

TOP 3 RECOMMENDATIONS – K-20 PIPELINE

Educational System Improvements

School District Continuous Improvement Plans (Kurt Liebich)

Ensure that each School is effectively implementing the Annual Improvement Plan Structure: Metrics must be measurable and aligned with the key initiatives that support the 60% Goal. Districts must hold the School leaders accountable for achieving results.

The Annual Improvement Plan structure is an excellent way to drive continuous improvement toward 60% Goal. But, this will only work, if educational leaders develop solid plans to achieve improvement in the key metrics. They must align the entire School around these Goals, and the leaders need to hold the teachers accountable, and the Districts need to hold the leaders accountable.

Qualified Teachers (American Indian Committee)

Specific professional development for educators on teaching and supporting American Indian students.

On-line Course Delivery (Chuck Staben)

Develop a partnership with an online provider entity that serves statewide. Straighterline would be one example of such a provider; the Kaplan/Purdue partnership would be another. Probably needs at least startup funding.

Outreach (Idaho Hispanic Commission)

Outreach to Parents of secondary students

Programs to identify and recruit minorities into the teaching profession

Outreach (Tracie Bent)

Development and implementation of statewide or regional outreach program targeting parents and families in partnership with the local community and business to help educate parents on the value of some form of postsecondary education for their students. Outreach would include information about the types of careers that are available, the type of education necessary for various types of careers, how to apply for admission and how to fund different levels of postsecondary education. Information could be specific for each region and the tie to workforce needs within the region or local area. Strategies could include:

- Parent academies
- Parent mentor academy (train parents to serve as mentors to students)
- Awareness campaigns targeted to specific regional needs
- Community events
- Parent nights/events at middle schools and high schools

Early Education

Pre-K Education (Kurt Liebich)

Invest in School Readiness (Pre-K Education): If Children are not prepared to read in K, then likely they will not be able to read at Grade Level in Grade 3. If they cannot read at Grade level in Grade three, they will likely fall further and further behind as they read to learn as their education progresses. Given the rapid and increasing growth rate of our Hispanic Student population, we simply must address this issue, in order to educate students that are prepared to Go On to postsecondary education.

Counseling/Advising (K-12)

Advising/Counseling (Park Price)

Advising at the middle school and high school level should stress the importance of "going on" in order to meet the needs of today's employers. Too many advisors/counselors fail to tell students and parents how many careers in Idaho require only certificates or associates degrees to meet the hiring qualifications. Parents should attend one of the first meetings with the student so they are aware of the opportunities of going on. Counselors should maintain contact with parents who have not completed a post-secondary course of study.

Advising at the post-secondary level should concentrate on ensuring students have a solid path towards graduation that minimizes the time to graduation.

The goal is to improve the graduation rates at 4 year institutions to 40% in four years and 60% in six years. For community colleges, the 2-year graduation rate should be 25% and the 3-year graduation rate should be 50%.

College and Career Exploration (Debbie Critchfield)

Require a college and career exploration course at the secondary level (graduation requirement)

Minority Student Preparation and Support (Debbie Critchfield)

Provide early education programs to prepare students for entering the education pipeline. Provide culturally relevant wraparound supports for minority students through the pipeline.

Leveraging Parent Support (Debbie Critchfield)

Develop and implement parent academies to educate and engage parents as partners.

Advising (Debbie Critchfield)

Provide intrusive/intentional advising for secondary students. Scale up Transition Coordinator (postsecondary program staff) college and career advising model in coordination with secondary school counselors allowing for the development of a system where the school counselor directs the students from the secondary side and the postsecondary transition coordinator develops the relationship while the student is in high school and guides the student from the postsecondary side.

College and Career Advisors (Superintendent Ybarra)

Integrate time with college and career advisors into regular homeroom time at school (or sometime through-out the school day, like during announcement, advisory time, etc.)

- Create a structure for regular feedback between students and advising professionals.
- Set the expectation that discussing life after high school important for ensuring that students are ready for the next step after they graduate.
Scale or require structured partnership between advisors at high schools and institutes of higher education
Objective: raise expectations for professionals who work with students to transition to college and careers

Topics to be addressed include:

- Knowledge of summer bridge programs and dual credit transfer/degree requirements at ID universities
- Define the handoff from HS to institutes of higher education
- Create modules of essential knowledge for new advisors at both levels

Some existing programs to leverage:

- Advanced Opportunities symposium
- Advisor preparation programs

Senior Project (Superintendent Ybarra)

Strengthen the senior project to better facilitate the transition to college and career
Objective: invest in career immersion/exploration to motivate students to achieve success in college

Topics to address include:

- Funds for high schools, Idaho businesses, and institutes of higher education to provide structured career immersion opportunities as part of the required senior project
- Address senior apathy by engaging students in new/unfamiliar opportunities that give them new considerations for their future
- Strengthen the link between high schools, businesses, and public higher education institutions

Develop a Comprehensive Career Pathways Program from k-12 (Kurt Liebich)

- a. Develop a “Educational Journey” Checklist for Students and Parents.
- b. Require the Development of Individual and Career Academic Plan that is developed in middle school, signed off by Parents and Career counselors, and is reviewed bi-annually.
- c. Ensure that Career Counseling dollars are dedicated resources, and that their efforts are not diluted by other “counseling” activities.
- d. In Partnership with Higher Ed, Develop a College Academy for Parents, so that parents understand the importance and become engaged in the outcome.

Integrated Strategy for Students to Achieve Targeted Go On Results (Skip Oppenheimer)

Major effort on developing and implementing a cohesive strategy for student counseling for grades 9-12. This focuses on go on opportunities for one Year certificate of value, two year and four year and beyond degrees. It pulls together the many initiatives being implemented around this area of focus.

Single point of responsibility under the State Board of Education coordinated with the State Department of Education. Coordinates the numerous programs currently in place in a more cohesive delivery platform geared around the student and integrated strategy. This strategy deals with access, capability and belief opportunities, etc. It includes: Complete College Idaho, Promise Scholarships, Direct Admission, Dual Credit, Marketing, Counseling, Scholarships, etc.

This strategy includes in a focused way minorities. In particular for Idaho's Hispanic population that represents 18% of Idaho students and 42% of the growth in student population. It is hard to imagine hitting the 60% goal without including minorities as a focused part of the effort given their increasing share of the population and low go on rate.

Also includes a parent academy and other related outreach efforts for parents.

Strategy also includes training for teachers to continue to be mentors and provides, as part of that training, contact with business to understand where and what the jobs look like as we move into the 21st century and beyond.

Delivery of career and college counseling and planning utilizing the statewide higher education network to create college-going culture across Idaho. (Rick MacLennan)

Scope: Starting in the 8th grade, deliver high impact, quality career and college planning to students and parents that engages continual conversations and actionable items for students and families. Each touchpoint will be designed to clearly demonstrate the value proposition of higher education, while providing relevant guidance and assistance that makes higher education options accessible to every student. These high impact, engaging sessions and touchpoints will be delivered by community colleges and universities to the school districts, charter schools and homeschool families in their prescribed service areas.

Example Sessions and Touchpoints:

8th grade: "Future You" College and Career Exploration Unit. This unit will be delivered to each Idaho 8th grader, provided by the community colleges and universities to their prescribed service area school districts. The month long unit would be delivered in person to students as part of their instructional day and include supplemental web resources. The unit would start with a 'future finder' assessment given to each student that would help students identify their strengths and align interests and aptitudes with career areas and higher education degrees and certificates. Students would complete and prepare a future forward pathway as part of the unit that would begin to align high school studies with post-secondary degrees and certificates aligned with their chosen

future career fields. Units would highlight in-demand and anticipated future need Idaho career paths. As part of the unit, the student pathway would be captured to help create a customized communication plan for the student.

Continual, Focused Communication to Stay on Track. Starting with the 8th grade through college enrollment, the student will receive specific, customized reminders, checklists, encouragements, etc. to help them keep on track with their chosen career and higher education goals.

Students would have the opportunity for updates to their chosen paths and communications would be re-tailored to the students refine their higher education/career intentions.

9th Grade: Freshman Focus. Campus visits by every High School freshman to a college campus. Focus: Freshman Year – set up for success. Who is the Future You? The next time you will be a freshman – in four short years – you will be a freshman in college. What are you doing now to ensure the future you is successful. Goal planning. Near Peer touch base – introducing current college freshman to the high school freshman – from their high school. Sharing tips from current college freshman – what I wish I had known as a high school freshman.

10th Grade Parent Academy. “Preparing for the Future. Planning for College and Career” Development of an engaging 2-night parent academy for parents and their 10th grade students, hosted and delivered by the community colleges and universities of the prescribed service area. Parent Focus: Sharing of student chosen pathway, began by the student in the 8th grade, ROI of higher education, Dual Credit opportunities and how to access Fast Forward, Preparing your student for beyond high school. Student track: Update/Status review of student pathway plan, Dual Credit Opportunities, Continued Career Exploration, Planning for College and Career.

11th Grade: SAT Prep and Scholarship Focus. SAT prep and Scholarship Planning Sessions hosted by area colleges and universities.

12th Grade: Application and Enrollment Focus

Mail/Social Media Campaign targeted on every Idaho high school senior. Focus: There is a place for you here – at _____ Idaho College/University. Additional focus on ensuring students continue their pathway to their career field thru enrollment in higher education. Leveraging of all higher education recruiters state wide to encourage application and enrollment.

Pathfinders Program (Rick MacLennan)

Place community college advisors (what we’re calling “pathfinders”) in our local schools. Our thinking is that 1) community colleges have comprehensive knowledge of regionally relevant post-secondary academic and CTE pathways; 2) Duplicating this knowledge capacity in the K-12 segment will be difficult to achieve; 3) this type of relationship will connect our two segments in very meaningful and collaborative ways; and finally, 4) that this approach has substantial promise for improving the go on rate.

- 1) community colleges have comprehensive knowledge of regionally relevant postsecondary academic and CTE pathways;
- 2) creating that knowledge capacity in the K-12 segment has been and will continue to be very difficult to accomplish;
- 3) this type of relationship would physically connect our two segments in very meaningful and collaborative ways; and finally,
- 4) that this approach has substantial promise for improving the go on rate.

Description:

Pathfinders will be located within Region 1 high schools in Benewah, Bonner, Boundary and Shoshone counties to support school's efforts to encourage students to go-on and assist students through matriculation into college and their chosen course of study. Pathfinders will place an emphasis on assisting students in developing an understanding of their skills and interests so that they can identify and pursue the correct pathway for their career goal.

Pathfinders will work with and support resources provided to students through their local high school and provided additional support to engage students in dual credit and encourage high school completion. This program is intended to provide intrusive advising within the high schools, guiding students into dual credit students and assisting with the transition into college through day-to-day engagement and relationship development with high school staff, students and their families.

Key outcomes for this program will be increased go-on rates from these counties and early identification of career choices and strengths to develop an educational plan for students that leverages dual credit and early learning opportunities to transfer into their chosen institution of higher education in the most efficient manner possible.

One of the consistent concerns of many stakeholders is that as a state we are not effectively reaching students, especially in the more remote and rural areas of the state. The academic coaches are intended to be people from the community who can credibly relay the value of higher education with their community. The other key focus of the academic coaches will be strengthening the dual credit programs in each county and assisting students and families with advising and support of degree completion.

Advising/Counseling (From Work Group 2 – Access and Affordability)

Continued focus on college and career advising at the secondary level with emphasis on providing information to students about the types of career available (technical and academic) and the courses or credentials necessary to prepare in the various fields.

Advising/Counseling (American Indian Education Committee)

CURRENT

- Lapwai High School utilizes intentional advising that promotes culturally responsive practices that include increased parent and community engagement. This also includes a mandatory one semester college and career pathway course for all

seniors. Career pathway plans are also instituted at the eighth grade level and are revised yearly with the college and career counselor.

RECOMMENDATIONS:

- Transitional programs emphasizing strong first year support systems. A seamless system between the high school and IHE recruitment office is needed to facilitate transition. Use of local mentoring and guidance for the transition years from high school to college. Begin college and career planning and transition strategies during key periods such as sixth grade, eighth grade, high school, and college.
- Increased FAFSA help and more relevant campus visits to demystify the fear of college.
- Expand funding for college and career awareness so students have access to opportunities. Also more tailored consideration given to special education students to replicate support services within the transition period.
- Qualified college and career counselors who work in tandem with Tribal Education Departments to support students.

Postsecondary Pathways (Randall Brumfield)

Develop early, flexible postsecondary pathways for middle-level and/or high school students with the inclusion of dual credit and other college and career experiences.

Counseling/Advising (Randall Brumfield)

Integrate consistent use of English and Math ISAT data from 8th grade and 10th grade in an effort to more effectively guide/place students in appropriate postsecondary prep curriculum sequencing (e.g., academic pathways), so as to help reduce the likelihood for remediation in these areas at the college level.

Advanced Opportunities

Dual Credit Quality (Park Price)

The quality of dual credit courses varies widely. Too many students who have dual credit credits find their credits are not accepted at post-secondary institutions or find themselves in remediation despite having taken the “college level” class in high school. Common course numbering should be adopted throughout Idaho to maximize credit transferability.

Dual credit courses need to meet established standards as to content and instructional quality in order to qualify for credit. Where local instructional competency is not available, courses should be delivered through IDLA.

Success is measured by the percentage of dual credit courses accepted by Idaho’s post-secondary institutions.

Dual Credit (Bessie Katsilometes)

Recalibrate dual credit program to provide intrusive advising/guided pathways for college articulation by applying credits earned to admission core/general education requirements; apply unused funding in dual credit program to pay for students taking

summer courses at community colleges to complete certificates in Career Technical Education (CTE) or associate's degrees and also at universities/colleges with associate degree programs; and offer extensive dual credit options to mirror academic dual credit opportunities.

Access/Affordability

Scholarship (Chuck Staben)

Fund 2 years of the Opportunity Scholarship in the coming year. Use the “extra year” to commit to scholarships at the time Direct Admit letters are sent.

- Consider a change in the Opportunity Scholarship program to incentivize college-going behaviors by direct scholarships to K12 students using a platform like Raise.me

Expand Opportunity Scholarship (Bessie Katsilometes)

Expand Opportunity Scholarship program to encompass best practices proven successful by Indiana *Twenty-first Century Scholars* program, *Tennessee Promise* program, and *Achieving Collegiate Excellence and Success (ACES)* program in Montgomery County, MD.

Summer Bridge/Summer Melt

Scale Summer Bridge Program Statewide (Laura Woodworth-Ney)

Implement a Statewide Summer Bridge Program, based on ISU's Bengal Bridge Program. This proposal directly impacts Idaho's low go-on rates and higher education cultural challenges. We must address both of Idaho's challenges: a low go-on rate and a low college attainment rate, and the bridge program does both.

The ISU Summer Bridge Program is a 7-week summer college semester in which incoming “at-risk” students earn college credit toward a degree (<http://www2.isu.edu/success/bengalbridge/>). Bridge students learn within a structured and supportive environment, by way of small class sizes, specialized tutoring, supplemental instruction, and additional engagement opportunities. Bridge students earn 9-10 college credits, including general education and major specific courses, for \$65 per credit. Bridge students live on campus (though some choose not to).

The primary goals of the Bridge Program are to recruit, instruct, and help transition students who have not typically considered university study an option due to economic, academic, cultural, or social disadvantages. The Bridge Program focuses on the student population that faces impediments not just to continuing their education after high school, but getting into college successfully in the first place. This program is tailored to address the issues that lead to higher risks of failure for these students and provides an intensively supported introduction to higher education.

ISU's program has significantly improved retention rates for at-risk students, but could also positively impact all incoming students.

Possible Needs for Implementation:

- Institutions may need support for additional advising, coordination, and/or summer instruction.

- Institutions would need marketing support at the state level to get the word out. ISU could provide information about how the program was marketed and advertised.
- ISU received line-item funding to support this program, and can provide financial data if needed.

The capability to measure retention rates at the state level already exists to support this initiative, but some reports/dashboards may need to be produced to support the tracking of the Statewide Bridge Program.

Summer Melt (From Work Group 2 – Access and Affordability)

Statewide coordinated efforts to mitigate summer melt

Bridge the gap between graduation and postsecondary admissions (Tracie Bent)

Scale up programs that leverage the summer months to keep students engaged and prepared for full postsecondary admissions in the following academic year. Programs would make contact with students prior to graduating from high school and then maintain some form of contact or activities throughout the summer months and student enrollment and orientation in the fall. Strategies could include:

- Statewide Programs targeted toward activities to reduce “Summer Melt” for students who have indicated in 12th grade that they intend to “go-on” to some form of postsecondary education through a partnership with the local school and the postsecondary institutions (leverage transition coordinators – postsecondary staff in the high schools)
- Scale up proven effective summer bridge programs, bridge programs could range from those targeted at providing incoming freshmen with the tools to jumpstart their first year of college (including credit bearing courses), developmental bridge programs that use the summer to provide additional support and co-requisite remedial courses in areas where incoming freshmen may need additional support, or programs targeted to specific degree areas that provide incoming freshmen with an introduction to postsecondary academic expectations and added support for completing identified program specific gateway courses such as math. Examples include:
 - College of Southern Idaho – Bridge to Success Summer Bridge Program
 - Idaho State University - Bengal Bridge Program
 - Boise State University – Bridge to Boise State (academically motivated STEM students)
 - University of Idaho – Bridge Idaho (TRIO Program)
 - Georgia State University – Summer Success Academy

Counseling/Advising (Postsecondary) - Remediation

Co-Requisite and Year Long Math and English offered in the dual credit model across the state. (Rick MacLennan)

Scope: By making college-level math and English courses delivered in the co-requisite or year-long in the dual credit model across Idaho, students coming into college will bypass the need for remediation, gain the confidence that they are college material and

begin their studies as they leave high school and enroll in Idaho colleges and universities.

Research continues to show that one of the largest barriers to retention and completion is the successful completion of college English and Math. Creating a model within dual credit where students are afforded an entire year to complete college math, gives students more time for subject mastery. In addition, providing a co-requisite model within dual credit in the semester model would allow students additional academic support and provide more opportunities for successful completion of these gateway courses.

Providing opportunities for successful completion of college level Math and English within the dual credit offerings greatly minimizes the tension between higher education and K-12 that students are not college ready and unprepared. This model would further contribute to a college-going culture, proving to students who are not self-selecting themselves as college material they need to give college a chance, their biggest roadblock to starting and thus finishing a program, is no longer a roadblock.

Improve year 1-2 retention (Superintendent Ybarra)

Objective: translate access to success for students at Idaho's 2- and 4-year colleges and universities

Topics to be addressed include:

- Idaho currently ranks 43rd nationally in 1-2 year retention in 4-year universities (72%) and 46th in 2-year universities (48%)
(<http://www.higheredinfo.org/stateprofile/index.php?report=083708ce4cd3d654ac83ad494e01c867>)
- Rearrange existing resources to focus on first year programs
- Ensure that first time students with sufficient dual credits to be considered transfers are treated as freshmen for purposes of programs that help students transition to college

Advising (Laura Woodworth-Ney)

Increase and Expand Proactive Advising with a Consistent Model Statewide, Focus on Degree Attainment and Equity Gaps

Expand and standardize "intrusive" or "proactive" advising statewide, based on programs at North Idaho College, Lewis and Clark State College, Idaho State University and others. The focus of this statewide strategy would be pathways to attainment, including the Complete College America Game Changer "Fifteen to Finish." The focus on using targeted advising also supports both the Complete College America and Lumina Foundation's emphases on closing equity gaps in higher education, such as the enduring gaps for Hispanic and Native American populations, and could result in additional state partnerships.

Proactive “case-management” advising provides crucial, just-in-time information and assistance to students. With “case management” advising, academic advisors initially assess each student’s declared area of interest, test scores, and dual enrollment credits to provide individualized class schedules and support systems in order to start students off on the right track. After a first visit, advisors use a variety of media to foster and maintain an advising relationship with each student within their cohort, initiating contact at numerous points each semester to address individual issues (low grades; attendance problems; internship and job opportunities; connections to resources; etc.) as well as to keep students apprised of upcoming academic deadlines (FAFSA, course withdrawal, declaring a major, developing a viable four-year plan, applying for scholarships, etc.). Advisors contact their student cohorts via phone calls, text messages, in-person meetings, social media (Facebook, Snapchat, Instagram, and Twitter), and other online platforms to support each student’s academic progress.

Increasing proactive case management advising in the high schools and early on in a student’s college experience will help ensure that he or she is able to navigate the many unforeseen stumbling blocks first semester students often encounter. Expanding this advising for several semesters will help ensure a clear and straight-forward academic path, decreasing student costs and increasing degree completion statewide.

Possible needs for implementation:

- Institutions may need support to hire additional advisors and/or academic coaches.
- Institutions may need support for specific populations to address equity gaps.
- A statewide degree audit system would also be highly desirable as part of this approach.
- System-wide/state data would need to be produced at the population level to determine impact on equity gaps.
- System-wide accountability measures would need to be aligned with the advising and equity goals.

Major effort on counseling at institutions of higher education. (Skip Oppenheimer)

Integrated strategy around retention, selecting majors based on interest and job opportunities.

Advising Service (Chuck Staben)

Fund a statewide advising service, technology-enabled to be as scalable as possible. Probable cost is \$1M per year.

Retention and Completion (Tracie Bent)

Develop and implement programs targeting retention and on-time completion of traditional and nontraditional students. Programs focused on traditional student would include strategies for creating a meaningful first year experience, integrate intentional advising using a predictive analytics system/tool and incentives or pathways for students to complete 30 credits or more per year. Programs targeting nontraditional students would focus on adults with some credits who did not complete a certificate or degree. These programs would identify and reach out to adult learners and provide

schedules and supports specifically designed for adults. Strategies would focus on structured schedules/evening courses, advising and supports targeted toward adult students, a statewide framework for assessing and granting credit for prior learning and accelerated programs. Strategies could include:

- Math Pathways – Rigorous Math Pathways that align with the skills and knowledge necessary for success in students chosen programs of study. Ensure students complete gateway math in the first year.
- Co-requisite Remediation (CCA Game Changer)
- 15 to Finish or 30 credits in per year – Incentivize students to attend full-time and ensure that full-time means 15 credits per semester. Use banded tuition so 15 credits per semester cost students no more than 12 credits. Cap degree credit requirements (120 for bachelor's and 60 for associate) to ensure degrees can be completed on time. Ensure college credits can be transferred. (CCA Game Changer)
- Structured Schedules – Help working students balance jobs and schools by using structured scheduling of classes to add predictability, enabling more students to attend full-time and shortening time to completion (CCA Game Changer)
- Guided Pathways to Success – Enabled by technology, default all students into highly structured degree plans. Start student in limited number of “meta majors.” Map out each semester of study for the entire program. Use built-in early warning systems to alert advisers when students fall behind to ensure efficient intervention (CCA Game Changer)
- Intrusive advising and degree audit system (predictive analytics)
- Re-engagement to re-enrollment (Boise State University Stop-out Program)

Intentional Advising (From Work Group 2 – Access and Affordability)

Intentional Advising at the Postsecondary Level (student predictive analytics tool – statewide)

Intentional Advising (Randall Brumfield)

Implement a comprehensive statewide postsecondary degree audit system that can help students, counselors, faculty, and advisors better understand student-level progress in their intended pathway, and, toward completing degree/certificate requirements at any Idaho public institution; this would also aid the State Board of Education in the collection/reporting of student progression and completion data for institutions and their respective programs.

Student Advising (Bessie Katsilometes)

Model a system-wide student advising program based on data analytics similar to *eAdvisor* at Arizona State University, wherein analytical framework enables advisors to help student chart an academic and career path for each student through developing criteria predictive of student success in each major, allowing universities/colleges to offer courses and seats that student must have to complete majors on time, and tracking patterns of success for large student populations (Designing the New American University, M.M. Crow & W. B. Dabars, 2015)

Adult Completers

Postsecondary Re-enrollment (From Work Group 2 – Access and Affordability)

Stop-out programs to recruit and retain individuals with some credits and no degree who “stop-out”

Workforce Alignment

Workforce skills alignment (Park Price)

In order to align the needs of Idaho’s employers with the skills being taught in post-secondary institutions, the SBOE should appoint a permanent workforce committee to work with industry and the IDOL to ensure alignment of the needs of employers with the skills being taught in post-secondary institutions. This is not to be job specific skills, but skills that apply broadly to most employers.

Original Areas Identified by Work Group and Discussed

Advising/Counseling (K-12)

College and Career Advising (K-12)

- Career/Degree Pathways
- Tennessee Achieves (Mentor Program)
- Indiana 21st Century Scholars Program (Structured program of activities starting in grade 9)

Secondary Completions

- Maximizing the Senior Year
- Certificate or Degree at Graduation
- Summer Melt
- High School to College Bridge Programs/Parent Academies

Postsecondary Advising/Retention/Completion

Postsecondary Retention

- First Year Experience
- Intentional Advising/Predictive Analytics System

On-Time Completion

- Transfer and Articulation/Common Course Numbering
- Incentives (“15 to Finish” or 30 credits per year)
- Trimesters

Five Game Changers

- Math Pathways
- Co-requisite Remediation
- 15 to Finish
- Structured Schedules
- Guided Pathways to Success (GPS)

Non-Completers (Adult Completers)

- BSU Stop-out Program
- Structured Schedules/Evening Course Offerings
- Incentives/reduced fees

Other

Outreach to parents/Change the Culture

Recommendation Considerations/Questions

- Will this move the needle on the Work Groups identified system measures of success?
- Is it actionable?
- Is it scalable?
- Can it be used to leverage one or more of the other recommendations/areas?
- What does success look like for this recommendation?
- Many of these recommendations require significant investment in human and financial resources. Will the results be worth the investment?

Work Group Identified System Measures of Success

Measures based on IPEDS definitions for comparability to institutions in other states.

- Go-on Rates
- Retention Rates
- Remediation Rates
- Completion Rates (Graduation 150% of time)