STRONG START
TO FINISH
Building momentum for postsecondary success

EDUCATION COMMISSION
OF THE STATES
Your education policy team.

State University of New York: Early Progress

LEARNING FROM
THE REFORM
from **STRONG START TO FINISH**

August 2020

Acknowledgements

About Strong Start to Finish

Right now, a first-year student sits in a college classroom being ill-served by remedial math.
And if we fail them, they most likely will not earn their degree. There is a persistent trend among students placed in remedial or developmental courses—particularly math and English. They are not completing the courses and, in most cases, should not be taking them in the first place. This should not be their path.

We are a network of like-minded individuals and organizations from the policy, research, and practice spaces who've come together for one reason—to help all students, not just the select few, find success in postsecondary education.

Strong Start to Finish, an initiative of Education Commission of the States, was created to better the chances of low-income students, students of color, and returning adult students to create a fundamental shift in the outcome of their college journey. We have networked higher education leaders, policy entrepreneurs, institutions, and technical assistance providers to drive toward an outcome where all students pass their first credit-bearing English and math courses during the first year of study.

Introduction

SUNY has been building momentum for developmental education reform for several years, using existing student success strategies—Guided Pathways, Math Pathways, and the Developmental English Corequisite Initiative. The system is expanding and refining all of these high-impact, evidence-based initiatives to bring transformational change to scale.

Based on the American Association of Community Colleges (AACC) Guided Pathways Institute model, SUNY's Guided Pathways work has expanded across the state and serves 155,000 students, representing 78% of all SUNY community college students, at 18 campuses, including the seven largest. The system has been involved with Carnegie Math Pathways reforms for several years and now offers Quantway/Statway courses at 28 participating SUNY campuses, with the goal of serving more than 20,000 students by 2021. The number of institutions using English corequisite models, such as the Accelerated Learning Program, is expected to expand to be systemwide, adding 20,000 students by 2021. Key next steps in continuing to build momentum at SUNY institutions involve scaling and expanding implementation of the existing strategies.

Timeline of Reform	
2012	Remediation Taskforce Report
2012	SUNY Training and Education in Advanced Manufacturing (SUNY TEAM)
2015	Begin implementation of Carnegie Math Pathways Model
2015	First SUNY participation in AACC Guided Pathways
2017	Symposium on Accelerating Developmental English
2018	Launch of SUNY-Strong Start to Finish

SUNY is using its SSTF resources to support implementation and scale of corequisite gateway math courses, alternative multiple measures placement processes, and significant investment in change leadership strategies for faculty and staff to sustain this work over time.

Under the SUNY Strong Start to Finish framework, these reform strategies are becoming more integrated, with the goal of maximizing their impact at scale. All 30 SUNY community colleges are participating in the project, as well as eight technology and comprehensive colleges. Together these 38 institutions enroll more than 236,000 students and serve substantial percentages of underserved students—42% low-income, 28% students of color, and 25% returning adults.

To expand these success initiatives, SUNY has prioritized three action areas:

1. Accelerating and scaling up Guided Pathways reform

2. Spreading the Carnegie Math Pathways and targeted interventions across the SUNY system

3. Expanding the corequisite Accelerated Learning Program (ALP)

SUNY has also prioritized the overall adoption of the Core Principles for Transforming Remediation within a Comprehensive Student Success Strategy, which are informed by a wide range of stakeholders to discuss developmental education reform within larger strategies designed for student success. The ultimate goal is to bring these evidence-based strategies to scale. To support this transformation, project

activities/supports provide a range of opportunities for professional development and training, regional and statewide convenings, development of new coursework, and consulting expertise. Each participating institution has committed to pursuing implementation of one or more of the core principles and most, if not all, colleges are involved in at least one of the three student success strategies, but they do not necessarily participate in every component. For example,

- All 38 participating colleges are focused on adopting one or more of the core principles and participating in statewide technical assistance supports;

- The 18 colleges that are implementing Guided Pathways attend a series of Institutes to learn strategies and benefit from expert guidance;

- The 28 colleges participating in Math Pathways participate in a range of state and regional convenings and trainings;

- The 27 colleges in the Developmental English Corequisite Learning Community attend regional meetings to share their experiences.

These institutions are supported by a Leadership Team as the primary governance structure for the project, with regular meetings led by the Senior Vice Chancellor to set project goals and review the status of project deliverables. An Advisory Council consisting of project leads for each of the five strategies—generally faculty and administrators from participating institutions—provides feedback on institutional action plans and helps identify authentic areas of potential collaboration. The project also includes national partners such as the Community College Research Center (CCRC), Achieving the Dream, Carnegie Math Pathways, SOVA Solutions, Jobs for the Future, and other experts. These partners provide technical assistance, guidance on research and evaluation, professional development, and individualized campus support. The Leadership Team, Advisory Council, and national partners meet annually to review progress and determine goals for the future. These activities are coordinated with the New York State Student Success Center (NYSSS).

The following sections describe the context of reform within the state, the current status of project activities, and some early insights coming out of the work

Policy Background

SUNY began its reform work with the 2012 SUNY Taskforce on Remediation report and the subsequent math pathways work. Reforms are building on SUNY's comprehensive framework for student success, SUNY Achieve, which includes Guided Pathways, Math Pathways, and English corequisite courses, and structured scheduling, bridge programs, first-year experience programs, early alert systems, and other evidence-based reforms. Overall, SUNY community colleges are seeing a decrease in developmental education student counts.

Guided Pathways

SUNY began laying a foundation for Guided Pathways in New York state over the past several years. College presidents, faculty, and administrators began by reviewing performance data and student success reforms and holding sessions with national experts to learn more about evidence-based strategies. Monroe Community College was selected as one of the original 30 institutions to participate in the AACC Pathways Project and now partners with Mohawk Valley Community College to support the leadership and expansion of the Guided Pathways Institute model into New York State. Eighteen SUNY institutions have since chosen to implement this reform, impacting more than 155,000 students, or 78% of all learners at SUNY's community colleges. Seven of our largest colleges are included in the implementation of Guided Pathways.

Math Pathways

The national Carnegie Math Pathways (CMP) model has been adopted by SUNY and more than 300 faculty and administrators to date. This reform effort, which began in 2015, was based on feedback from the 2012 Remediation Taskforce Report and the data revealing that math was the largest barrier to SUNY student success. This was the first reform launched that established the foundation for reforms that followed.

Over the last five years, the number of SUNY colleges teaching under Math Pathways increased from two pilot campuses to 28 institutions, with more than 300 faculty, administrators, advisors, and tutors teaching this model. From this effort, now using SSTF support, the SUNY System has expanded to include

all corequisite math models and online courses and continues to bring Math Pathways to scale. Overall, more than 20,000 students will be impacted by these courses at the end of 2021. SUNY has established a systemwide community of practice for Math Pathways Quantway/Statway.

Developmental English Learning Community

Following the success of launching Math Pathways, in 2017 SUNY launched a systemwide Developmental English Learning Community to increase the number of accelerated, corequisite models of English, such as the national Accelerated Learning Program (ALP) originating in Baltimore County Community College. ALP provides students the opportunity to take both developmental writing and first-level composition courses in the same semester, with extensive supports, smaller classes, and greater attention to non-academic factors. SUNY selected Onondaga Community College as lead, to support the scale and spread of ALP and other corequisite models in English. In that same year, colleges came together for a Symposium on Accelerating Developmental English, and the Learning Community members hope to build on this work.

Technology Initiatives

In addition, SUNY has been working to improve and expand certificate and associate degree programs in high-need technical fields. In 2012, the SUNY Training and Education in Advanced Manufacturing (SUNY TEAM) was created, with redesigned curricula in 14 programs and fast-track developmental education for adult learners. Further, recent decisions have led to expansion of the P-TECH pathway, where high school students can earn both a high school diploma and a no-cost associate's degree in a STEM field. P-TECH schools span grades 9-14 and enable students to participate in workplace experiences. There are currently almost 40 P-TECHs in the state with more expected over the next few years.

Policy Context

Several SUNY policies provide context for these efforts:

- A general education curriculum at every SUNY campus to provide a foundation for transfer; and

- SUNY's Seamless Transfer effort, including Transfer Paths that describe the lower division requirements for similar majors shared by all SUNY campuses.

The New York State Student Success Center (NYSSS), created in 2016 from funding provided by Jobs for the Future (JFF) and its partners, supports engagement of stakeholders across the state. The Center provides a framework for discussion and events with technical assistance opportunities. This has been critical given the local governance of community colleges in the state, and the fact these types of efforts are voluntary, requiring engagement from all stakeholders.

Substantial changes are occurring toward a culture of student success in SUNY as a result of these key strategies. SUNY SSTF is helping to accelerate implementation at the campus level and disseminating promising practices through the use of consulting expertise, convenings, webinars, funding support, as well as other key support.

Priority Action Areas

The SUNY Strong Start to Finish work builds on existing initiatives supported by project activities including:

- Ongoing professional development/faculty training opportunities;

- Conversation facilitation via conferences, regional meetings, and other convenings; and

- Development of institutional capacity for implementation and data-informed research.

Each institution has chosen one or more aspects of the Core Principles work as their focus. Within this context, funding support is being awarded to two cohorts of institutions to support deeper dives for implementation of these strategies on campus, with the assistance of faculty and administrator mentors who have had experience with at least one of the areas of reform.

Campus Innovation Grants

The project is providing participating colleges with grants ranging from $20,000-$25,000 depending on their cohort, to move the priority student success strategies to scale. The Campus Innovation Grants focus on specific Core Principles, and each college has the opportunity to apply for funding over two years. To receive the funding, colleges must:

- Complete CCRC's Scale of Adoption, which shows "how a college can become a Guided Pathways institution through the implementation of 19 practices";

- Complete an inventory of the institution's previous reform-related work;

- Provide course-level data for English and math; and

- Attend the statewide SUNY-Strong Start to Finish workshops.

Two cohorts were selected for the project, based on the reforms enacted to date and the proposed strategies on which they are focusing. In addition to funding, colleges receive support to implement their strategies of focus from the SSTF project coordinator, technical assistance partners, and the Advisory Council. SSTF colleges developed campus teams to participate in statewide convenings in fall and spring, with technical assistance partners and Advisory Council members to facilitate the meeting sessions.

To begin, cohort criteria were developed. Ten participating colleges made up the first SSTF cohort. The second cohort included the remaining 20 SUNY community colleges and eight SUNY state-operated colleges that participated in either Math Pathways or Developmental English. In September 2018, the SUNY SSTF statewide kickoff meeting was held with the first cohort institutions, to start implementation for the 2018-19 academic year. Both cohorts were invited to attend a webinar and a Placement Workshop in June 2019, and then a Holistic Students Support Workshop in November 2019.

The project includes faculty/administrator mentors that have expertise in at least one of the areas of reform and can serve as a resource for participating colleges. The mentors coordinate with project leaders in each strategy area and design professional development opportunities. For the first cohort, two faculty mentors were identified; additional mentors may join the project as the cohorts move through project implementation. SUNY SSTF will also leverage the NYSSS Coaching Academy to support campus teams.

Guided Pathways Institutes

SUNY's Guided Pathways Project is a statewide strategy focused on building capacity for community colleges to design and implement structured academic and career pathways for all students. Based on research from the CCRC and the national Pathways Project led by the AACC and building on emerging research and experience in the field, this project is designed to dramatically increase completion rates and assist our students to succeed in their higher education goals.

> "Nobody is surprised to hear that college is difficult; that entering college is difficult; that navigating college is difficult; that completing college is difficult; that college can be even more difficult for minorities. Despite how widely known this difficulty is, very few steps have been taken to efficiently address it. Guided Pathways does. Guided Pathways makes college easier to navigate, to succeed in, and to complete, and I think I can speak for most students when I say that any effort to increase accessibility, equity and ease of college is something that I 100% support."
>
> *-Taryn Rackmyer, Student, Mohawk Valley Community College, and Coordinator of Campus Engagement, SUNY Student Assembly*

The Guided Pathways project focuses on building capacity for community colleges to design and implement structured academic and career pathways for all of their students. The SUNY model is an integrated, systemwide approach to student success based on intentionally designed, clear, coherent and structured educational experiences, informed by available evidence, that guide each student from high school to postsecondary entry through to attainment of credentials with value in the labor market.

Monroe Community College was selected as the lead campus based on its participation in the AACC Pathways 1.0 Project and is joined by Mohawk Valley Community College (AACC Pathways 2.0) and Rockland Community College as part of the planning team with SUNY administration.

The format is based on the AACC Pathways Institute model, where colleges participate in several institutes designed to engage five- to seven-person college teams of varying member composition based on the topics. The topics are focused on CCRC's Scale of Adoption Assessment and include clarifying the paths, helping students get on a path and stay on their path, and ensuring students are learning. Each institute focuses on an important aspect of institutional change and pathway design and implementation; each institute requires advance work by the colleges and leads to products developed by the participating college teams, including action plans. The institute format combines discussions with national and state experts, technical assistance, and facilitated discussion and planning sessions for college teams. SUNY supports coaches to facilitate team discussions and implementation during and outside of the Institutes. An alumni program will provide support to the Cohort 1 colleges throughout the duration of Cohort 2. In total, there are 18 participating community colleges:

- Cohort 1 (2018-2019): Corning, Jamestown, Mohawk Valley, Monroe, Onondaga, Orange, Rockland, Suffolk, Tompkins Cortland, and Westchester Community Colleges

- Cohort 2 (2019-2021): Dutchess, Erie, Finger Lakes, Hudson Valley, Jefferson, Schenectady, Ulster, and Nassau Community Colleges

A cross-functional steering team, including representatives from faculty, advisors, academic and student services administrators, IR and IT staff, and other stakeholders, will participate in the second cohort of the upcoming Institutes based on topics. A key component of supporting the team will ensure that team members have access to data regarding student enrollment in—and progress through—Guided Pathways. At a minimum, colleges will monitor key performance indicators for student enrollment and progression each semester, gateway course, and other milestone attainment, and credentials earned by exploratory or "meta-major" and specific programs.

Creating Guided Pathways requires managing and sustaining large-scale transformational change. The work begins with thorough planning, continues through consistent implementation, and depends on ongoing evaluation. The goals are to improve rates of college completion, transfer, and attainment of jobs with value in the labor market—and to achieve equity in those outcomes. Recognizing that some pathways within each college may be more fully developed than others by that point, each pathway should include at a minimum:

- Clearly specified further education and employment goals for every program

- A full-program curriculum map with a default semester-by-semester sequence of courses to complete the program;

- Exploratory or "meta-majors" to help entering students choose a program of study

- Identification of critical courses and other milestones students are expected to attain in each semester;

- Program learning outcomes aligned with the requirements for success in further education and employment, with necessary assessment strategies in place;

- Policies for intentional advising at intake to assist students in selecting a program that is right for them; and

- Policies to provide timely feedback to students when they meet benchmarks or get "off track" in their selected program.

Carnegie Math Pathways

For the 28 colleges participating in Carnegie Math Pathways (CMP), SUNY SSTF is supporting activities that help colleges expand their offerings of Quantway and Statway courses, build institutional research capacity, and increase professional development. SSTF is also supporting colleges in developing new corequisite math and online courses. For example:

- In June 2018, SUNY SSTF hosted a Spring Forum attended by 150 faculty and administrators. The meeting included an intensive three-day training on the substance and implementation of the Quantway/Statway curricula. It also included enrichment sessions on classroom set-up, fundamental prerequisite lessons, and how to support students in collaborative learning.

- In November 2018, SUNY SSTF hosted a Fall Forum with more than 180 faculty and administrators attending; again, this meeting brought together faculty from all SUNY colleges teaching Quantway/Statway to provide networking and enrichment opportunities. SUNY English and math faculty participated in joint sessions.

- In June 2019, the Math Pathways Spring Forum again brought together math faculty, administrators, and advisors looking to explore, implement, and enhance the pathways. A Corequisite Math Workshop was held to focus specifically on how corequisite math models could be utilized within the Math Pathways framework.

In addition to the statewide forums, regional events are routinely held for further professional development and training, supported by SUNY and Carnegie. In December 2018, the first of the regional events was held at Nassau Community College, providing training for more than 80 of their faculty members to teach Quantway/Statway. In the fall of 2019, SUNY provided a webinar series and supported online "Preparing to Teach" sessions for faculty training. The combination of these supports is bringing this work to scale in SUNY.

Developmental English Corequisite Learning Community

SSTF is increasing the number of institutions participating in SUNY's Developmental English Corequisite Learning Community and increasing professional development opportunities through regional and state events. The first cohort included 23 colleges (11 community colleges and four state-operated colleges as well as eight planning colleges); a second cohort launched in spring 2019, increasing the number of participating colleges to 27, with many additional colleges participating in activities.

According to self-reported data for 14 of the community colleges participating in the community of practice, of the students who initially enrolled in standalone developmental writing, only 60% went on to pass developmental writing. In comparison, of the students who initially enrolled in the corequisite ALP courses, 71% passed developmental writing. Additionally, of the students who initially enrolled in standalone developmental writing, 34% went on to pass First-Year Composition. In comparison, of the students who initially enrolled in corequisite ALP courses, 70% went on to pass First-Year Composition.

Colleges in the first cohort attended a statewide convening in January 2018. Subsequently, a number of statewide events have occurred. For example:

- A meeting was held November 2018 in Saratoga Springs to bring together math and English faculty across the state on cross-curricular strategies for teaching reading in remedial courses;

- Another convening was held in January 2019 to hear from experts and develop plans for the upcoming year; and,

- In March 2019, a session was held at Onondaga Community College that focused on how trauma and adversity affect resilience among community college students and how faculty can incorporate trauma-sensitive instruction.

Learning Community institutions are participating in multiple regional events at which they share strategies to implement the ALP and other English corequisite models, hear from experts in the field, and develop specific plans and timelines for implementation. Often these include faculty training workshops on ALP.

In spring 2018, four regional faculty training workshops focused on two topics essential to corequisite instruction – backwards design of developmental education writing curricula and integrated reading and writing. In October 2018, a faculty training workshop was held at Mohawk Community College, focusing on the structural components of corequisite programs, adoption of a backwards curriculum design, cross-curricular strategies for teaching reading, and students' non-cognitive struggles. Similar trainings were held in November 2018 at Westchester Community College, in February 2019 at Jamestown Community College, and in March 2019 at Niagara Community College.

Other Project Activities

Throughout the project, webinars and workshops are being held as additional professional development opportunities, led by the Advisory Council and the technical assistance partners to bring this work to scale across SUNY. For example:

- In November 2018, CCRC hosted a webinar on Student Assessment and Placement Systems Using Multiple Measures;

- This was followed by a Developmental and Corequisite English Update presentation in March 2019, given by the SUNY Developmental English Statewide Project Director;

- In April 2019, a Corequisite Course Development presentation hosted by Carnegie Math Pathways featured an overview of corequisite course development work to date; and

- In June 2019, a workshop for participating college teams was held on placement, with national and state speakers addressing multiple measures approaches.

In May 2019, an online Workplace group was established for participating colleges to share projects, updates, and appropriate information. The project team has found that combining in-person and virtual technical assistance helps avoid "initiative fatigue."

Multiple Measures Placement

Now, with additional support from SSTF, SUNY will be launching a specific support effort for multiple measures placement in spring 2020. SUNY will develop recommendations for implementation of multiple measures placement guidelines at both the system and institutional level. Several studies—including a CAPR study entitled "Multiple Measures Placement Using Data Analytics: An Implementation and Early Impacts Report," which featured SUNY colleges—and other national research featured in SSTF Points of Interest have shown that traditional placement with testing disadvantages students and widens the achievement gap for students of color and low-income students. In order to change the focus from high stakes testing, as well as further the initial work begun systemwide on placement with SSTF, SUNY seeks to accelerate its multiple measures placement policy work for SSTF colleges over the next two years, using statewide technical assistance from national researchers, campus implementation experts, and working groups of SUNY stakeholders.

Successes, Challenges and Lessons

Successes to Date

The primary factor contributing to progress toward SUNY's goals is the further identification of what works at scale. This has been determined by individual campus results, assessment of trends and the feedback received directly from colleges, national experts, and various stakeholders involved in the Strong Start to Finish effort. That assessment and continuous feedback has helped SUNY support the needs of its students and colleges at the individual level and statewide.

Other important factors are the continued investment of resources into evidence-based student success strategies that established an infrastructure early on. The continuity of support, a focus on campus-led work—including Guided Pathways, Math Pathways, and the Developmental English Learning Community—and a focus on the recently revised Core Principles, has given the work applicability in the field and results for student success. The focus on these strategies has created an energy and

commitment within the colleges for leading change. They are focused on integrating their strategies to better serve their students, even as they are dealing with a rapid move to remote learning.

SUNY's 38 participating colleges are focusing on using research to better support multiple measures placement strategies, holistic student supports, and change leadership. Of the participating colleges, 28 colleges are participating in Math Pathways, 27 colleges are participating in Developmental English, and 18 are participating in Guided Pathways. The synergies between the colleges involved are exciting and continue to grow through integration with SSTF statewide technical assistance.

SUNY continues to build momentum around these strategies and the Core Principles by engaging our colleges in developing targeted campus innovation projects and technical assistance. By engaging all 38 participating colleges, SUNY will be able to accelerate our current strategies to increase the number of students taking and completing gateway math and English in their first year, ultimately improving graduation and transfer rates.

Challenges

Many of the reform efforts are already in progress, so one of the major challenges was finding the staffing needed to support professional development activities (i.e., someone qualified to coordinate technical assistance, the campus innovation projects, and general grants management). Now with a full-time Project Manager and a part-time Math Pathways Manager, SUNY has been able to further support our participating colleges. In addition, there have been some difficulties in rolling out the cohorts. SUNY initially planned to have three cohorts. The decision was made to consolidate into two cohorts to make it possible to collect course-level data on gateway math and English.

Another recommendation is to lead with data early on in the project and further engage students in the process. For example, two SUNY Student Assembly leaders were asked to attend Guided Pathways Institutes and present their findings to their colleagues, which resulted in a resolution supporting implementation of Guided Pathways across the entire SUNY System.

Early Outcomes

In the spring of 2018, after a competitive selection process, SUNY was awarded $2.1 million to implement developmental education reform efforts at scale. SUNY began implementing reform efforts by the fall semester with the goal of increasing the number and proportion of students completing both college-level (gateway) math and English courses in the student's first year of study. The data provided here serve as a baseline against which the progress of the grant may be made.

Figure 1:

39%	Math & English Completion Rate in the First Year of Study

Low-Income Students	Adult Students

Low-Income Students

41%

59%

■ Completed   ■ Yet to Completed

Adult Students

42%

58%
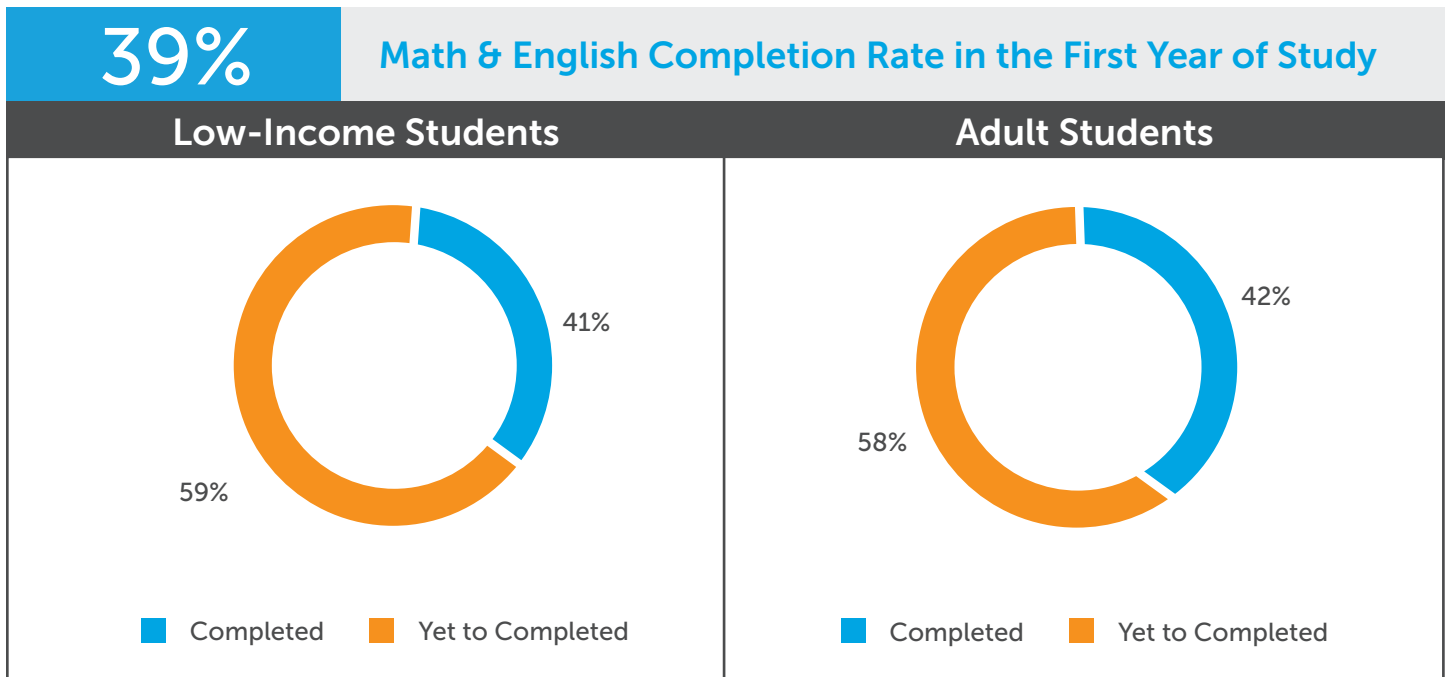
■ Completed   ■ Yet to Completed

Figure 1. Gateway math & English completion in the first year of study rates overall and for low-income and adult students: Fall 2018 cohort.

For the cohort starting in the fall of 2018, 39% completed a gateway math and English course in their first year of study. Completion rates were 37% for low-income students and 42% for adult students.
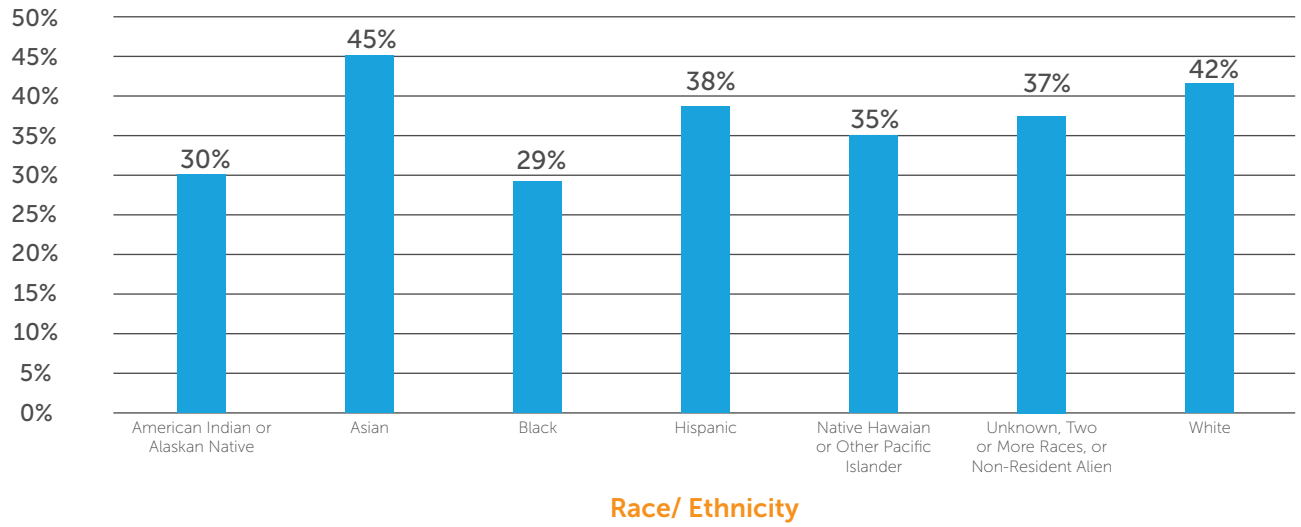
Figure 2:

Figure 2. Gateway math & English completion in the first year of study rates by race/ethnicity: Fall 2018 cohort.

When examined by a student's race or ethnicity, completion rates varied for students who identified as American Indian or Alaskan Native (30%); Asian (45%); Black (29%); Hispanic (38%); Native Hawaiian or Other Pacific Islander (35%); Unknown, Two or more races or Non-resident Alien (37%); or White (42%).

Next Steps

To date, SUNY SSTF has centered its work on regional support and state convenings, trainings, and workshops with ongoing technical assistance, webinars, and other targeted activities and campus implementation funding. All of these activities have supported the three key student success and Core Principles strategies, and similar activities will continue in the next year.

Campus Innovation Grants

In spring 2020, both cohorts are working toward completing their work plans and supporting additional key strategies and Core Principles implementation. By 2021, substantial work will have been done on all campuses to implement the strategies.

Convenings and Training

The opportunities for in-person convening and training will continue through SUNY Guided Pathways Institutes, a Math Pathways Forum, state and regional events for the Developmental English Corequisite Learning Community, as well as Semi Annual P-TECH Convenings. COVID-19 has made the need to support virtual meetings, webinars, and office hours, as well as remote learning and student success, a strategic direction for SSTF-supported efforts at SUNY and across the nation. SUNY's student success strategies are more important than ever in the face of the challenges brought to students as a result of COVID-19.

Data Development

As we continue to scale up systemwide reform efforts, it is increasingly important that campus and System SSTF leads work in partnership with institutional research (IR) liaisons to ensure that the way in which student outcome measures are collected and reported mirror programmatic work aiming to transition away from remediation to new and improved gateway courses, including models that couple credit-bearing courses with non-credit-bearing corequisite supports. In this transition, it is important that data system structures adequately allow for program leads to extract useful data to evaluate new reform strategies and compare student outcomes for students who have been impacted by innovative SSTF strategies

versus students in traditional prerequisite non-gateway courses. In addition, policies and data reporting requirements need to be reexamined in order to maximize the great value of systems in facilitating the transfer of credits across institutions—reducing costs to students and expediting time to degree. Work is now underway to formally engage IR partners in the SSTF reform to identify institutional and system needs and solutions as reform efforts progress.

Looking forward, SUNY has prioritized increased use of course maps at the institutions, with the hope of fostering better communication across departments. Specific gateway course workshops have been planned for math and English faculty. The project team plans to administer a placement and corequisite adoption survey and CCRC's Scale of Adoption Assessment to all participating colleges by winter 2020/2021. As the project progresses, the various reform strategies will reach an increasing number of first-year students across the state, enabling more of those students to succeed in their gateway math and English courses and beyond.