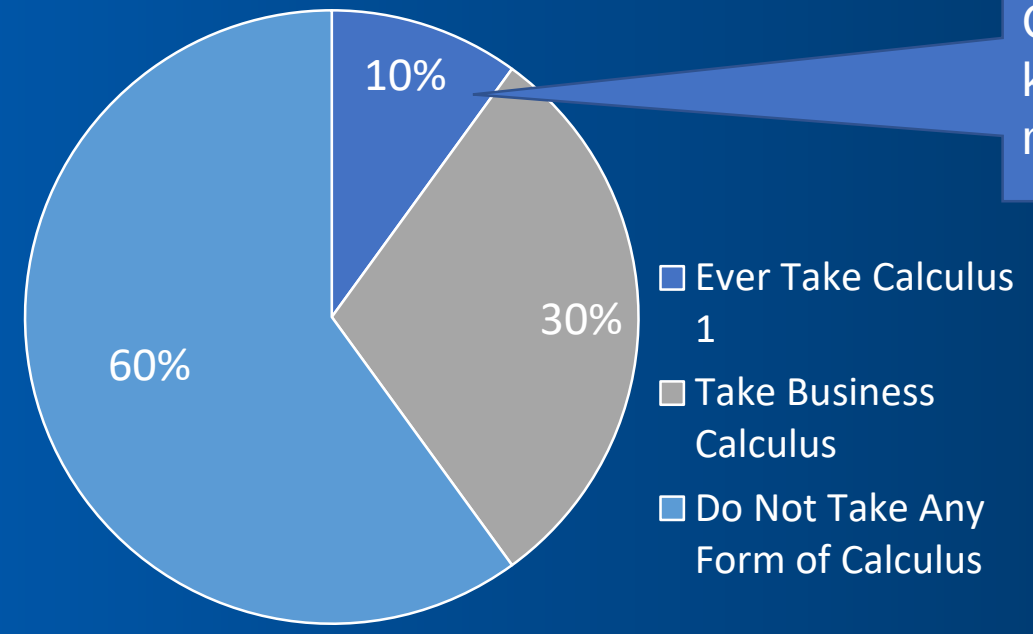
- 12 States + Thurgood Marshall College Fund
- 116+ Campuses w/ Campaigns
- 93+ Campuses w/ Banded Tuition Policy
  - Partnership with National Academic Advising Association (NACADA) members

Creating Clear Pathways

College Algebra's Only Purpose: Preparation for Calculus



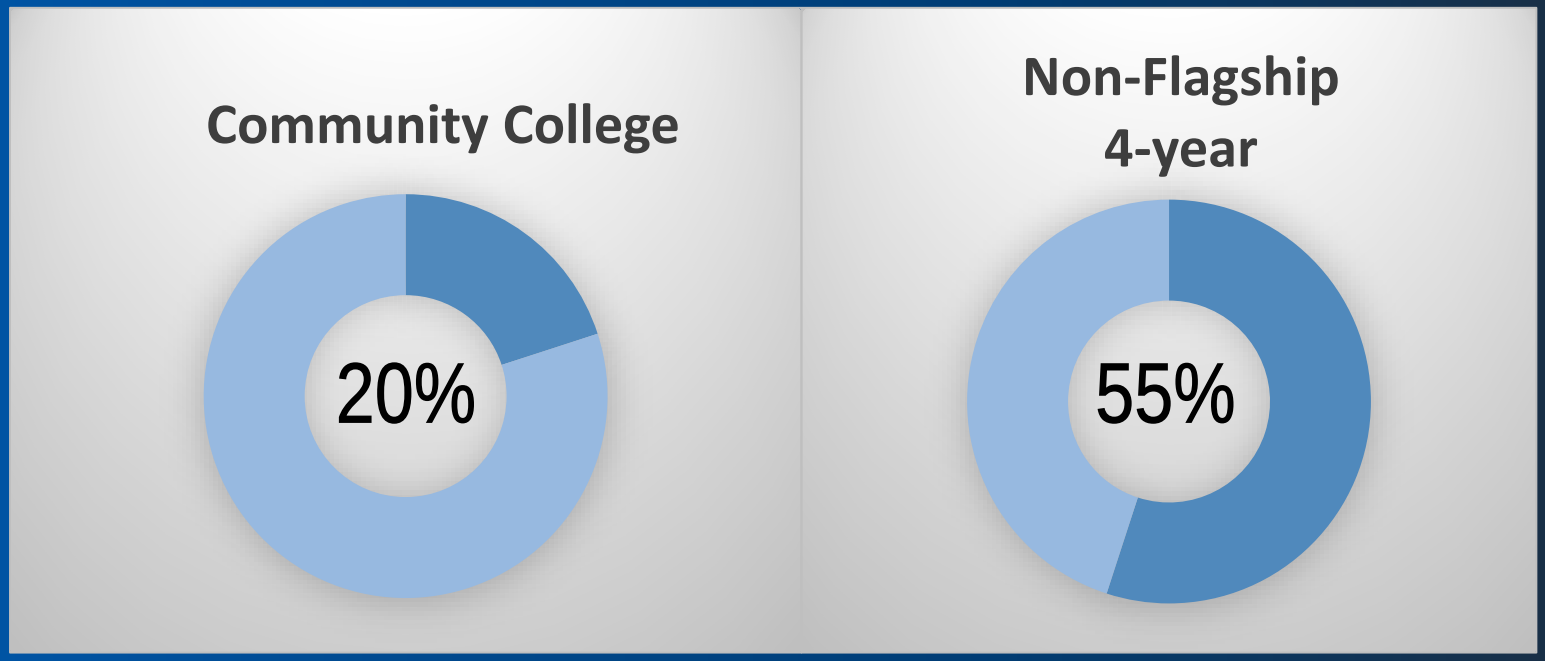
What is the “right” math course?



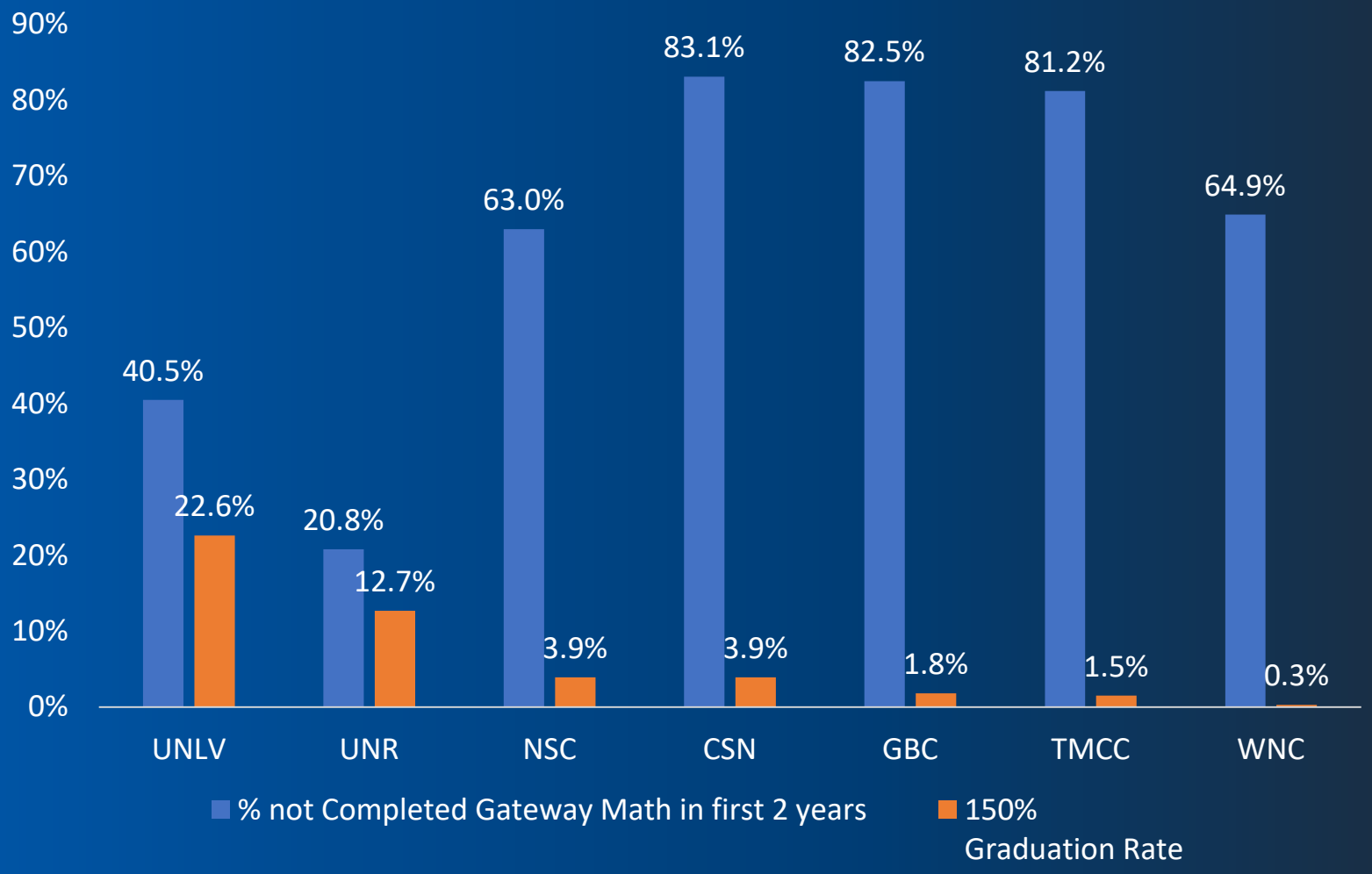
Virtually no students who pass college algebra ever start Calculus III, which is a key course for STEM majors.

Dunbar, S. 2005. *Enrollment flow to and from courses below calculus* . In A Fresh State for Collegiate mathematics: Rethinking the Courses below calculus, N.B. Hastings et al. (Eds.). Washington DC: MAA Notes, Mathematical Association of America.

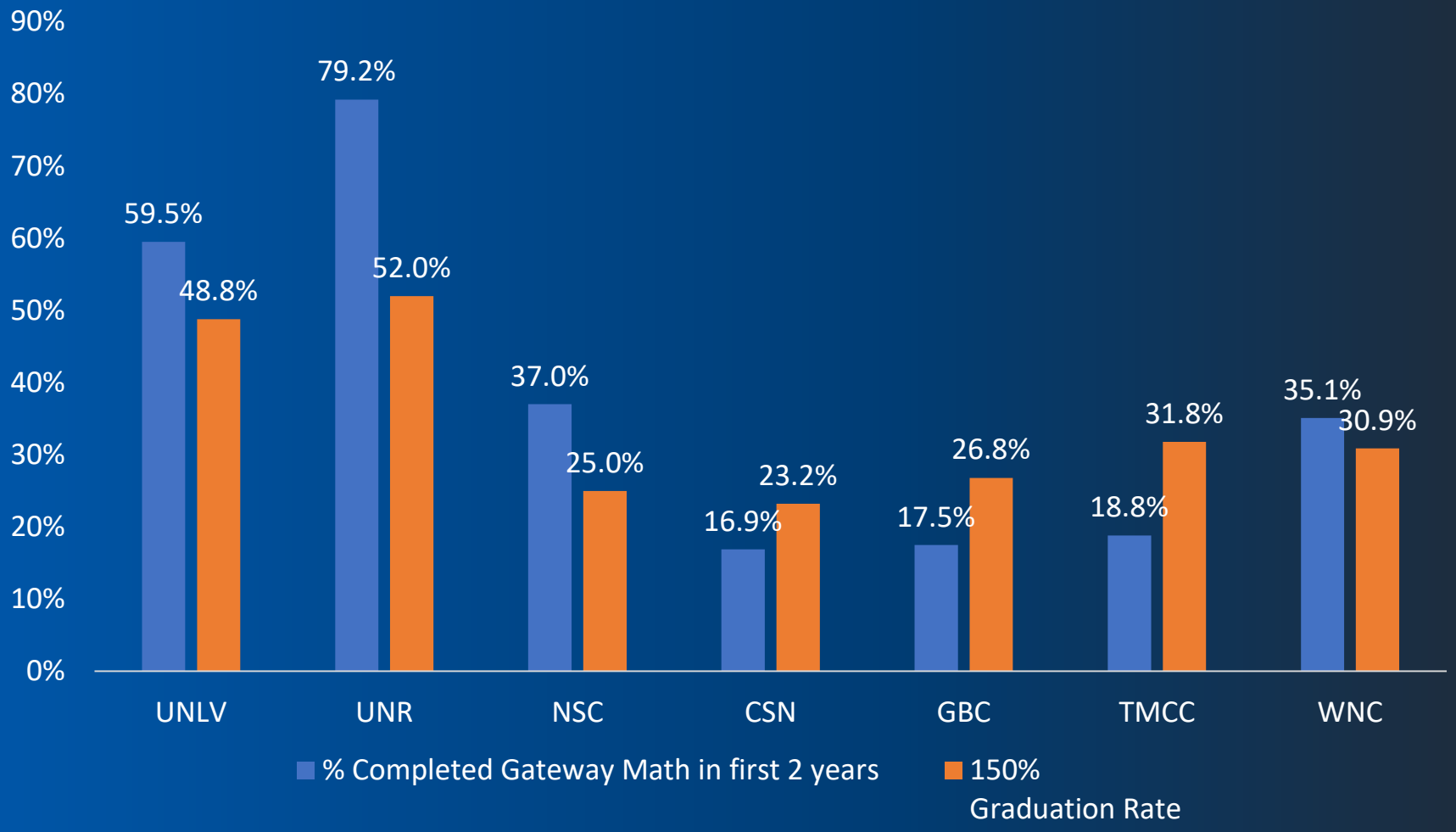
Few Students Complete Gateway Math in First Year



Students Who Don’t Complete Math Early, Graduate at Low Rates



Students Who Complete Math in First Year, Graduate at Higher Rates



Math Is Aligned to Majors

Meta-Major	Gateway Math	Program
Humanities Arts	**Quantitative Reasoning**	**Classics** **Performing Arts** **Cultural Studies**
Social Sciences Health Sciences Business	**Statistics/Modeling**	**Psychology** **Political Science** **Communications**
Technical Certificate Programs	**Technical Math**	**Welding** **Carpentry**
Engineering Hard Sciences	**College Algebra/Pre-Calc/ Calculus**	**Civil Engineering** **Chemical Engineering** **Chemistry**

Math Pathways at Scale

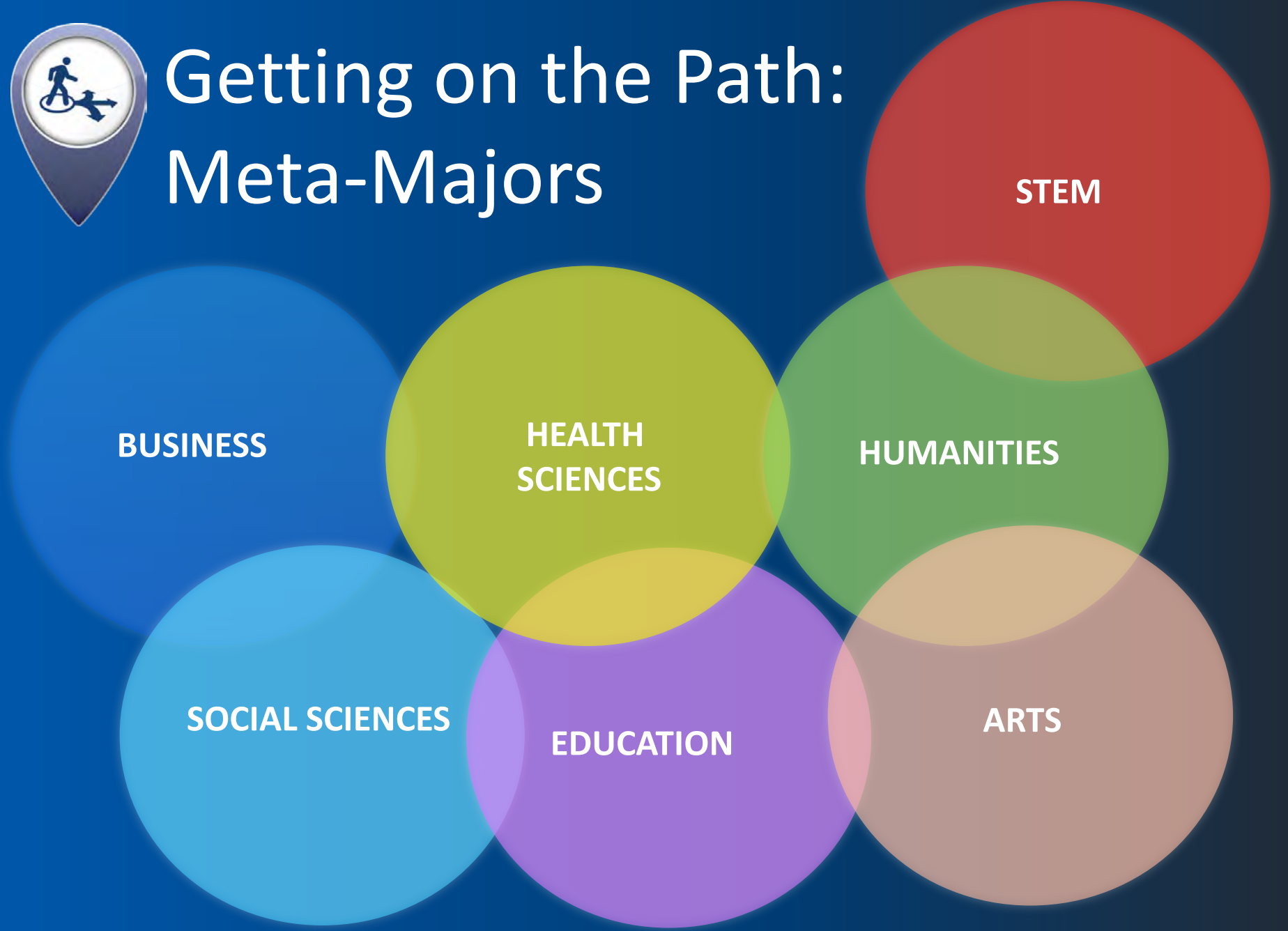
6 states implementing at scale beginning Fall 2016:

Montana
Missouri
Indiana
Colorado
Nevada
Ohio

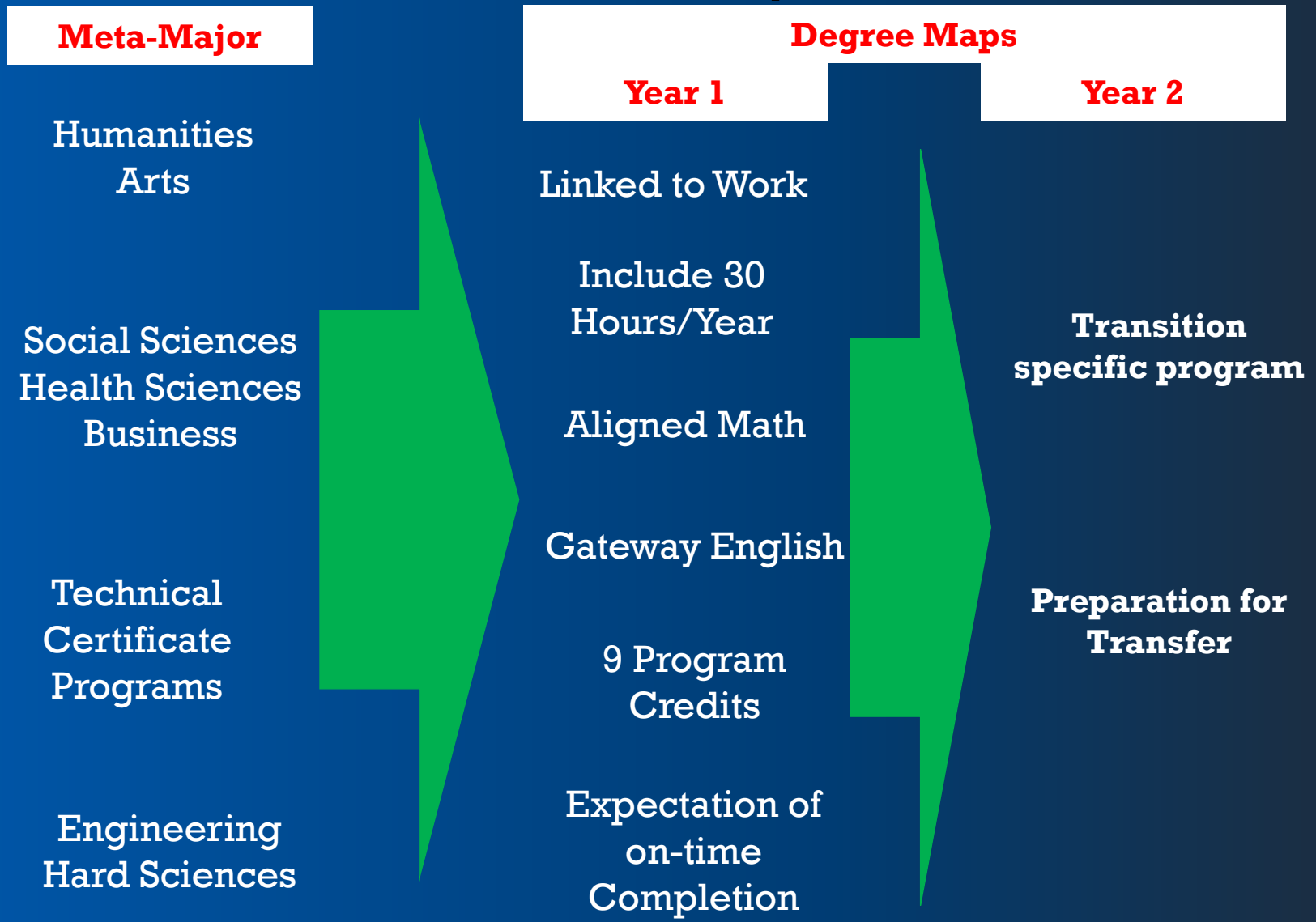
13 corequisite scale states building plans for math pathways.

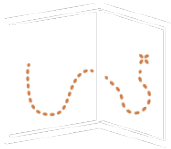
Central Valley of CA
Illinois
Massachusetts
Montana
New Mexico
Oklahoma
West Virginia
Hawaii'
Idaho
Missouri
New Hampshire
Ohio
Rhode Island

Getting on the Path: Meta-Majors



Math Is Aligned to Degree Maps





STEM META MAJOR

FIRST-YEAR CORE

TERM 1

English 101 | English 101+	3 credits
Pre-calc 101 | Pre-calc 101+	3
Biology, Chemistry, or Physics Core w/lab	4
Biology, Chemistry, or Physics Core w/lab	4
Student Success Seminar	1
CREDITS	15

TERM 2

English 102 | English 102+	3 credits
Calculus 101 | Calculus 101+	3
Bio, Chem, or Physics Core w/lab	4
Biology, Chemistry, or Physics Core w/lab	4
STEM or Engineering Options Seminar	1
CREDITS	15

Milestone course required in this term

Gateway course with corequisite support

Implement Pathways

GPS: Choice Architecture

A design that leads people to make more informed, deliberate decisions.

Provides “default choices” that are in the person’s best interest given his or her educational goals

Staying on the Path: Academic Maps

FIRST-YEAR CORE

TERM 1		TERM 2	
English 101 | English 101+	3 credits	English 102 | English 102+	3 credits
Pre-calc 101 | Pre-calc 101+	3	Calculus 101 | Calculus 101+	3
Biology, Chemistry, or Physics Core w/lab	4	Bio, Chem, or Physics Core w/lab	4
Biology, Chemistry, or Physics Core w/lab	4	Biology, Chemistry, or Physics Core w/lab	4
Student Success Seminar	1	STEM or Engineering Options Seminar	1
CREDITS	15	CREDITS	15

Staying on the Path: Intrusive Advising

Students must see their advisors if:

- They fall off the pathway
- They are at risk of not succeeding
- They need special assistance or their own pathway

Guided Pathways at Scale

3 states have implemented it at scale:

Tennesse
Georgia
Indiana

5 sites are working to implement it at scale.

Massachusetts
Houston region
Missouri
New Hampshire
Washington DC

Today's Students

- **70%** of students are **non-traditional.**
- **70%** of students **commute** to campus.
- **40%** of students **work 30 hours** a week.
- **25%** of students **work full time** and **attend college full time.**
- **20%** of students have **children**.

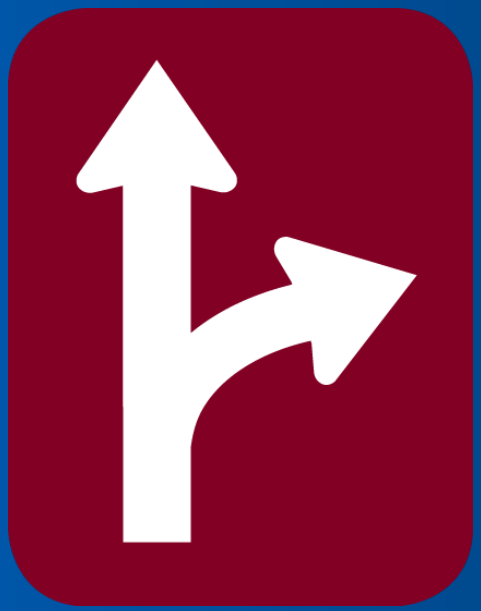
Structured Schedules

Predictable, constant and **consolidated** schedule

Students progress as a cohort

Built to enable full-time (15 credits) or year-round for 30 credits.

Remediation



Too many students start college in remediation.

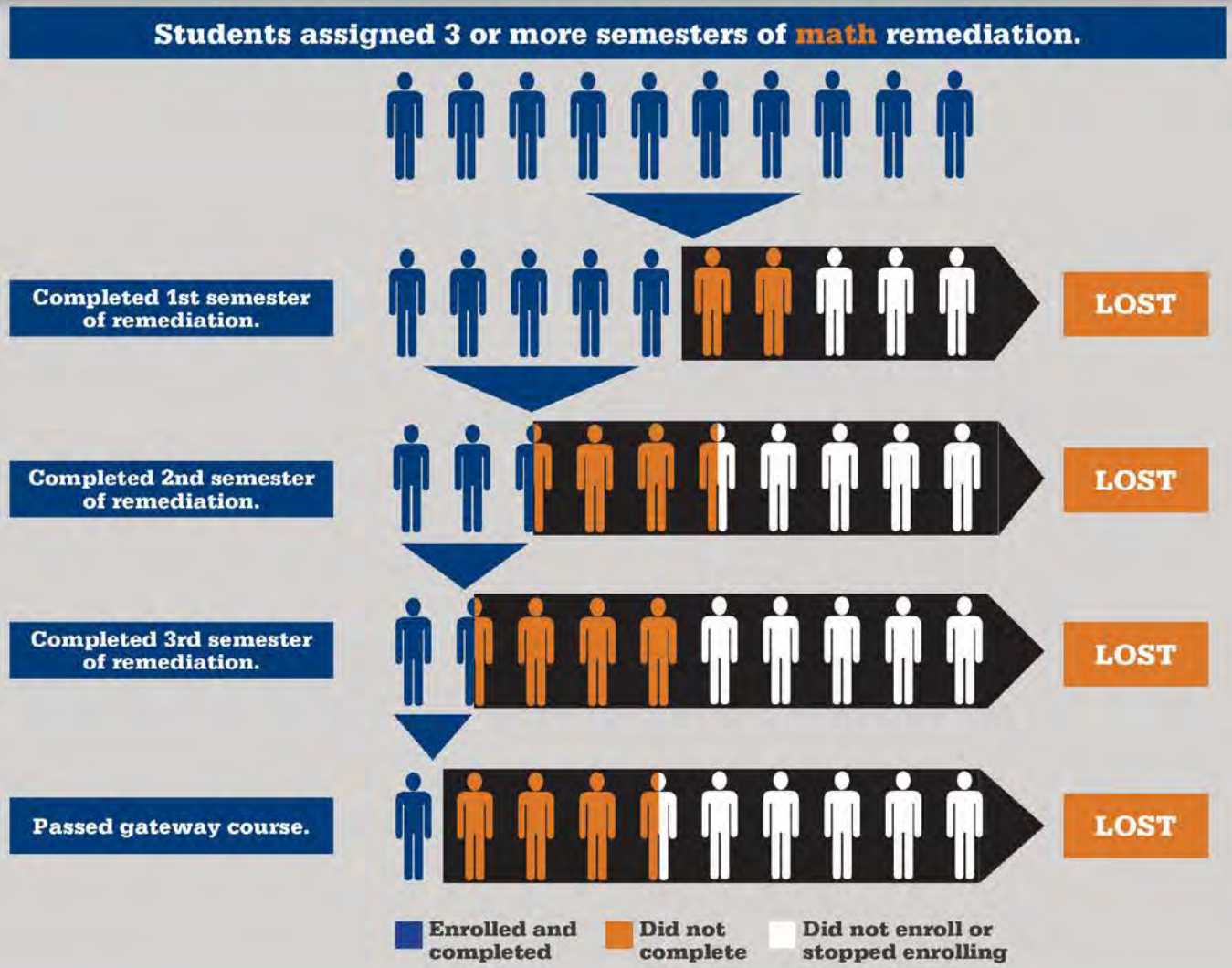
In Idaho:

55% in 2-year institution

22% in 4-year, non-flagship institution

Student attrition is at the heart of the matter.

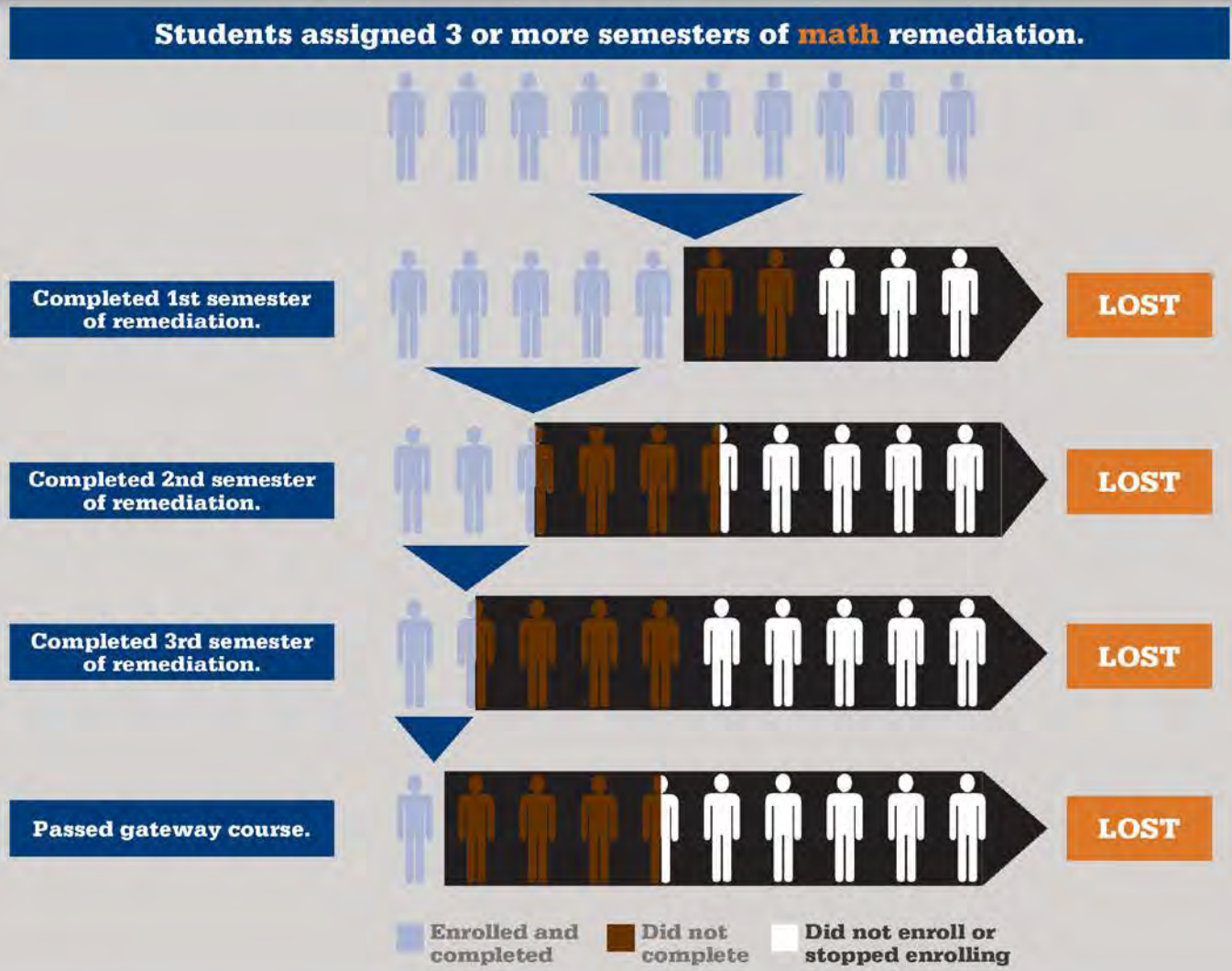
Remediation: The effect of attrition.



KNOW THIS The remediation system is broken. More students quit than fail.

Source: Hughes, K., Edgecombe, N., & Snell, M. (2011). "Developmental Education: Why and How We Must Reform It." New York: Columbia University, Teachers College, Community College Research Center. Presentation given at the 2011 League for Innovation in the Community College Annual Conference.

Remediation: The effect of attrition.



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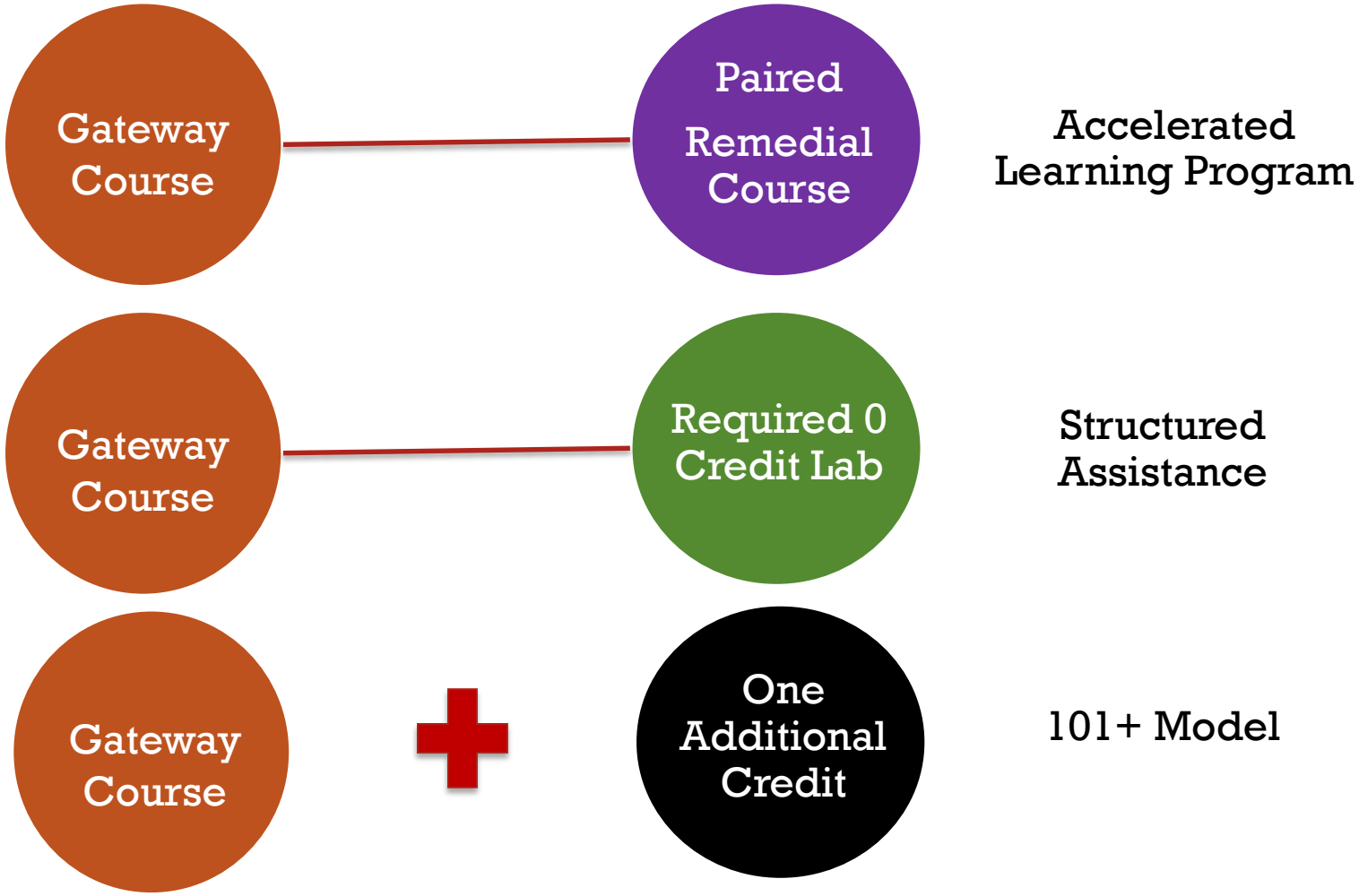
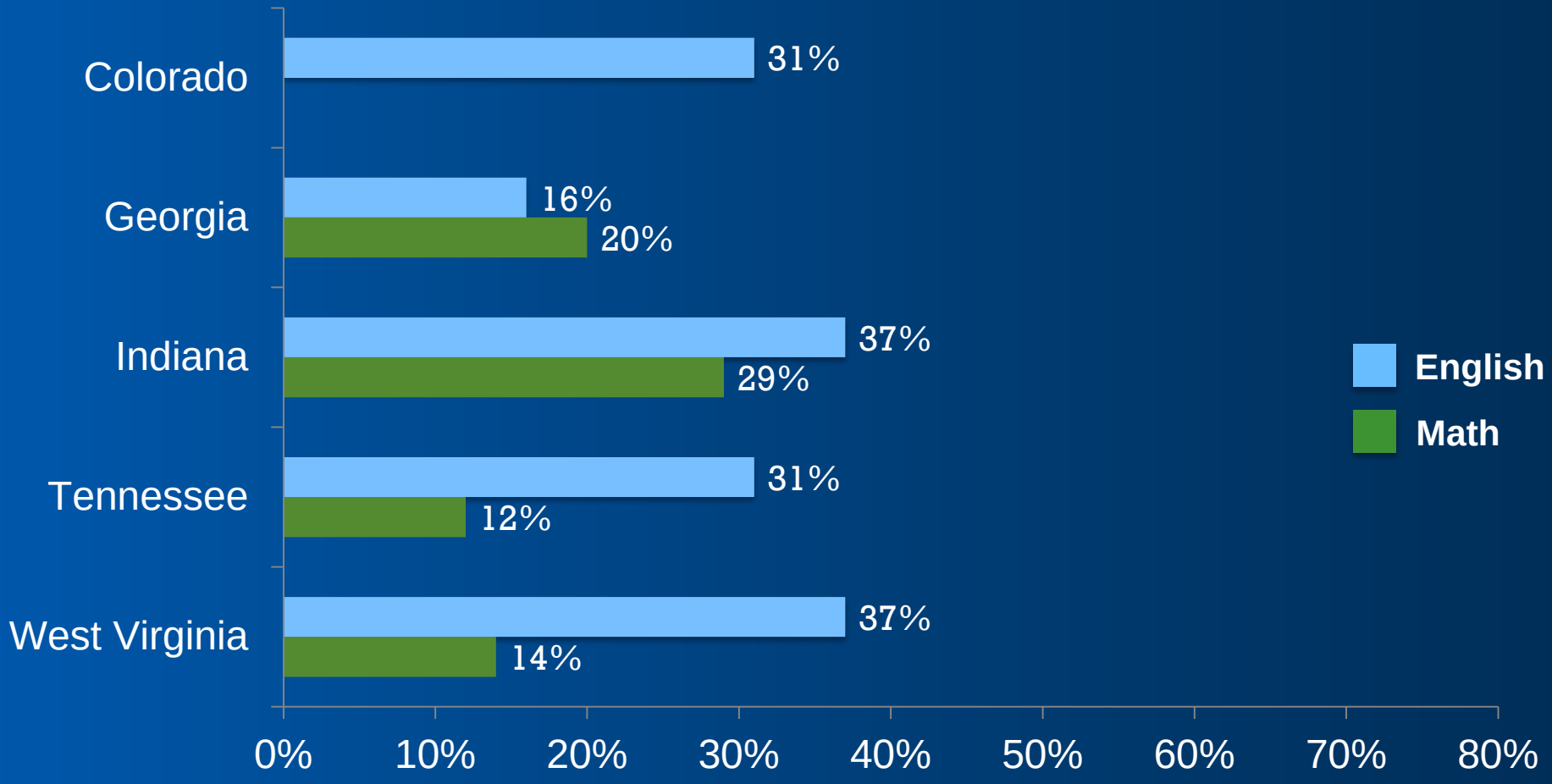
Corequisite Remediation

Provide academic support as a Corequisite not as a prerequisite

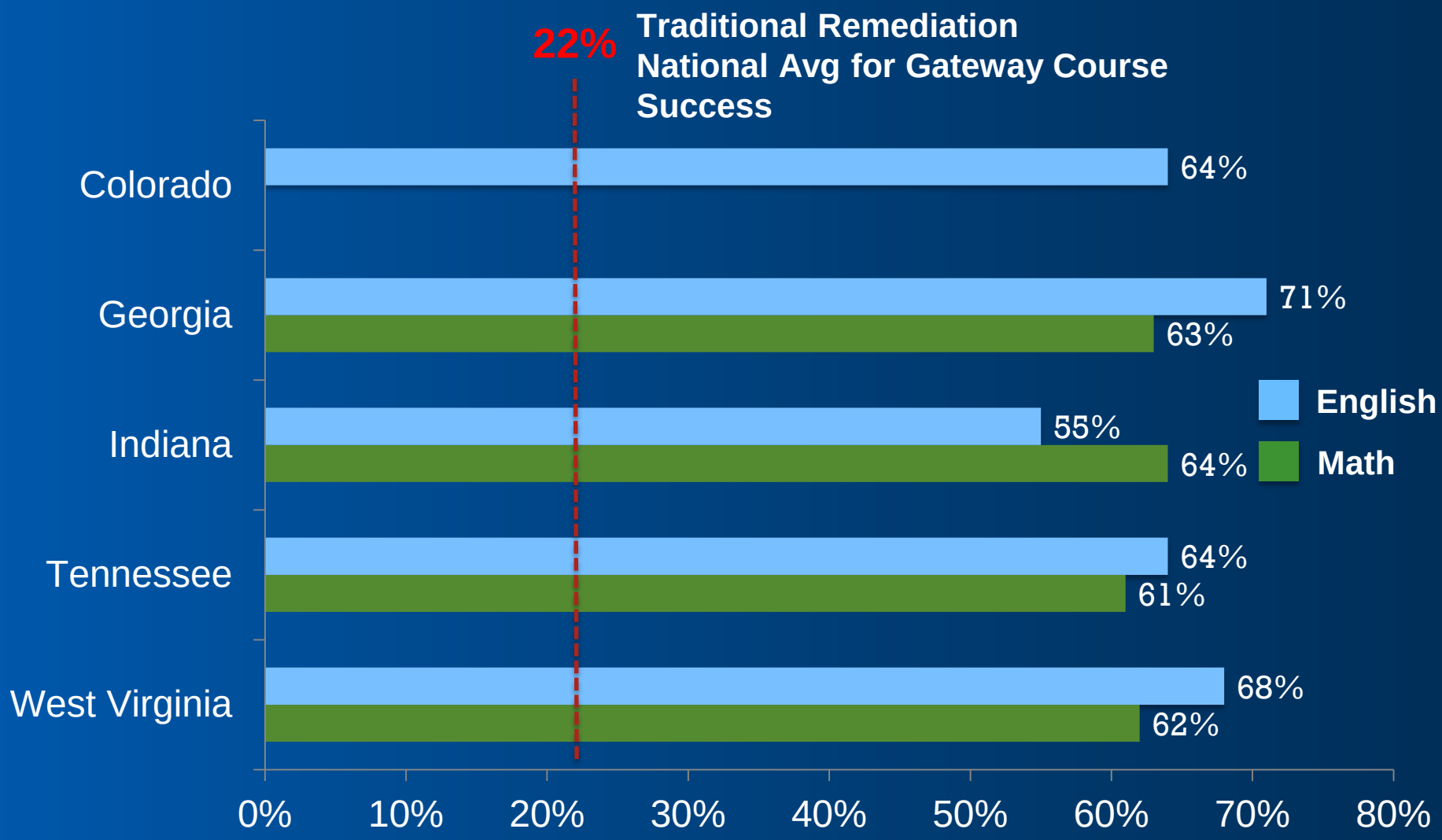
Multiple Corequisite Models



Traditional Remediation Results



One Semester Scaled Results



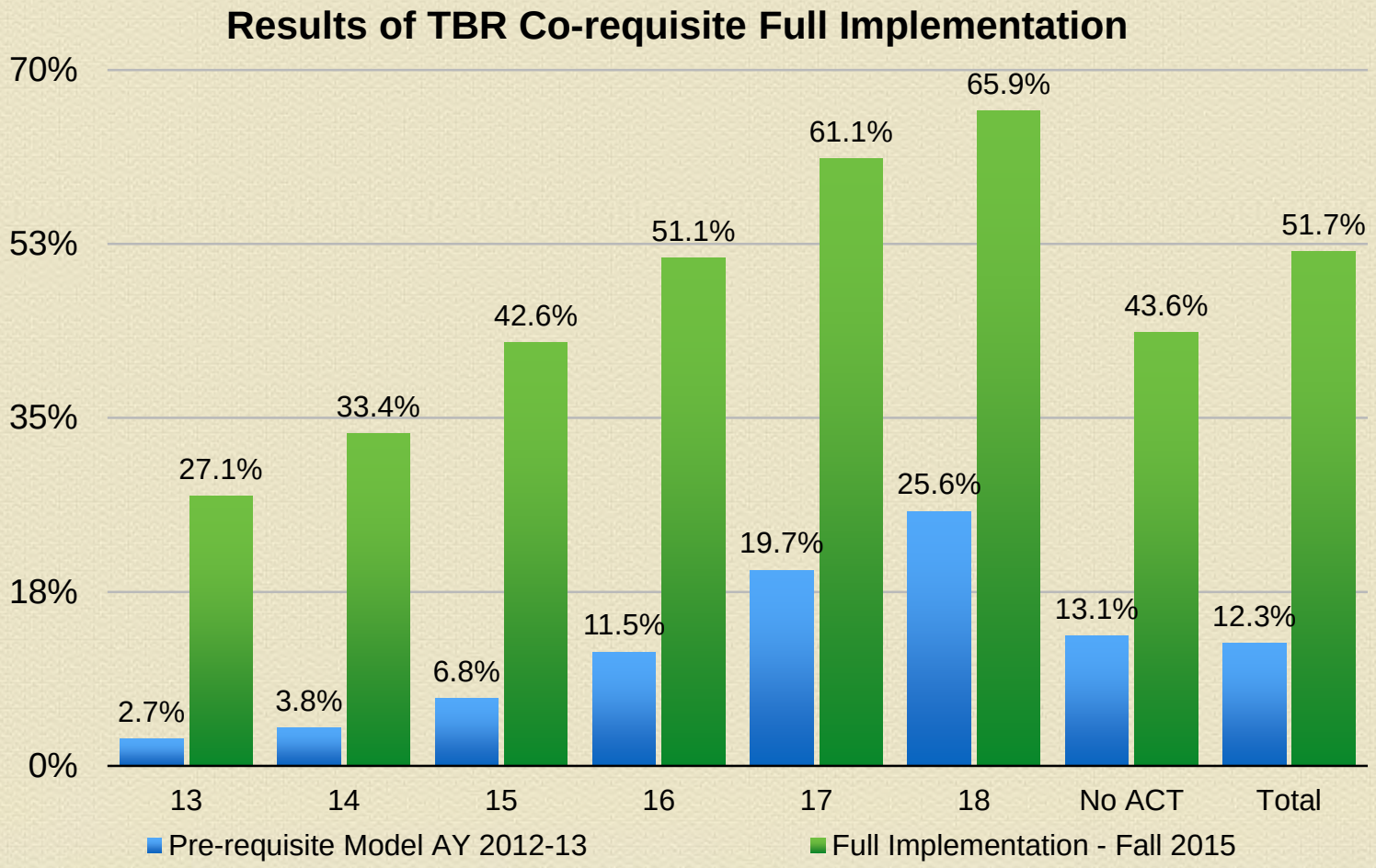
#Coreqworks in Idaho!

Gateway course success for students enrolled in remedial English at 4-year institutions:

All Students: 82%
Pell Recipients: 80%
Hispanic Students: 93%

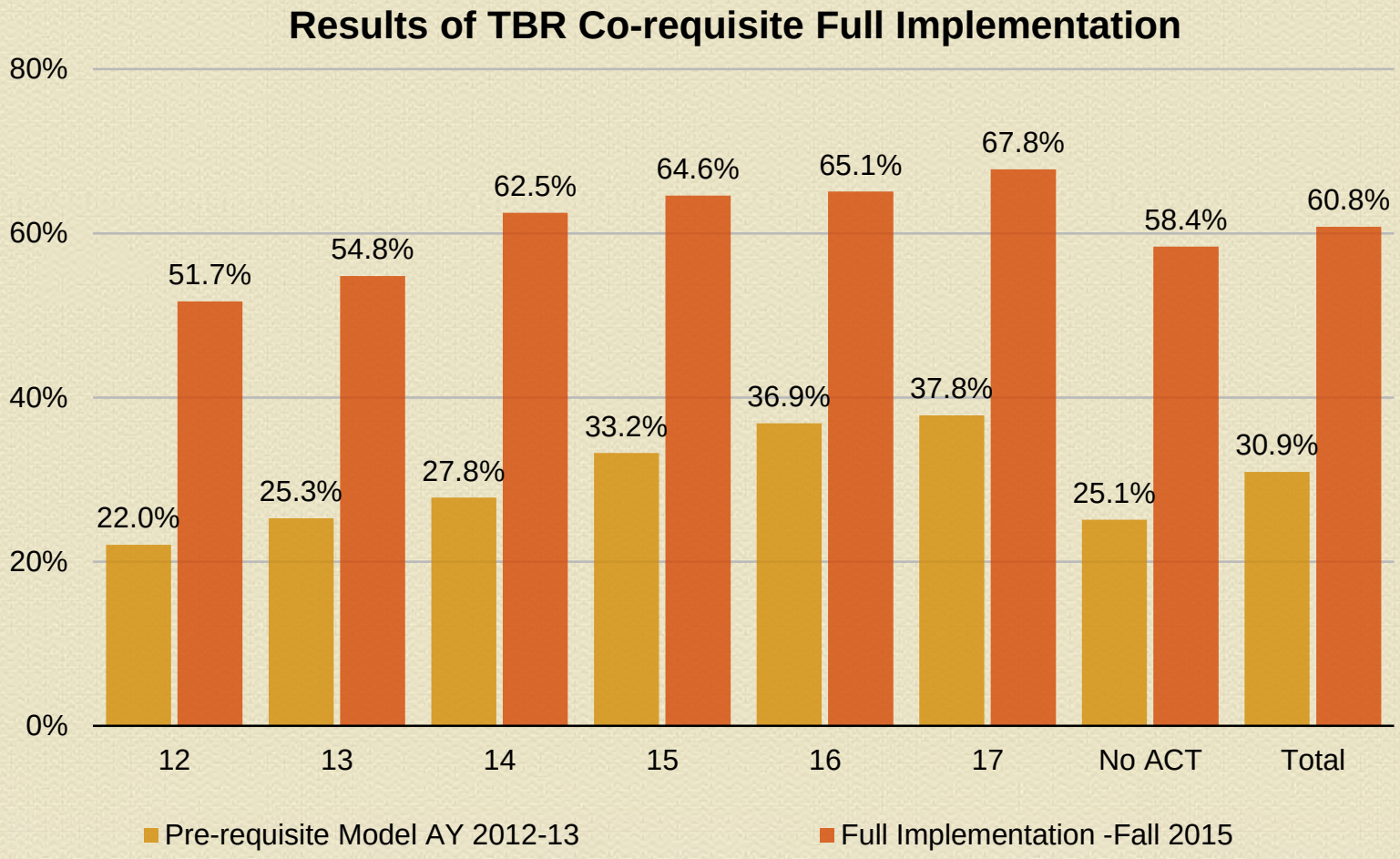
Completion of Gateway Math by ACT Sub-score

Community College Pre-requisite Model vs. Co-requisite Model



Completion of Gateway English by ACT Sub-score

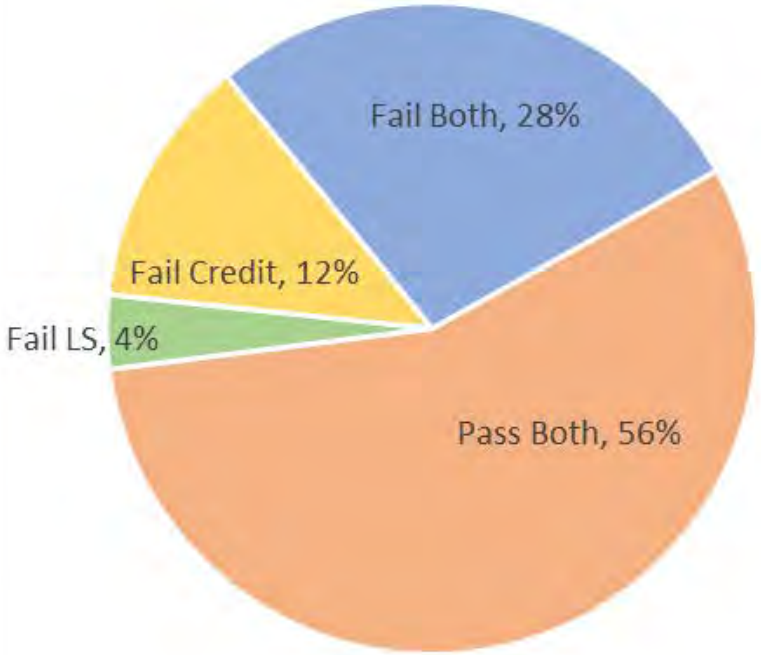
Community College Pre-requisite Model vs. Co-requisite Model

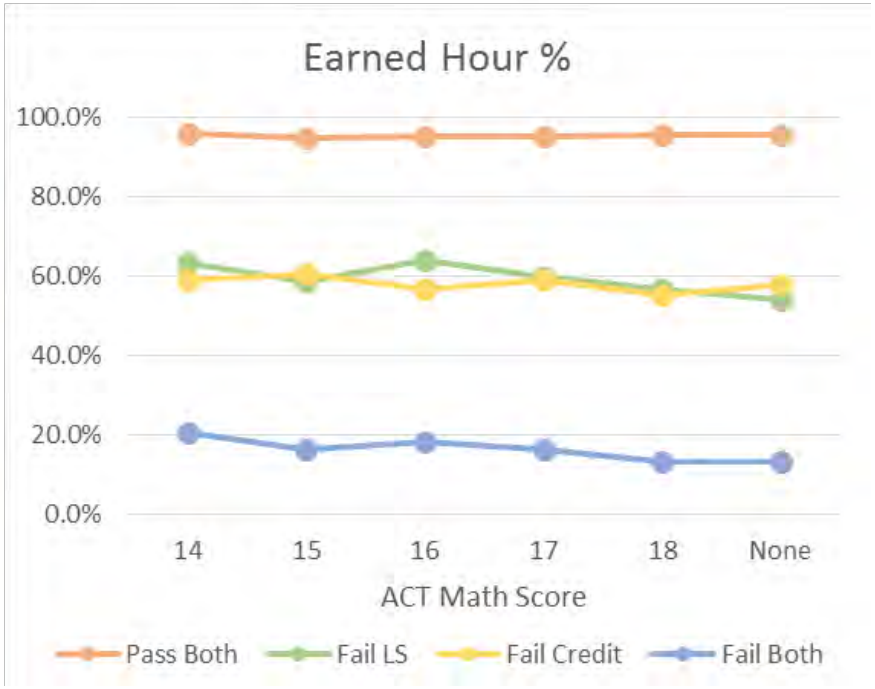


Completion of Gateway Math Overall and Credit Completion Trends by ACT Sub-score

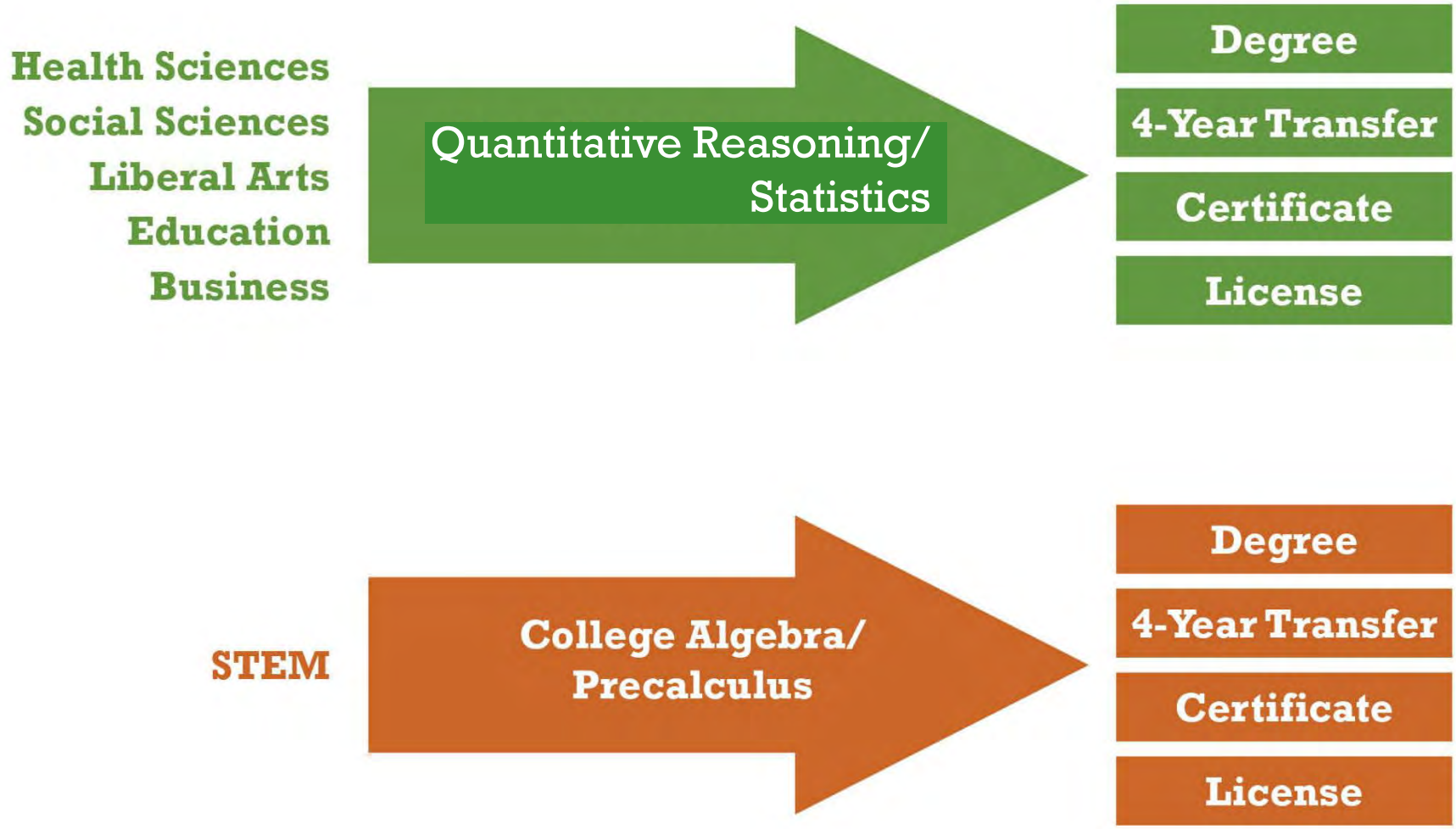
Community College Pre-requisite Model vs. Co-requisite Model

Results of TBR Co-requisite Full Implementation

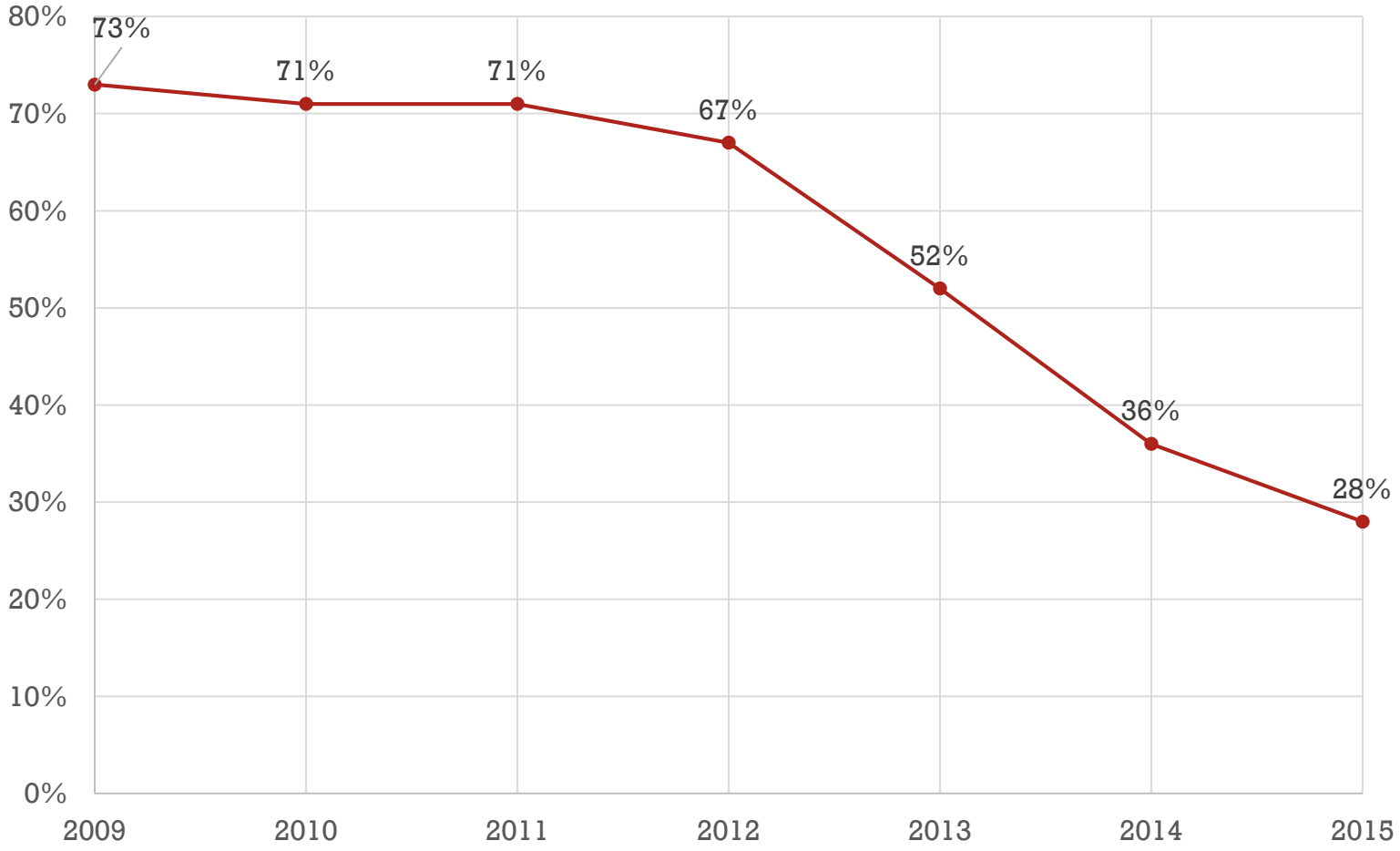




Math Is Aligned with Majors



Ivy Tech Remedial/Math Placement Post-Math Pathways



Ivy Tech Math Placement
New Entering Students

Quantitative Reasoning	Technical Math	College Algebra
8,524 students	984 students	860 students
28% Corequisite	17% Remedial	42% Remedial

8% Placed in Stand Alone Remediation

Summary of Placement Data

Goal: To place students at the highest level possible based on multiple measures for placement.

Placement distribution of entering students with scores

Placement Level at Entry	English	
	Fall 2013 Cohort	Fall 2016 Cohort
Total Students	5,017	4,104
College Level	48%	50%
1 Level Below College Level	31%	23%
2 or More Levels Below College Level	21%	27%

Placement Level at Entry	Math	
	Fall 2013 Cohort	Fall 2016 Cohort
Total Students	5,547	4,508
College Level	20%	33%
1 Level Below College Level	25%	33%
2 or More Levels Below College Level	55%	35%

Summary of Type of Placement Scores Used

Goal: To maximize the use of multiple measures for placement and decrease our reliance on a single high-stakes placement exam.

Percent of entering students with Compass vs. Other Scores

Campus	English		
	Compass Only	Compass Plus	No Compass
UHCC average	49%	32%	20%
HAW	47%	36%	17%
HON	68%	25%	7%
KAP	24%	46%	30%
KAU	56%	40%	4%
LEE	60%	30%	10%
MAU	46%	15%	39%
WIN	37%	16%	47%

Campus	Math		
	Compass Only	Compass Plus	No Compass
UHCC average	52%	32%	15%
HAW	46%	42%	12%
HON	71%	24%	5%
KAP	35%	46%	19%
KAU	56%	42%	1%
LEE	64%	29%	7%
MAU	47%	16%	37%
WIN	41%	18%	40%

Summary of Placement Data

Goal: To place students at the highest level possible based on multiple measures for placement.

Percent of entering students taking below 100 level courses when students' highest measure for multiple placement in math and English was at 100+ (previously 1 level below)

Campus	English
UHCC	6%
HAW	12%
HON	0%
KAP	0%
KAU	4%
LEE	10%
MAU	6%
WIN	5%

Campus	Math
UHCC	38%
HAW	32%
HON	53%
KAP	40%
KAU	36%
LEE	32%
MAU	19%
WIN	54%

Enrollment Summary

Goal: To ensure students will enroll in college level math and English as soon as possible, but not later than 30 credits (UHCCP #5.213).

Percent of entering students not taking Math and English in first semester

Campus	English
UHCC	26%
HAW	38%
HON	25%
KAP	29%
KAU	30%
LEE	16%
MAU	24%
WIN	32%

Campus	Math
UHCC	44%
HAW	69%
HON	45%
KAP	37%
KAU	38%
LEE	43%
MAU	42%
WIN	32%

Completion of College-Level English and Math in Fall 2013 as Compared to 2016

Goal: To increase college level math and English completion rates (UHCC System 2015-2021 Strategic Directions.

Entering students completing college-level English and Math in first semester

		English	
		Fall 2013 Cohort	Fall 2016 Cohort
Students in Cohort		5,017	4,104
Completed College Level 1st Semester	Students	1,296	1,802
	Pct of Cohort	26%	44%
Completed College Level 4th Semester	Students	2,141	
	Pct of Cohort	43%	

		Math	
		Fall 2013 Cohort	Fall 2016 Cohort
Students in Cohort		5,547	4,508
Completed College Level 1st Semester	Students	355	831
	Pct of Cohort	6%	18%
Completed College Level 4th Semester	Students	1,114	
	Pct of Cohort	20%	

Campus Completion Rates

Goal: To increase college level math and English completion rates (UHCC System 2015-2021 Strategic Directions.

Entering students completing college-level English and Math in first semester

Institution	English	
	Fall 2013 Cohort	Fall 2016 Cohort
Students in Cohort	5,017	4,104
UHCC	26%	44%
HAW	13%	30%
HON	21%	54%
KAP	43%	46%
KAU	24%	35%
LEE	25%	49%
MAU	28%	42%
WIN	25%	38%

Institution	Math	
	Fall 2013 Cohort	Fall 2016 Cohort
Students in Cohort	5,547	4,508
UHCC	6%	18%
HAW	2%	8%
HON	5%	10%
KAP	9%	23%
KAU	10%	20%
LEE	6%	23%
MAU	5%	22%
WIN	11%	17%

English Legacy Results, 2013 Cohort

Writing Placement at Enrollment	Institution	Cohort with Placement	Successfully Completed ENG100 in				ENG100 Completion
			Fall 2013	Spring 2014	Fall 2014	Spring 2015	
Ready to take ENG100	HAW	291	33%	10%	2%	1%	47%
	HON	328	36%	6%	1%	0%	43%
	KAP	573	55%	6%	2%	1%	64%
	KAU	140	45%	3%	1%	0%	49%
	LEE	538	49%	6%	4%	2%	61%
	MAU	305	52%	8%	2%	1%	63%
	WIN	219	45%	7%	2%	2%	55%
	UHCC	2,394	46%	7%	2%	1%	**56%**
	HAW	258	1%	13%	6%	2%	22%
	HON	159	16%	16%	4%	3%	40%
	KAP	270	19%	18%	8%	3%	47%
	KAU	96	2%	17%	4%	6%	29%
	LEE	480	13%	23%	5%	3%	43%
	MAU	195	13%	19%	4%	3%	38%
	WIN	109	5%	25%	6%	2%	38%
	UHCC	1,567	11%	19%	5%	3%	**38%**
Two Levels Below College Level	HAW	95	0%	1%	6%	3%	11%
	HON	161	7%	17%	7%	1%	32%
	KAP						
	KAU	32	0%	6%	3%	0%	9%
	LEE	248	0%	13%	8%	2%	24%
	MAU	83	4%	11%	7%	4%	25%
	WIN	72	0%	3%	1%	6%	10%
	UHCC	691	2%	11%	7%	2%	**22%**
Three Levels Below College Level	HAW	129	0%	1%	2%	2%	5%
	HON	80	0%	4%	4%	3%	10%
	KAP						
	KAU						
	LEE	57	0%	0%	9%	5%	14%
	MAU	89	0%	3%	9%	7%	19%
	WIN	10	0%	0%	0%	0%	0%
	UHCC	365	0%	2%	5%	4%	**11%**

5017 STARTED
2141 FINISHED IN
4 SEMESTERS

English Completion by Level of Placement, College Ready

Goal: To increase college level math and English completion rates (UHCC System 2015-2021 Strategic Directions.

Entering student, with placement, completing college-level English

Fall 2013 Cohort				
English Placement at Enrollment	Institution	Cohort with Placement	Completed in Fall 2013	College Level Completion
Ready to Take College Level Course	UHCC	2,394	1,111	46%
	HAW	291	96	33%
	HON	328	118	36%
	KAP	573	315	55%
	KAU	140	63	45%
	LEE	538	263	49%
	MAU	305	158	52%
	WIN	219	98	45%

Fall 2016 Cohort				
English Placement at Enrollment	Institution	Cohort with Placement	Completed in Fall 2016	College Level Completion
Ready to Take College Level Course	UHCC	2,056	1,006	49%
	HAW	340	122	36%
	HON	118	63	53%
	KAP	647	327	51%
	KAU	155	66	43%
	LEE	413	244	59%
	MAU	197	101	51%
	WIN	186	83	45%

English Completion by Level of Placement, 1 Level Below

Goal: To increase college level math and English completion rates (UHCC System 2015-2021 Strategic Directions.

Entering student, with placement, completing college-level English

Fall 2013 Cohort				
English Placement at Enrollment	Institution	Cohort with Placement	Completed in Fall 2013	College Level Completion
1 Level Below College Level	UHCC	1,567	171	11%
	HAW	258	2	1%
	HON	159	25	16%
	KAP	270	51	19%
	KAU	96	1	1%
	LEE	480	62	13%
	MAU	195	25	13%
	WIN	109	5	5%

Fall 2016 Cohort				
English Placement at Enrollment	Institution	Cohort with Placement	Completed in Fall 2016	College Level Completion
1 Level Below College Level	UHCC	946	406	43%
	HAW	138	33	24%
	HON	103	59	57%
	KAP	131	49	37%
	KAU	74	29	39%
	LEE	239	132	55%
	MAU	176	75	43%
	WIN	85	29	34%

Math Completion by Level of Placement, College Ready

Goal: To increase college level math and English completion rates (UHCC System 2015-2021 Strategic Directions.

Entering student, with placement, completing college-level Math

Fall 2013 Cohort				
Math Placement at Enrollment	Institution	Cohort with Placement	Completed in Fall 2013	College Level Completion
Ready to Take College Level Course	UHCC	1,097	324	30%
	HAW	93	18	19%
	HON	161	37	23%
	KAP	351	112	32%
	KAU	51	18	35%
	LEE	263	79	30%
	MAU	106	21	20%
	WIN	72	39	54%

Fall 2016 Cohort				
Math Placement at Enrollment	Institution	Cohort with Placement	Completed in Fall 2016	College Level Completion
Ready to Take College Level Course	UHCC	1,470	561	38%
	HAW	195	46	24%
	HON	142	47	33%
	KAP	442	190	43%
	KAU	66	26	39%
	LEE	378	148	39%
	MAU	129	57	44%
	WIN	118	47	40%

Math Completion by Level of Placement, 1 Level Below

Goal: To increase college level math and English completion rates (UHCC System 2015-2021 Strategic Directions.

Entering student, with placement, completing college-level Math

Fall 2013 Cohort				
Math Placement at Enrollment	Institution	Cohort with Placement	Completed in Fall 2013	College Level Completion
1 Level Below College Level	UHCC	1,408	20	1%
	HAW	42	0	0%
	HON	131	0	0%
	KAP	542	1	<1%
	KAU	91	8	9%
	LEE	349	2	1%
	MAU	194	6	3%
	WIN	59	3	5%

Fall 2016 Cohort				
Math Placement at Enrollment	Institution	Cohort with Placement	Completed in Fall 2016	College Level Completion
1 Level Below College Level	UHCC	1,476	185	13%
	HAW	228	1	<1%
	HON	233	5	2%
	KAP	293	33	11%
	KAU	127	30	24%
	LEE	433	96	22%
	MAU	78	15	19%
	WIN	84	5	6%

Math Completion by Level of Placement, More than 1 Level Below

Goal: To increase college level math and English completion rates (UHCC System 2015-2021 Strategic Directions.

Entering student, with placement, completing college-level Math

Fall 2013 Cohort				
Math Placement at Enrollment	Institution	Cohort with Placement	Completed in Fall 2013	College Level Completion
2 or More Levels Below College Level	UHCC	3,042	11	<1%
	HAW	652	1	<1%
	HON	499	0	0%
	KAP	302	0	0%
	KAU	163	5	3%
	LEE	796	0	0%
	MAU	342	2	1%
	WIN	288	3	1%

Fall 2016 Cohort				
Math Placement at Enrollment	Institution	Cohort with Placement	Completed in Fall 2016	College Level Completion
2 or More Levels Below College Level	UHCC	1,562	85	5%
	HAW	171	1	1%
	HON	226	9	4%
	KAP	268	7	3%
	KAU	100	2	2%
	LEE	431	36	8%
	MAU	245	26	11%
	WIN	121	4	3%

Who Passed, Failed, Took a Lower Level Class, or Did not Enroll

Goal: To ensure students will enroll in college level math and English as soon as possible, but not later than 30 credits (UHCCP #5.213).

Entering student, with placement, completing college-level English or Math

Fall 2016 College Level English Completions

English Placement at Enrollment	Institution	Cohort with Place-ment	Comp College Level English	Did not Pass College Level English	Enter Lower than College Level English	Did not Enroll
100+	UHCC	946	43%	24%	6%	27%
	HAW	138	24%	23%	12%	41%
	HON	103	57%	12%	0%	31%
	KAP	131	37%	31%	0%	31%
	KAU	74	39%	18%	4%	39%
	LEE	239	55%	23%	10%	12%
	MAU	176	43%	30%	6%	22%
	WIN	85	34%	26%	5%	35%

Fall 2016 College Level Math Completions

Math Placement at Enrollment	Institution	Cohort with Place-ment	Comp College Level Math	Did not Pass College Level Math	Enter Lower than College Level Math	Did not Enroll
100+	UHCC	1,476	13%	7%	38%	42%
	HAW	228	<1%	1%	32%	66%
	HON	233	2%	2%	53%	43%
	KAP	293	11%	17%	40%	32%
	KAU	127	24%	7%	36%	33%
	LEE	433	22%	5%	32%	40%
	MAU	78	19%	18%	19%	44%
	WIN	84	6%	4%	54%	37%

Passing Rate of Students Enrolled in College Level English or Math

Goal: To ensure students will enroll in college level math and English as soon as possible, but not later than 30 credits (UHCCP #5.213).

Entering student, with placement, completing college-level English or Math

Fall 2016 College Level English Pass Rate			
Institution	College Level Ready	1 Level Below College Level	2 or More Levels Below College Level
UHCC	66%	64%	66%
HAW	56%	51%	43%
HON	72%	83%	67%
KAP	68%	54%	50%
KAU	57%	69%	78%
LEE	74%	71%	69%
MAU	68%	59%	41%
WIN	61%	57%	33%

Fall 2016 College Level Math Pass Rate			
Institution	College Level Ready	1 Level Below College Level	Below College Level
UHCC	64%	64%	59%
HAW	53%	25%	50%
HON	58%	56%	60%
KAP	64%	40%	41%
KAU	67%	77%	67%
LEE	66%	81%	80%
MAU	73%	52%	505
WIN	64%	63%	44%

Co-Req Cost Analysis

Cost-Effectiveness of Co-Requisite Remediation
Tennessee Community Colleges, Scale Implementation, Fall 2015

	Math	
	Prerequisite Model	Corequisite Model
New remedial students (per year per college)	400	400
Avg. cost per student	$955	$1,965
College-level gateway course* completion rate	12%**	51% *
Avg. cost per successful student	$7,720	$3,840
Efficiency gain		+50%

**

* One year rate. **One term rate.

Source: Belfield, Jenkins, Lahr (2016).

Creating the Promise

- Connections to Workforce that Start Early
- Policies that Create Momentum and Reduce time to Degree
- Create Clear Degree Pathways
  - Meta-Majors
  - Academic maps
  - Milestone courses
- Address and eliminate remediation
- Create and implement structures to support

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