

Corequisite Implementation Action Plan

Part One

For Presentation to the

Nevada Board of Regents

Academic, Research and Student Affairs Committee

September 10, 2020



Corequisite Action Plan: Part One

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Introduction: Implementation of Corequisite Math & English

Traditional remediation does not work. For many years far too many NSHE students have entered into long pathways of traditional developmental education that instead of opening the door to college access, have closed it. For the thousands of students that enter traditional remediation each year within NSHE few will graduate, often due to the increased cost and time required to engage in traditional developmental education. Historically, for every 100 students that are placed into traditional developmental education within NSHE's community colleges, only eight will graduate. The remaining 92 students will have either dropped out or will remain spiraling in the system accumulating additional costs and time. An 8% graduation rate is unacceptable and prompted comprehensive change in NSHE policy.

Recognizing both NSHE institutional data and growing national research supporting reform in remediation, the NSHE Board of Regents adopted a milestone policy eliminating traditional remediation pathways. The NSHE Corequisite and College-Ready Gateway Policy (<u>Title 4</u>, <u>Chapter 16</u>, <u>Section 1</u>) requires all students to be enrolled in college-level gateway English and math courses in their initial year of enrollment, with or without corequisite support, effective Fall 2021. Corequisite instruction is a nationwide movement of delivering just-in-time support for college-level coursework in place of traditional remediation.

NSHE Corequisite Implementation Taskforce

Since the policy's passage in June 2019, System leadership established a statewide Corequisite Implementation Task Force. The purpose of this Task Force is to tackle the challenges of bringing corequisite reform to scale in a manner that utilizes collective impact, consistency, and national best practice. The Task Force is charged with the development of a comprehensive NSHE Corequisite Implementation Action Plan and to engage in assessment activities that will prompt continuous improvement following the initial implementation of the corequisite policy.

The Task Force includes individuals from each of NSHE's seven teaching institutions: a math faculty lead, an English faculty lead, an advising lead, and administrative staff leads from areas of immediate impact (admissions, registrar, etc.). The following representatives make up the NSHE Corequisite Implementation Task Force:

- Elaine Bunker, Associate Director of Composition, UNLV
- Zhijian Wu, Department Chair, Mathematics, UNLV
- Laurel Pritchard, Vice Provost for Undergraduate Education, UNLV
- Jeffrey Orgera, Associate Vice Provost for Student Success, UNLV
- Jane Detweiler, Director, Writing & Speaking Initiative, UNR
- Jeff Mortensen, Associate Department Chair & Core Mathematics Director, UNR
- Heather Turk, Registrar, UNR
- Emily Borthwick-Wong, Interim Executive Director, University Advising, UNR
- David Shintani, Vice Provost for Undergraduate Education, UNR



- Joanna Shearer, Associate Department Chair, Department of English, NSC
- Seth Churchman, Mathematics Lecturer, NSC
- Andrea Martin, Director of Admissions & Recruitment, NSC
- Alex Kunkle, Director, Academic Advising, NSC
- Levia Hayes, Department Chair, Department of English, CSN
- Patrick Villa, Mathematics Professor, CSN
- Bernadette Lopez-Garrett, Registrar, CSN
- Lee Willis, Coordinator, Academic Advising, CSN
- Evi Buell, Department of Chair, Arts & Letters, GBC
- Jinho Jung, Department Chair, Mathematics, GBC
- Melissa Risi, Registrar, GBC •
- Jennifer Brown, Director, Advisement & Retention, GBC •
- Molly Maynard, Reading Professor & Coordinator, English Department, TMCC •
- Anne Flesher, Dean, Mathematics & Physical Sciences Division, TMCC •
- Julie Ellsworth, Dean of Sciences, TMCC •
- Natalie Brown, Executive Director, Advising & Access Services, TMCC •
- Jessica Rowe, English Professor, WNC •
- Erik York, Mathematics Professor, WNC •
- Diane Hillard, Registrar, WNC
- Scott Morrison, Academic Director, Liberal Arts, WNC
- Piper McCarthy, Director, Counseling Services, WNC
- Crystal Abba, Vice Chancellor, Academic & Student Affairs, NSHE
- James McCoy, Asst. Vice Chancellor & Director of Corequisite Implementation, NSHE
- Theo Meek, Research Scholar, NSHE •

The members of the NSHE Corequisite Implementation Task Force have made significant progress over the last year in working through a variety of challenges to bring quality and consistency to the overall implementation of the corequisite policy across all seven NSHE teaching institutions. The Task Force agreed to implement the corequisite policy with consistency across the math and English disciplines specific to student placement, corequisite course pathways, and student learning assessment. Additionally, the Task Force decided to implement common strategies with student advising, communication and enrollment enforcement.

NSHE Corequisite Implementation Action Plan Structure

While many of the Task Force objectives are now accomplished, due to the recent pandemic and with most faculty being off contract over the summer months, some implementation decisions are still pending. As such, the Task Force determined that it would be best to divide the comprehensive NSHE Corequisite Implementation Action Plan into two parts: Part One and

Part Two. Taking this approach allows the Task Force to stay the course with the implementation timeline as noted in the policy while also giving the Task Force more time to work through the remaining areas of implementation now that faculty are back on contract. This approach is also important for the Task Force to remain accountable to the grant funders who have provided NSHE institutions with grant dollars to support the corequisite implementation efforts.

What follows is Part One of the NSHE Corequisite Implementation Action Plan. Part One of the action plan represents the *current* outcomes of the *system-wide* approach to the implementation of the corequisite policy in the following categories: math and English corequisite pathways, placement, and learning outcome assessment. Additionally, a system-wide approach is detailed out in the context of faculty training & professional development, student advising, and communication. Part One of the action plan concludes with a preview of what will be included in Part Two of the action plan. The full NSHE Corequisite Implementation Action Plan (Part One and Part Two) will be brought to the Board of Regents in December 2020.



English – Part One

Drafted by the English Discipline Subgroup

(ACADEMIC, RESEARCH AND STUDENT AFFAIRS COMMITTEE 09/10/20) Ref. ARSA-9a, Page 6 of 25



Corequisite English - Part One

The following information represents a current snapshot of the *system-wide* approach to the implementation of the corequisite policy for English Composition. The NSHE Corequisite Implementation Task Force reached consensus in the following areas: English corequisite placement, pathways, and student learning outcome assessment.

Corequisite English Placement

Students with relevant standardized test scores will be placed into English classes based on the policy in the NSHE Board of Regents' *Handbook* (<u>Title 4, Chapter 16, Section 1</u>). Students who meet and/or exceed the following scores place directly into ENG 101 and will be exempt from any English corequisite requirement: ACT English score of 18 or higher, SAT Reading & Writing Score of 480 or higher, Smarter Balanced Score of 2583 or higher or a PARCC score of 4 or higher.

Recent high school graduates who meet or exceed the minimum English score on any of the college readiness assessments noted above will be placed into English 101 providing that the student has adhered to the 12th grade conditions noted in the NSHE Board of Regents' *Handbook* (Title 4, Chapter 16, Section 1).

Additionally, students without relevant standardized test scores may be placed in English classes using a variety of additional supplemental placement measures depending on the institution. These placement measures include an evaluation of student portfolios, Accuplacer, and other multiple measure variables as defined through a directed self-placement questionnaire. Students who do not meet the placement standards for direct entry into the gateway ENG 101 course will be automatically placed into the corequisite English course.

English course placement information will be shared with students through course descriptions in the catalog, new student orientations, and communication from an institution's testing center, advising center, and/or the English department.

English Pathways

There are three parallel gateway English pathways for students. Pathway One is for students who are college ready for English and do *not* need additional English support. These students will enroll in directly into the English gateway course (English 101) for three credits at all NSHE institutions. Pathway Two is for students at UNR and UNLV who need additional support. These students will enroll in English 101 for three credits along with English corequisite support labs for two credits. Pathway Three is for students at NSC and the community colleges. These students will enroll in English 100, a five-credit gateway English class that includes *embedded* corequisite English support. The English 100 course is equivalent to English 101 and offers

additional embedded support with reading and editing skills for students. The following visual is an illustration of the three parallel gateway English pathways for students.



All students who successfully complete ENG 100 or ENG 101 will be prepared to enter into English 102.

Institution	English 100 Credits
CSN, GBC, TMCC, & WNC	5 Credits (3 gateway English credits
	+ 2 credits of Embedded English support)
Nevada State College	5 Credits (3 gateway English credits
	+ 2 credits of Embedded English support)

UNR and UNLV will offer ENG 100 for 3 credits plus 2 additional credits of lab support based on student placement. The credits for the English corequisite course(s) are noted in the following table:

Institution	English 100 Credits
UNR	5 Credits (3 gateway English credits
	+ 2 credits of lab support) *
UNLV	5 Credits (3 gateway English credits
	+ 2 credits of lab support) **

* For UNR, students who place into ENG 100 will also be placed into one corequisite credit of ENG 100L (Composition Lab) and one corequisite credit of ENG105L (Critical Reading Lab) in their first semester.

**For UNLV, students who place into ENG 100 may also be placed into both 100L (Composition Lab) and 105L (Critical Reading Lab), but UNLV is also exploring placement options that would identify when students might only need one lab or the other.

The English corequisite course will be offered in a variety of different formats depending on institutional resources and the range of student needs. Whether offered as a stand-alone course (community colleges and NSC) or with required corequisite support labs (universities); all versions of the English corequisite course will allow students to fulfill the requirements for English 101 within one semester.

Student Learning Outcome Assessment

Student learning outcomes are statements that indicate what students will know or be able to do after they have completed a course. It is very important for faculty to assess the outcomes of student learning on a regular basis. This student learning outcome assessment practice provides insight for faculty to discern what students are actually learning and to know where students might be struggling. Based on these assessment results, faculty engage in continuous improvement practices that focus on improving student learning through strategies like re-designing a pedagogical approach or evaluating the efficacy of assignments.

ENG 100 is an enhanced version of ENG 101 and these courses share many of the same student learning outcomes. Student learning outcome assessment for the English 100 corequisite course is centered around assessing a series of common learning outcomes for the course. All ENG 100 classes will address the following skills and competencies:

- Rhetorical Knowledge: students will apply rhetorical concepts such as purpose, audience, and genre to read critically and w rite effectively.
- Critical Thinking, Reading, and Composing: students will use a range of texts and media from diverse genres and authors in order to demonstrate information literacy and analyze, evaluate, summarize, paraphrase, quote, interpret, and synthesize evidence from multiple sources.
- Processes: students will compose texts in multiple genres by applying flexible writing and editing processes.
- Conventions: students will develop their knowledge of sentence structure, punctuation, spelling, citations and documentation, and common academic formats and design features for texts.

Corequisite support, whether offered as part of ENG 100 or as a corequisite support lab, will focus primarily on critical reading strategies, especially as they apply to complex texts, and/or editing skills.

Student learning outcome assessment will follow a similar pattern for both ENG 100 and ENG 101 gateway courses at each institution. English faculty at each institution will determine individual assessment plans based on the following principles:

- Assessment will be based on the evaluation of randomly selected samples of students' writing.
- Assessment instruments will be designed to evaluate the acquisition of the knowledge and skills identified in the student learning outcomes.
- Skills and knowledge gaps identified through assessment will be addressed through faculty-led revision to the curriculum, especially the corequisite support components.
- Assessment plans and reports will be generated and shared in accordance with assessment policies and timelines at each institution.

Regular assessment and evaluation of student learning outcomes will allow the faculty to make curriculum and pedagogy adjustments providing for on-going improvement. Assessment will be completed at the individual institutions each year in accordance with institutional guidelines, which typically require plans that operate on a three-year cycle. Preliminary assessment results will be reviewed by the NSHE Corequisite Implementation English Task Force on an annual basis to identify best practices, collaborate to solve common challenges, and ultimately trigger routine cycles for continuous improvement.



Math – Part One

Drafted by the Math Discipline Subgroup

(ACADEMIC, RESEARCH AND STUDENT AFFAIRS COMMITTEE 09/10/20) Ref. ARSA-9a, Page 11 of 25



Corequisite Math – Part One

The following information represents a current snapshot of the *system-wide* approach to the implementation of the corequisite policy for mathematics. The NSHE Corequisite Implementation Task Force reached consensus in the following areas: math corequisite placement, two common pathways (with a third still pending that will be included in Part Two of the action plan), and student learning outcome assessment.

Corequisite Math Placement

Students with relevant standardized test scores will be placed into math classes based on the policy in the NSHE Board of Regents' *Handbook* (<u>Title 4, Chapter 16, Section 1</u>). Students who meet and/or exceed the following scores may be enrolled directly into college-level Math 120 and will be exempt from any Math 120 corequisite requirement: ACT Mathematics score of 22 or higher, SAT Mathematics Score of 530 or higher, Smarter Balanced Score of 2628 or higher or a PARCC score of 4 or higher.

Recent high school graduates who meet or exceed the minimum math score on any of the college readiness assessments noted above may be placed into Math 120 providing that the student has adhered to the 12th grade conditions noted in the NSHE Board of Regents' *Handbook* (Title 4, Chapter 16, Section 1).

Additionally, students without relevant standardized test scores or who choose to improve their math placement, may be placed in math classes using a variety of additional supplemental placement measures depending on the institution. These placement measures include ALEKS PPL, EdReady, Accuplacer, High School GPA, and other multiple measure variables as defined through a directed self-placement questionnaire. Student's placement scores (e.g. ACT, SAT, Accuplacer, ALEKS PPL, etc.) will be placed into the student's record.

Based on placement outcomes, students who do not place directly into a traditional gateway math course will be placed into the appropriate corequisite math pathway. Math course placement information will be shared with students through course descriptions in the catalog, new student orientations, and communication from an institution's testing center, advising center, and/or the math department.

Math Pathways

The math faculty leads created math pathways based upon a student's declared discipline of study. Currently, the Task Force math leads reached consensus on two overall gateway math pathways (with or without corequisite support): A liberal arts pathway and a STEM pathway.



The math leads are working through a *third* common corequisite gateway math pathway for business and health sciences. The math faculty on the Task Force are discussing the use of Math 124 (College Algebra) as a corequisite math pathway for business students and health sciences students. Currently, three institutions have such a pathway. However, the application of this pathway has been inconsistent across the system for years. Further discussion is necessary to determine the best math pathway for business and health science students.



The community colleges and Nevada State College will offer the Math 120 (liberal arts) corequisite course for 5 credits. This consistency in credits for the corequisite Math 120 course will allow for equity in the outcome of the funding formula as the community colleges and NSC all receive funding to provide these extra math support credits to students.

Institution	Math 120 Corequisite Credits
CSN, GBC, TMCC, & WNC	5 Credits (3 gateway Math 120 credits
	+ 2 credits of additional support)
Nevada State College	5 Credits (3 gateway Math 120 credits
	+ 2 credits of additional support)

UNR will offer the Math 120 corequisite course for 3 credits plus 1 additional credit of support. UNLV will offer the Math 120 corequisite course for 3 credits plus 2 additional credits of

support. The credits for the Math 120 corequisite course for the universities are noted in the following way so the costs for the extra student support (remedial content) is documented.

Institution	Math 120 Corequisite Credits
UNR	4 Credits (3 gateway math credits
	+ 1 credit of support)
UNLV	5 Credits (3 gateway math credits
	+ 2 credits of support)

The common credit amounts for the Math 126 corequisite course are currently being discussed and will be outlined in Part Two of the Corequisite Implementation Action Plan that will be presented in December 2020.

Student Learning Outcome Assessment

The math faculty leads agreed that each institution has the flexibility to create the *corequisite support* for the gateway course at their institution without the same outcomes across the institutions. The corequisite support course should provide *just-in-time* remediation to assist a student in the gateway course. Each institution can tailor the needs of the corequisite student population to provide the optimal just-in-time support based on the curricular model of the corequisite course and the modality of the course (e.g. face-to-face, hybrid, online, or interactive video).

The course learning outcome assessment of the math corequisite courses will be done at each institution in a meaningful manner that is consistent with the established assessment practices set forth at each institution. Each math gateway course contains established student learning outcomes and institutional level general education outcomes that will be assessed through a predetermined rubric established by each institution's math department. Instructors will provide feedback on the results of assignment, quizzes, or exams linked to each student learning outcome.

Common Assessment Themes for the Math 120 Corequisite Course

The Math 120 corequisite course should be broad in scope, provide important quantitative reasoning skills for students on a liberal arts pathway, and develop an understanding of mathematical concepts and applications relevant to the various disciplines within the liberal arts. The common themes across all student learning outcomes in the Math 120 corequisite course includes a focus on:

- Probability and statistical analysis;
- Consumer and/or financial mathematics;



- A strong emphasis on analyzing real-life applications and drawing conclusions; and
- Geometry, dimensional analysis, and an introduction to trigonometry.

Common Assessment Themes for Math 126 Corequisite Course

The Math 126 corequisite course includes an advanced level of college algebra and is designed for students on a STEM pathway who are bound for calculus. The common themes across all student learning outcomes in the Math 126 corequisite course includes a focus on:

- Properties, applications, and graphical representations of functions;
- Evaluation and analysis of functions and modeling real life phenomena; and
- Specific functions relevant to the study of calculus to include:
 - Polynomial;
 - \circ Rational;
 - Exponential; and
 - o Logarithmic.

It is important for math faculty to engage in regular student learning outcome assessment to provoke continuous improvement through curricular and pedagogical adjustments. Each institution's predetermined assessment rubric will be used to assess student learning outcomes within each corequisite math course according to each institution's assessment cycle. The NSHE Corequisite Math Task Force will meet annually to discuss available assessment results as a means of continuous improvement across the system.



Faculty Training – Part One

Drafted by the Administration Subgroup



Adjunct Faculty Credentialing & Faculty Professional Development – Part One

Community colleges have historically offered a number of traditional (high school level) remedial courses, some of which are taught by part-time instructors who do not meet the qualifications to teach *college-level* courses, particularly for math. A graduate certificate in Post-Secondary Mathematics Education was developed by UNLV and is offered to part-time faculty. Further, all math and English faculty will continue to have opportunities to engage in professional development specifically addressing the design and delivery of corequisite math and English.

UNLV Graduate Certificate in Mathematics

To qualify instructors to be eligible to teach *college-level* math corequisite courses, UNLV math faculty developed an 18-credit graduate certificate in Post-Secondary Mathematics Education. UNLV is currently working through its internal curriculum process for final approval. The certificate can be completed by students in a fully online environment. The estimated cost per student to complete the certificate is \$7,000 plus the cost of books and materials. Institutions may choose to use a portion of the NV Energy funds as well as the ECMC Foundation grant to help support the cost for their faculty to complete this graduate certificate in mathematics. For example, GBC committed \$75,600 of their NV Energy allocation to support some of their part-time faculty in completing the graduate certificate. UNLV received \$20,000 from the Strong Start to Finish grant to develop the online courses that make up this certificate.

Alternative Training Solution

Another approach for the community colleges to prepare existing part-time instructors is to train part-time math faculty to deliver the *support curriculum* only, under the guidance of full-time faculty teaching the college level curriculum. This allows current part-time instructors to immediately assist with the credit load per their current credentials and enables the community colleges to deliver corequisite courses while additional credentialing is pursued. TMCC, for example, will use this approach.

Professional Development for all Faculty

All institutions are using current professional development mechanisms to further the preparation of English and math faculty in curricular development, course delivery, and assessment of corequisite instruction. These include opportunities within departments, across disciplines, and engagement with regional and national leaders in corequisite education, with a focus on addressing specific population needs at each institution. In addition to internal professional development opportunities, each institution will offer opportunities for representatives from its math and English departments to participate in professional development activities facilitated by NSHE leadership, external consultants, and/or by other non-NSHE institutions that have successfully implemented corequisite support.



Advising – Part One

Drafted by the Advising Subgroup

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Student Advising – Part One

The NSHE Corequisite Implementation Task Force includes advising representatives from each of the seven institutions. The advising leads created a student advising plan to help support students through the implementation of corequisite math and English. The advising leads on the NSHE Corequisite Implementation Task Force reached consensus in the following areas: creation of an advising guidebook, development of a statewide corequisite advising summit, and a description of how advisors will support communication with students regarding corequisite math and English.

Corequisite Advising Guidebook

It is important that the nuances of the NSHE corequisite model be thoroughly and consistently communicated to academic advisors and be memorialized so that advisors can effectively advise their students. To help facilitate this, the advising leads on the corequisite implementation Task Force will create an advisor training guidebook that will include a summary of the NSHE Corequisite and College Ready Gateway Policy, an overview of why corequisite math and English pathways were created, and a detailed description of the various English and math corequisite placement protocols. The corequisite advising guidebook will be disseminated to all advisors within NSHE by September 30, 2020.

NSHE Statewide Advising Summit

The NSHE System leadership will host a system-wide corequisite advising summit in Fall 2020 or Spring 2021 where advisors from each institution will gather to engage in a day-long professional development experience. Due to the uncertainties brought on by the COVID-19 pandemic, the Task Force may recommend either a system-wide virtual summit or regional (north and south) summits that may be virtual or face-to-face. This summit will be supported through the grant funding provided by Strong Start to Finish. Nationally recognized advising professionals with expertise in corequisite math and English reform will be on hand to help facilitate the training. During this advising summit, all advisors will be provided with the following information:

- Research supporting the corequisite model;
- Sample language designed for student-facing messaging;
- Information on how the curriculum is designed;
- An overview of the various math and English corequisite pathways;
- Corequisite enrollment enforcement strategies in first year and beyond;
- Corequisite course placement measures and cut scores;
- Examples of specific student situations to help advisors navigate unique situations; and
- Examples of co-curricular support structures beyond credit courses (tutoring, supplemental instruction, drop-in labs, etc.).



Additional Communication to Advisors

To further reinforce communication regarding the corequisite model to institutional advisors, messaging will be shared through a variety of channels on campuses. Our NSHE campuses operate under both centralized and decentralized advising models. At those with centralized models, institutional leaders will communicate the corequisite policy implementation during staff meetings. Institutions with decentralized advising models will utilize existing structures, such as new advisor training and campus-wide advising councils that bring together advisors from multiple centers. Additionally, both models will utilize electronic communication such as email and newsletters to provide written communication to advisors of the changes associated with corequisite math and English.

Advisor Communication to Students

Once the advisors have a thorough understanding of the corequisite model, they will serve as a conduit of communication to students. This communication will take place through proactive student advising and other communication channels, such as social media, emails, websites, and newsletters. Proactive advising for students will occur at each campus for all degree and certificate-seeking students. As provided in the Board of Regents' *Handbook* (<u>Title 4</u>, <u>Chapter 14</u>, <u>Section 22</u>), upon initial enrollment, all first-time degree or certificate seeking students will meet with an academic advisor or counselor. All continuing, degree and certificate seeking students will meet with their academic advisor periodically until degree completion. Through this process, advisors will effectively communicate the corequisite model to students to include communication on pathways and placement.

The advisors at each institution will address the needs of students in the following ways:

- Review and update existing degree pathways addressing existing prerequisites to ensure seamless pathways to degree completion;
- Provide accessible documents detailing math and English pathways and placement materials that clearly articulate the new corequisite model; and
- Promote student completion of gateway courses within the first academic year by reinforcing with students the need to be continuously enrolled in appropriate mathematics and English courses until the institutional gateway mathematics and English requirements are completed.

Through its work, the Task Force recognized that a strong and consistent advising model will be critical to successful implementation of the corequisite policy. Advisors will guide students to make the best decisions based on college-readiness and selected program of study.



Communication – Part One

Drafted by the Administration Subgroup

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Communication & Marketing – Part One

Each institution will take proactive measures to communicate the corequisite reform to new and continuing students, prospective students, external organizations, and their respective campus community. Communication will be differentiated based on varying audiences to include communication with students, high schools, and a variety of internal and external communities.

Corequisite Communication Toolkit

An NSHE system-wide communication and marketing toolkit will be developed and shared with each of the institutions to use for their respective internal and external communications. The toolkit will provide institutions with support materials designed to brand the corequisite implementation efforts and support consistent messaging. The communications and marketing team at Great Basin College developed this toolkit for all NSHE institutions to utilize. This toolkit contains downloadable standard and consistent content messaging templates in a variety of mediums to include flyers, posters, postcards, websites, social media content and PowerPoint slides. These templates can be uniquely branded by each institution. The toolkit also includes an NSHE corequisite branded logo, banner and other graphics that can be downloaded for use by institutions and System leadership. The communication and marketing toolkit will be available in Fall 2020.

Communication with Students

Targeted communication will be delivered to students who have not completed gateway math and/or English. There will be multiple methods used to communicate the requirement for enrollment in gateway math and English courses. Pathways to math and English enrollment including corequisite options will be stressed. Recruiters, academic advisors, and others across each campus will directly communicate the gateway requirement as well as pathways and placement for enrollment with every new student through recruitment activities, new student orientations and mandatory academic advisement sessions. Electronic and print communications will be sent to students using various modalities as provided within the NSHE communication toolkit. These student communications will include messaging through texts, emails, student center communications, websites, posters, flyers, and postcards.

Communication with High Schools

All NSHE institutions have existing partnerships with high schools and associated school districts and therefore have ongoing communication. Admission officers will ensure that high school counselors and college recruiters are informed of the gateway requirement and corequisite reform so they can share up-to-date information with prospective students. Utilizing the NSHE communication toolkit, institutions will use a variety of communication mediums to notify and alert school district personnel.



Communication with Campus Communities

Each institution committed to having their respective communication teams engage in a proactive internal communication campaign highlighting the corequisite implementation efforts on their campuses. Utilizing the NSHE corequisite communication toolkit, each institution will publish corequisite information in a variety of modalities to help ensure that all institution employees understand the new corequisite math and English approach. The importance for students to complete their gateway math and English requirements within their first two terms will also be emphasized.



Next Steps – Part Two

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Next Steps: Implementation of Corequisite Math & English – Part Two Preview

Since the Board of Regents' adoption of the corequisite policy in June 2019, the Task Force made considerable progress in addressing various issues and challenges related to implementation. However, additional time is needed to finalize key components of the action plan. While Part One of the plan summarizes the implementation elements agreed upon to date, Part Two will address those additional factors of implementation that will be worked on throughout the fall. Most significantly, this will allow the math and English Task Force representatives to seek the input of their fellow faculty who were not accessible during the recent summer months when they are off contract.

The NSHE Corequisite Implementation Task Force will continue to work through the following additional components of the Corequisite Implementation Action Plan:

- Protocols to ensure enrollment enforcement can occur for gateway math and English (or corequisite) courses per Board policy;
- A thorough analysis of human and fiscal needs to implement corequisite math and English to full scale at each institution;
- Common gateway math pathway for business and health science students to ensure smooth transfer and articulation across institutions:
- Common credit amount for all math corequisite courses across the community colleges and NSC to ensure equity in the outcomes of the funding formula;
- Details for faculty training and professional development; and
- A statewide corequisite math and English assessment plan.

The NSHE Corequisite Implementation Task force remains committed to work through these specific items in the coming months. The complete corequisite math and English Implementation Action Plan will be presented to the Board of Regents in December 2020.