

## **Corequisite Implementation Action Plan**

Part Two

For Presentation to the

### **Nevada Board of Regents**

Academic, Research and Student Affairs Committee

December 3, 2020



### **Corequisite Action Plan: Part Two**

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#### Introduction: Implementation of Corequisite Math & English – Part Two

Following the Board's adoption of its five strategic goals (1) Access; 2) Success; 3) Closing the Achievement Gap; 4) Workforce; and 5) Research), the Corequisite and College-Ready Gateway policy was adopted in June 2019. The policy requires all students to be enrolled in college-level gateway English and mathematics courses in their initial year of enrollment, with or without corequisite support, effective Fall 2021.

Part One of the NSHE Corequisite Implementation Action Plan was approved by the Board on September 10, 2020. Part One documents the implementation of the corequisite policy in the following categories: math and English corequisite pathways, placement, and learning outcome assessment. Additionally, Part One includes an overview of the system-wide approach to corequisite implementation regarding faculty training & professional development, student advising, and general communication. Since the approval of Part One, the NSHE Corequisite Implementation Action Plan.

#### NSHE Corequisite Implementation Action Plan – Part Two

Part Two of the NSHE Corequisite Implementation Action Plan documents the following additional implementation components of the NSHE Corequisite and College Ready Gateway Policy (effective Fall 2021).

- Institutional Enrollment Enforcement Protocols of Gateway/Corequisite Math & English;
- Common Credits for Corequisite Math Courses at the Community Colleges & NSC;
- NSHE Corequisite Implementation Assessment Plan;
- Specific Professional Development Plans for Advisors, Math and English Faculty;
- NSHE Corequisite Communication Toolkit; and
- Status on the Common Math Pathways for Business and Health Sciences Programs.

Given the numerous uncertainties related to the pandemic and pending budget reductions for FY2022 and FY2023, Part Two does not include a fiscal and human resources analysis. The analysis will be completed at a later date.

#### 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 an administrative staff lead from an area 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
- Laura Decker, Coordinator of First Year Composition, NSC
- Seth Churchman, Mathematics Lecturer, NSC
- Andrea Martin, Director of Admissions & Recruitment, NSC
- Alex Kunkle, Director, Academic Advising, NSC
- Levia Hayes, Department Chair, 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
- Jennifer Brown, Director, Advisement & Retention, GBC
- Molly Maynard, Reading Professor & Coordinator, English Department, TMCC
- Hieu Do, Department Chair, Mathematics, TMCC
- Anne Flesher, Dean, Mathematics & Physical Sciences Division, TMCC
- Natalie Brown, Executive Director, Advising & Access Services, TMCC
- Jessica Rowe, English Professor, WNC
- Eric 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, Senior Research Analyst, NSHE

The members of the NSHE Corequisite Implementation Task Force 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.



# Enrollment Enforcement Part Two

(ACADEMIC, RESEARCH AND STUDENT AFFAIRS COMMITTEE 12/03/20) Ref. ARSA-11a, Page 5 of 45



#### **Enrollment Enforcement for Gateway/Corequisite Courses – Part Two**

Not only is it critical that students make informed decisions about which math and English gateway courses they need to take, it is equally important that students actually *enroll* in their math and English courses within their first year of enrollment in accordance with the Board's policy. To help ensure timely student enrollment, institutions will put into place a variety of mechanisms for student enrollment enforcement. This enforcement will be handled through a strategic mixture of academic advisement, technical enforcement, administrative enrollment into first term of attendance, and communications with the student.

Current Board policy requires proactive advising for all first-time degree-seeking students. During these advising sessions, academic advisors will stress the importance of the corequisite and gateway pathways and how these pathways lead to success in degree progress and ultimately degree completion. Additionally, advisors will review math and English placement protocols and placement outcomes with students. Finally, advisors will assist students in enrolling in the correct math and English gateway courses based upon their individual placement and selected program of study. To help ensure that students participate in the required advising session, institutions may utilize a "hold" on student enrollment that will not be lifted until the student completes their advising session. This means that students will not be able to enroll in their courses until after they have completed an advising session.

Institutions are working through the design and implementation of technical solutions to allow a student to make schedule changes from section to section within the same course to maintain continuous enrollment without allowing dropping of the course entirely without intervention.

Finally, in addition to proactive advising, enrollment holds, and technical enforcement solutions, some institutions currently have the resources to be able to administratively enroll their students into the proper courses for their first term—to include administrative enrollment into the correct math and English courses. This administrative enrollment approach occurs at UNLV, UNR and NSC. The community colleges are currently exploring ways to engage in administrative enrollment strategies.

#### University of Nevada, Las Vegas

**Corequisite Pairing:** In UNLV's current corequisite setup, which is used for math courses at present, two separate courses are built as corequisites of each other: one for the support course (2 credits) and one for the mainstream gateway course (3 credits). For example, UNLV uses MATH 26 as a corequisite to MATH 126; students who need the additional support will enroll in a section of MATH 26 must enroll in a section of MATH 126. In Fall 2021 and into the future, UNLV plans to follow the same basic schema for building gateway English corequisites.

Administrative Enrollment & Advising: Going forward, ensuring continuous enrollment in gateway courses will require appropriate setup in UNLV's PeopleSoft instance, as well as

enforcement by UNLV's advising community. Upon initial enrollment, freshmen will be enrolled in either gateway math and/or English by their academic advisor as part of the block scheduling process. Also, UNLV will require department consent both to enroll in or to drop each corequisite course. To carry forward the original example of MATH 26/MATH 126, students would need consent of their college academic advising center/department to register for the courses, and they would also need consent to drop. It is anticipated that advisors will work with students and academic departments to ensure that students register or drop in gateway courses appropriately.

As a convenience to students, UNLV's swap customization should make the process of switching sections of corequisite courses less time-intensive for both students and advisors. Using this modification in PeopleSoft will allow students to freely switch sections of corequisite courses without securing department consent so long as they meet the requirement of enrolling in both sections of the corequisite. This modification allows students to swap out of one section of MATH 26 and into another without securing department consent so long as they remain enrolled in MATH 126.

#### University of Nevada, Reno

For the University of Nevada, Reno, enrollment enforcement will be handled through a mixture of mandatory advising, administrative enrollment into first term of attendance, and restricted drops.

**Mandatory Advising:** UNR utilizes mandatory advising enforced via enrollment holds for all first-year students until they complete 30 credits as well as for all incoming transfer students. Academic advisors will stress the importance of corequisite success to degree progress, review placement options, and enrollment selection with each student.

**Restricted Drops:** Once a student is enrolled into a corequisite math or English class, they are locked into that class unless they completely withdraw from the University. Exceptions are handled on a case-by-case basis by academic advising leads and schedule changes are currently manually processed while a technical solution is developed.

Administrative Enrollment: UNR administratively enrolls students into their first term based on academic program requirements and current math and English placement information.

#### Nevada State College

Nevada State College will use existing policies and processes to enforce the continuous enrollment policy and corequisite math/English policy. This enforcement will be managed through corequisite pairing, first-semester block scheduling, non-compliance petitions, administrative registration, and drop consent.

**Corequisite Pairing:** NSC is not changing the pairing process for their corequisite courses. MATH 20/120E and 26/126E will be paired by section number (e.g. 20-001 is paired with 120E-001), ensuring simultaneous registration in both the college-level component of the course and the corequisite component of the course.

**Block Scheduling & Advising:** All incoming freshman are block scheduled by academic advisors prior to their first semester (i.e., they are administratively enrolled in the appropriate math and composition courses through new student orientation). This ensures proper placement in the appropriate math/English and worked effectively at NSC for several years running, as placement data indicates. With the change in the continuous enrollment policy, allowing students to take math and/or English in their first or second semester, the advisors will determine which students will be required to take each section within their first semester, versus waiting until their second (however, most students will be enrolled in English in the first semester because it is a two-semester sequence for the majority of our students). They will then be advised of the policy and be required to take the remaining requirements in the second semester. Mandatory advising in the fall – which applies to all incoming students – will help ensure that students enroll in the appropriate course in the spring semester.

**Non-Compliance:** Those students who fail to adhere to the continuous enrollment policy and complete college-level math and English within the first year of enrollment shall have a hold placed on their account. Students will be required to meet with an academic advisor and will be administratively registered into math and/or English in the following semester. Those who wish to drop these courses in the subsequent semester will be required to meet with an advisor for drop consent and will only be allowed to register for math and/or English until completion.

#### **College of Southern Nevada**

The Office of the Registrar and Academic Advising Department at the College of Southern Nevada will work collaboratively to ensure enrollment enforcement of the NSHE gateway/corequisite model. This effort will include both advising interventions and technical protocols as noted below. CSN will offer the following corequisite courses: English 100, and three math courses built as corequisites of each other - Math 20/120, Math 24/124 and Math 26/126.

**Mandatory Advising:** CSN's *First Steps* initiative includes mandatory placement testing, completion of New Student Orientation, and academic advising for all new, degree-seeking students. During New Student Orientation, students will receive information about gateway/corequisite math and English requirements, and academic advisors will provide an academic plan for the first year that will include enrollment in the appropriate gateway English and math courses.

**Continuous Enrollment Audits and Communication:** During enrollment periods each term (open enrollment and prior to the end of each semester), enrollment audits will identify first year students who are not enrolled in their required gateway English and/or math courses and communication will be sent to these students instructing them to enroll in the required English and/or math course(s). Once a student *attempts* 11-15 credit hours, an enrollment hold will be placed on the student's account requiring mandatory academic advising. Academic advisors will monitor each student's progress towards the completion of both English and math corequisite/gateway requirement. Academic advisors will prepare an academic plan with the student outlining the completion of any remaining corequisite/gateway requirement.

**Drop Consent:** Until a technical solution can be implemented to ensure a student meets with an academic advisor before withdrawing from a gateway/corequisite English or math course (Drop Consent – Advisor Consent Required), students will be prompted to contact the English or Math Department and course changes will be processed manually by the Office of the Registrar. CSN would like to utilize the swap customization feature once it is available in the shared instance of PeopleSoft. This modification will allow students to freely switch sections of Gateway/Corequisite courses without obtaining consent. This will greatly reduce the amount of manual staff intervention needed to handle the drop/add process for students.

Great Basin College

Enrollment enforcement at Great Basin College will be handled through a mixture of mandatory advising, restricted drops, and case management by academic advisors.

**Mandatory Advising**: GBC utilizes mandatory advising enforced with enrollment holds in PeopleSoft for all new college students. Academic advisors will assist students with registering for their first semester, ensuring that students are following the continuous enrollment requirement while stressing the importance of corequisite success and how it applies to overall student success.

**Restricted Drops:** Once a student is enrolled into a corequisite math or English class, they are unable to drop the course using self-service methods. If a student attempts to drop a corequisite course, they will be prompted to meet with their academic advisor.

**Case Management & Audits:** GBC students are assigned an academic advisor when they apply for admissions to the college. Advisors will audit their students accounts each semester using PeopleSoft Queries. Enrollment holds will be placed on students accounts if they have not completed their math and English requirements.



#### Truckee Meadows Community College

**Corequisite Pairing and Enrollment:** TMCC plans to use course pairing for gateway math. For example, Math 120 section 0101 pairs with Math 20 0101 ensuring enrollment in both the gateway and corequisite support course for math. English uses ENG 100, a 5-credit corequisite gateway English course. TMCC will use the established advising process to enroll students properly into gateway math and English.

**Year-One Enrollment Enforcement** (*Fall 2021 – Spring 2022*): Those students that do not meet the gateway math and English requirement in their first two academic semesters will be non-compliant. Non-compliant students will have a hold put on their accounts. Non-compliant students from Spring 2022 will be required to meet with an advisor prior to enrolling in Fall 2022 classes. Students that are non-compliant as of Fall 2022 will be required to meet with an academic advisor prior to enrolling in Spring 2023. This will continue to be the plan, if the long-term plan to implement the swap feature is not available. There are challenges with this process, as advising is already understaffed and there are limited windows to advise students from fall to spring but are able to handle more students from spring to fall.

**Long-term Enrollment Enforcement Plan** (*Fall 2022 and thereafter*): TMCC would like to utilize the swap feature once the feature is available in the shared instance of PeopleSoft. This feature will be set to use class level holds on gateway classes but allow students to swap one section for another section. With the swap feature, students will no longer have to be manually dropped from a class to add another section of the same class, and instead will be able to swap their class for another during the enrollment period. This greatly reduces the amount of manual staff intervention needed to handle the drop/add process for students.

Students that need to drop their gateway math or English for legitimate reasons, even if TMCC utilizes the swap feature, will still have to go through a manual drop process that they will have in place for this purpose. This recommendation has the least impact on students and staff. It does not impede on students until they become non-compliant. Thus, reducing the impact to advising and resources.

#### Western Nevada College

Western Nevada College will engage in numerous processes to comply with the NSHE corequisite and college-ready gateway policy, including measures to enforce the continuous enrollment requirement, effective Fall 2021.

**Restricted Drops:** WNC has the following corequisite options for students: English 100, Math 120/20, Math 124/24, and Math 126/26. English 101 and each 100-level math class are offered as an alternative for students who place directly into college level gateway English and/or math. Drop consent is enabled on all gateway Math courses. Students desiring to change

their class schedule must meet with an academic advisor or request through Admissions and Records an exchange from one class section to the other.

**Mandatory Advising**: All new degree-seeking students have an enrollment hold placed on their student record, prohibiting class registration until a student has participated in placement measures and meets with an Academic Counselor/Advisor. Advisors will explain the corequisite/gateway policy and work with students to develop an individual plan for enrollment in English and math during the student's first two semesters. An additional registration hold will be placed on student accounts prior to the second semester. Advisors will ensure students enroll in any remaining required Gateway classes during their second semester.

**Non-Compliance:** As a follow up to ensure compliance, a review of academic progress will occur for these students at the end of their second semester. Students who have not successfully completed college level English and math will receive intervention from an advisor to confirm necessary gateway class enrollment for the next semester.



# Common Credits for Corequisite Math Courses Part Two

10 (ACADEMIC, RESEARCH AND STUDENT AFFAIRS COMMITTEE 12/03/20) Ref. ARSA-11a, Page 12 of 45

#### **Common Credits for Corequisite Math Courses– Part Two**

The Task Force math representatives from the community colleges and Nevada State College were asked to establish common credit amounts that will be used for the corequisite math courses. This consistency in credits for the corequisite math courses will ensure equity in the outcome of the funding formula as the community colleges and NSC all receive funding for what has historically been referred to as remediation or support for students placed below college-level.

#### Credits for Corequisite Math 120

As reported in Part One of the NSHE Corequisite Implementation Action Plan, the community college and Nevada State College math representatives on the Task Force reached consensus on the credit amount for the Math 120 corequisite course.

The community colleges and Nevada State College will offer the Math 120 (liberal arts) corequisite course for 5 credits. The corequisite Math 120 course is designated as open enrollment meaning that there is no prerequisite course or placement score needed to enroll.

| 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 open enrollment Math 120 corequisite course for 3 credits plus 1 additional credit of support. UNLV will offer the open enrollment 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)           |

#### Credits for Corequisite Math 126

The community colleges and Nevada State College will offer the Math 126 (STEM) corequisite course for 6 credits. Like the corequisite Math 120 course, the corequisite Math 126 course is designated as open enrollment. The consistency in credits for the corequisite Math 126 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 126 Corequisite Credits          |
|-----------------------|---------------------------------------|
| CSN, GBC, TMCC, & WNC | 6 Credits (3 gateway Math 126 credits |
|                       | + 3 credits of additional support)    |
| Nevada State College  | 6 Credits (3 gateway Math 126 credits |
|                       | + 3 credits of additional support)    |

UNR is currently considering a bifurcated pathway for the Math 126 corequisite course. They may offer an open enrollment Math 126 corequisite course for 3 credits plus 3 additional credits of support. For students who need slightly less additional support, but who are not ready for the standalone 3 credit gateway Math 126 course, UNR may offer a Math 126 corequisite course for 3 credits plus 2 additional credits of support. UNR will soon decide if this bifurcated approach will be used and if so, UNR will use their math placement protocols to place students who need Math 126 into one of these pathways based on the needs of each student. Otherwise, UNR will offer one corequisite Math 126 course that will be open enrollment.

UNLV will offer an open enrollment Math 126 corequisite course for 3 credits plus 2 additional credits of support. The credits for the Math 126 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 126 Corequisite Credits           |
|-------------|--|
| UNR         | 5 or 6 Credits (3 gateway math credits |
|             | + 2  or  + 3  credit(s)  of support    |
| UNLV        | 5 Credits (3 gateway math credits      |
|             | + 2 credits of support)                |

#### Assessment and Evaluation of Corequisite Math Credit Amounts

The Task Force representatives selected these corequisite course credit amounts for the 2021-2022 academic year. Following the 2021-2022 academic year, the Task Force will assess and evaluate student outcome metrics to determine if the current credit amounts for the corequisite courses are appropriate. The institutional Task Force representatives agreed that the community colleges and Nevada State College will continue to collaborate and come to consensus on any changes to the established common credit amounts for the corequisite courses.



# Assessment Plan Part Two

13 (ACADEMIC, RESEARCH AND STUDENT AFFAIRS COMMITTEE 12/03/20) Ref. ARSA-11a, Page 15 of 45

#### **Corequisite Implementation Assessment Plan – Part Two**

Through the support of a grant from Strong Start to Finish, Dr. Bruce Vandal, of Bruce Vandal Consulting, was contracted to draft an assessment plan of NSHE's corequisite math and English implementation. Dr. Vandal is a national leader in this space and worked with NSHE and dozens of other state systems over the years to help support scaled implementation and assessment of corequisite math and English programming.

Dr. Vandal shared the draft plan with the members of the NSHE Corequisite Implementation Task Force for review and feedback. The Task Force members were given an opportunity to provide written feedback through the completion of a survey. Additionally, Dr. Vandal met with the three Task Force subgroups (Math, English, Administration/Advising) for virtual, synchronous feedback sessions. The feedback received was discussed with NSHE staff and appropriate revisions to the assessment plan were made by Dr. Vandal.

The corequisite math and English assessment plan includes both qualitative and quantitative methods for assessing the impact of the NSHE Corequisite and College-Ready Gateway Policy. The assessment plan provides a framework to examine overall student success outcomes as well as a structure to audit the implementation of the policy at the NSHE institutions. The outcomes of the assessment will provide insights on institutional practices that contribute to improved student outcomes for gateway math and English. Ultimately, the evaluation will contribute to the continuous improvement of institutional practice and will illustrate to the Board of Regents and NSHE stakeholders the overall impact of the policy. The following summary describes the core elements of the assessment plan. The complete Corequisite Implementation Assessment Plan is included as **Appendix A** of this document.

#### Assessment of Student Success Outcomes

The analysis of student success outcomes will illustrate the extent to which the policy achieved the primary objective to increase the number and percent of students who enroll in and complete gateway math and English courses in their initial year of enrollment. In addition, the analysis will reveal intermediate student outcomes, such as retention and enrollment in subsequent coursework in math and English. The plan provides a framework to examine longer term outcomes such as student transfer and degree completion. Finally, data collected could allow for an analysis of the impact of various placement and instructional models deployed by institutions.

#### Student Enrollment & Success Metrics

Beginning in Fall 2021, student enrollment and success metrics will be tracked through the NSHE data warehouse by semester and for the full academic year for the following two student cohorts:

• First-time degree seeking students; and



Non-first-time degree seeking students who have not previously completed their gateway math or English requirements.

Enrollment metrics will include the number and percent of students who enroll in:

- Gateway English (English 101) and/or gateway math (Math 120/126) without corequisite support in their first academic year;
- Gateway English (English 100/101) and/or gateway math (Math 120/126) with corequisite support in their first academic year;
- Gateway English by course taken (English 100 or English 101); and
- Gateway math by course taken (Math 120 or Math 126).

Success metrics will include the number and percent of students who complete gateway (completion is defined in the disaggregation section below) math and/or gateway English with or without a corequisite who:

- Completed the gateway courses after one, two or three attempts;
- Were retained the subsequent semester:
  - Enrolled in and/or completed a subsequent English course (English 102) or subsequent math course the next semester,
  - Transferred from a two-year to a four-year institution in two or three years,
  - Earned an associate degree in two, three or four years, and
  - Earned a bachelor's degree in four, five or six years.

Enrollment and success metrics will be further disaggregated by:

- Institution: •
- Institution Type (Two-year and four-year institution);
- Enrollment status (Full-time or Part-time status at time of initial enrollment);
- Race/ethnicity (Black, Hispanic/Latinx, Native American/American Indian, Asian/Pacific Islander);
- Pell-eligible status;
- Age (13-15, 16-19, 20-24, 25+);



- ACT Math Score (when available for recent high school graduates only);
- ACT English Score (when available for recent high school graduates only); and
- Grade earned in the gateway course ("C-" or better, "D- "or better, "F", and "W").

#### Institutional Audit & Evaluation of NSHE Corequisite Implementation Action Plan

Postsecondary institutions will be asked to audit and evaluate their implementation of the Corequisite and College-Ready Gateway Policy by documenting their plans to implement the strategies outlined in the NSHE Corequisite Implementation Action Plan: Part One and Part Two. Institutions will document their assessment and placement practices, instructional models, faculty training, advising plans, and their communication and marketing strategies. Institutions will also conduct a qualitative evaluation of each strategy. The qualitative evaluation may include data collected through surveys, interviews and focus groups of students, faculty, advisors, and other stakeholders. NSHE will reference the plans when conducting the quantitative analysis of student outcomes to identify practices that may contribute to the short-and long-term success of students within institutional contexts.

#### Audit & Evaluation of Assessment & Placement Models

Institutional audits of assessment and placement practices will document the various approaches to assessment and placement implemented by each institution. Assessment and placement practices will be evaluated for the purpose of determining the practices that most effectively place students in Math 120 or Math 126 and English 100/101 and increase the success of students in the college-level course.

#### Audit & Evaluation of Instructional Models

Institutional audits of instructional models will document the various instructional models implemented at each institution. Instructional models will be evaluated for the purpose of gathering data on practices that increase the success of students in college-level courses. Quantitative data on enrollment and success of students in college-level courses may be analyzed to identify the relationship between instructional models and success in college-level courses. Qualitative data may be gathered through surveys, interviews and focus groups of students and faculty will provide additional information on the effectiveness of a variety of instructional models.

#### Audit & Evaluation of Faculty Training, Advising & Communication

The audit of the strategies outlined in the NSHE Corequisite Implementation Action Plan will document institution-level implementation of the policy. Institutions will document their approaches to faculty training, student advising, and communication to enable a comparative analysis across institutions that will provide insights for continuous improvement of practices across all institutions. The evaluation of implementation plans may involve surveys, focus

groups and interviews with faculty, advisors, students, and other institutional stakeholders to determine whether plans were fully implemented and the extent that they achieved their intended objectives.

#### Audit & Evaluation of NSHE Provided Advisor Training & Professional Development

NSHE will evaluate the effectiveness of the NSHE provided professional development to include the training provided to advisors and faculty. The evaluation will assess how well the NSHE-wide training strategies addressed faculty and advisor training needs as well as the extent to which the outcomes of the training were implemented at the institutions.

#### **Resources and Timeline for Assessment**

The Corequisite Implementation Assessment Plan is ambitious and provides the necessary framework, metrics, and methodologies to pave the way for institutional and system-level continuous improvement to occur. An investment in resources and time will need to be made by the institutions and the NSHE system to implement this assessment plan and to appropriately engage in the analysis of the data that comes in. The assessment plan was developed to be broad and deep in its analysis. In other words, in working with Dr. Vandal, NSHE strived to achieve a gold standard in assessing the corequisite policy and its implementation. However, NSHE and the institutions' ability to complete the assessment will be contingent on available resources.

Assessment of the NSHE Corequisite and College-Ready Gateway Policy and the associated metrics noted within the assessment plan will be engaged by the institutions in Fall 2022 and will continue into Spring 2023. Results of this initial implementation audit and evaluation will be shared and discussed with the NSHE Corequisite Implementation Task Force and a report summarizing the initial findings will be shared with the Board of Regents in Fall 2023.

Additionally, the initial findings of some of the longitudinal student success metrics that are noted within the Corequisite Assessment plan will be shared with the NSHE Corequisite Implementation Task Force in Fall 2023. A report summarizing the initial outcomes of the student success metrics will be shared with the Board of Regents in Spring 2024.

The outcomes of the assessment and analysis will provide insights on institutional practices that contribute to improved student outcomes for gateway math and English. Further, the assessment and evaluation will contribute to the continuous improvement of institutional practice and will illustrate to the Board of Regents the overall impact of the NSHE Corequisite and College-Ready Gateway Policy as it relates to overall student success and closing student achievement gaps.

It is important to note the extensive and ambitious nature of the assessment plan. Every effort was made to plan broadly for assessing the policy and its implementation at the System and institution levels. To adequately perform the actual assessment will require extensive resources. Current grant funding from ECMC expires in September 2022 and the Strong Start to



Finish grant ends in June 2021. At this time, funding has not been identified to support the complete fulfillment of the assessment plan. That said, grant opportunities will be sought; however, it is unclear at this time the extent to which such opportunities will exist in 2023 and beyond given the broad economic ramifications of the current pandemic situation.



# Professional Development Part Two

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#### **Professional Development for Faculty and Advisors – Part Two**

Through the support of grants from ECMC Foundation and Strong Start to Finish, NSHE is offering a variety of live, synchronous professional development webinars to English faculty, math faculty and advisors across the System. The professional development series for each of these groups is focused on providing additional information and implementation support of the corequisite math and English model. All of the professional development webinars are recorded and archived so faculty can re-visit the trainings at any time.

#### **Overview of NSHE Provided Professional Development**

NSHE system leadership is providing extensive professional development opportunities for NSHE English and math faculty to learn more about a variety of pedagogical approaches that support the effective delivery of corequisite math and English courses.

To help design and curate the professional development workshop content areas, three subcommittees emerged from within the NSHE Corequisite Implementation Taskforce: English, Math, and Advising. These subcommittees formally solicited input from faculty and advisors from all seven NSHE teaching institutions to further understand the professional development content that was of interest to math and English faculty as well as from advisors. Additionally, faculty and advisors from across the institutions were asked to provide recommendations for professional development content expert providers. The three subcommittees took these recommendations, prioritized them, and created a professional development calendar that lays out the variety of professional development opportunities from November 2020 through April 2021.

The ECMC Foundation and Strong Start to Finish grants provided NSHE with an opportunity to contract with Complete College America (CCA) to provide the project management services for the professional development and training opportunities available to corequisite math and English faculty. CCA helped to identify, contract, and pay the content experts who are providing the professional development webinars. Additionally, CCA leadership is handling all of the logistical coordination, preparations, technical hosting, as well as serving as the moderator for all of the professional development webinars provided.

Additionally, the Strong Start to Finish grant provided resources for NSHE to contract with Student Ready Strategies (SRS) to provide leadership and support for the deployment of the professional development webinar series for advisors across the System. SRS is providing project management services for the professional development for advisors to include helping to identify, contract, and pay the content experts who are providing training to institutional advisors. SRS leadership is handling the logistical coordination, preparations, technical hosting, as well as serving as the moderator for all of the professional development webinars provided to advisors.

In support of Nevada's adoption of the corequisite model, CCA and SRS are offering a comprehensive professional development series for English faculty, math faculty and advisors. Each month, the trainings will focus on different topics including curricular development, course delivery, equity, growth mindset and assessment of corequisite instruction. By utilizing both local and national experts, CCA and SRS are providing Nevada faculty advisors with the necessary tools for successful implementation of corequisite programming. The following summary is an overview of the specific professional development content areas to be provided to faculty and advisors.

| Overview of Math Faculty Professional Development |  |  |
|---|--|--|
| November 2020                                     | Building Foundations & Determining the Right Fit         |  |
|   | Corequisite Math Pedagogy                                |  |
|   | Methodology of Gateway Math Placement                    |  |
| February 2021                                     | Learning from Our Own Experts                            |  |
|   | NSHE Institution Corequisite Math Course Pilot Overviews |  |
|   | Curriculum Planning for "Just in Time Support"           |  |
| March 2021  | The How of Coreq – Instruction Matters                   |  |
|   | Active Learning Techniques in Math                       |  |
|   | Online Instruction for the Corequisite Course            |  |
| April 2021  | Growing the Whole Student and Aligning the Work          |  |
|   | Growth Mindset and Affective Learning                    |  |
|   | Assessment of Corequisite Math Course Student Outcomes   |  |
|   |  |  |
| Overview of English F                             | Caculty Professional Development                         |  |
| November 2020                                     | Building Foundations                                     |  |
|   | Corequisite English Pedagogy                             |  |
| December 2020                                     | Determining the Right Fit                                |  |
|   | English Placement Methodologies                          |  |
| February 2021                                     | The How of Coreq – Instruction Matters                   |  |
|   | Reading Strategies Embedded in Corequisite English       |  |
|   | Online Instruction for the Corequisite Course            |  |
| March 2021  | Connecting the Dots and Aligning the Work                |  |

Assessment of Corequisite English Course Outcomes

Access for Students with Disabilities



#### April 2021

A Focus on Equity in Practice

Anti-Racist Teaching of Writing

Equity/Contract Grading & Embedding Student Support

| Overview of Advisor Professional Development |                                    |                                       |  |
|--|------------------------------------|---------------------------------------|--|
| December, 2020                               |                                    | What is Corequisite Math and English? |  |
|  | NSHE Corequisite Implementation    | Action Plan Overview                  |  |
|  | Lessons Learned from NSHE Advi     | sors So Far                           |  |
| January - Februa                             | ry 2021                            | Learning from Our Own Experts         |  |
|  | Placement into Corequisite and Gat | eway Courses                          |  |
|  | Enrollment Enforcement Protocols   |                                       |  |
| March 2021                                   |                                    | Equity and Advising                   |  |
|  | Equitably Advising Students in Gat | teway and Corequisite Courses         |  |
|  | Advising the Whole Student: Focus  | s on GRIT & Gateway Success           |  |
| April 2021                                   | Less                               | ons from NSHE Math & English Faculty  |  |
|  | What Do the Corequisite Math Cou   | rses Look Like?                       |  |
|  | What Do the Corequisite English C  | ourses Look Like?                     |  |



# Communication Toolkit Part Two

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#### **Communication & Marketing – Part Two**

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.

#### **Overview of Corequisite Communication Toolkit**

As noted in Part One of the NSHE Corequisite Implementation Action Plan, an NSHE system-wide communication and marketing toolkit was developed and shared with each of the institutions to use for their respective internal and external communications. The toolkit provides 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 have been uniquely branded for 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.

#### External Communication Toolkit Materials

#### Social Media Campaign

The following have been developed to support a social media campaign:

- Four different graphics for sharing on the main social platforms of Facebook, Instagram and Twitter. Graphics have been branded by institution.
- Three short videos for sharing on the main social platforms. The videos can be included in social media messaging, external email shares to prospective students and high school counselors, and newsletters.
- A social media calendar with suggested communication rollout dates is included and aligns to a variety of graphics and messaging within the toolkit for institutions to use.

#### **Public Service Announcement and Press Release**

A public service announcement and press release template is included in the communication toolkit and can be modified for each institution. The press release provides an overview of the corequisite math and English programming with messaging about how the corequisite approach is centered around increasing student success.

#### **Presentation for High Schools**

A PowerPoint presentation was developed to communicate to high school counselors and students. This presentation details the benefits and anticipated outcomes of the corequisite approach to incoming freshmen and gives high school counselors a complete overview of the



new corequisite math and English approach. This PowerPoint template is branded for each institution and is customizable for any necessary content adjustments.

Internal Communication Toolkit Materials

#### **Newsletter Articles**

Three newsletter articles are included in the toolkit that institutions can customize for their internal newsletters.

#### **Internal Email/Letters**

A variety of templated email messages and sample letters are included in the toolkit that can be used by institutions to communicate with faculty and staff about the nuances of the math and English corequisite models.

#### **Printed Posters and Flyers**

Three different versions of posters have been created for distribution to high schools and institutional advisors. There is also a coordinating flyer for counselor/advisor distribution. Each of these materials are institutionally branded.

#### Preview of Materials within the Communication Toolkit

Please visit this link to preview a sampling of communication collateral designs and materials that are within the Corequisite Communication Toolkit: <u>Communication Toolkit Samples</u>



# Math Pathway Update Part Two

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#### **Common Corequisite Math Pathway Update – Part Two**

As reported in Part One of the NSHE Corequisite Implementation Action Plan, the math faculty leads on the Task Force created math pathways based upon a student's declared discipline of study in liberal arts and STEM. It was noted in Part One of the implementation action plan that additional time was needed to work through the variety of nuances associated with the creation of a common gateway/corequisite math pathway for the various business and health science programs.

During the Corequisite Implementation Action Plan presentation to the Academic, Research, and Student Affairs Committee in September of 2020, Regent Jason Geddes asked the NSHE Corequisite Implementation Taskforce to diligently work to reach a decision on what the common gateway math pathway would be across the System for students pursuing programs of study in business and health sciences. Shortly after this directive from the ARSA Committee, the members of the NSHE Corequisite Implementation Task Force received a letter from NSHE Chancellor Melody Rose reinforcing the need for the Taskforce to reach a consensus on common gateway math pathways across the system for students in business programs and for students in health science programs. A copy of the letter is included in **Appendix B**.

The math faculty on the Task Force have been discussing the need for these pathways and have focused much of their discussions on the pros and cons of using Math 120, Math 124 or Math 126 as the gateway math pathway for business students and health sciences students. Currently, the institutions do not require the same gateway math pathway for these programs (business and health sciences). As a result, some students in these programs of study who transfer between NSHE institutions are left having to take an alternative gateway math gateway pathway for business students and the best common math gateway pathway for business students and the best common gateway math pathway for health science students.

Establishing common gateway course requirements for business and health science programs will be challenging given the long history of different requirements across the institutions. Despite the intent of the Board and Chancellor's support that common gateway math requirements be established, the math representatives have been unable to achieve the desired outcome to date due to a number of factors including insufficient time to convene the business and health science faculty for a conversation on what math is need to succeed in the aforementioned programs. It is clear from the liberal arts and STEM gateway course requirements that consensus can be reached. However, additional time is required to allow the four-year institutions to convene the appropriate groups and make recommendations. NSHE leadership is currently discussing next steps with the NSHE Corequisite Implementation Taskforce members and the institutional academic officers.



# Appendix A Assessment Plan Part Two

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#### Assessment Plan Corequisite and College Ready Gateway Policy Nevada System of Higher Education Prepared by Bruce Vandal Consulting

#### Overview

The following assessment plan will use both qualitative and quantitative methods for assessing the impact of the NSHE Corequisite and College-Ready Gateway Policy and the Corequisite Implementation Task Force Action Plan. The plan outlines the core elements of the assessment of the policy.

#### Collection and Analysis of Student Outcome Data

An analysis of student outcome data conducted by NSHE will focus on assessing whether the policy achieved its primary objective to increase the number and percent of students who enroll in and complete gateway math and English courses in their initial year of enrollment. In addition, the analysis will include intermediate student outcomes such as retention into the next semester and academic year, enrollment in subsequent coursework in math and English, and longer-term outcomes to include student transfer and degree completion. Data collected by NSHE will enable an analysis of the impact of various placement and instructional models deployed by institutions. Data will be disaggregated according to student demographics agreed to by the Implementation Task Force to include: race/ethnicity, Pell status, enrollment status, and age. The proposed metrics are as follows:

#### Cohorts and Metrics

Beginning in Fall, 2022, data will be collected from the NSHE Data Warehouse and students will be tracked each semester in two separate cohorts:

- First-time degree seeking students
- Non-first-time degree seeking students who have not previously completed their gateway math or English requirements

#### College-Level English Enrollment Metrics

- Total number and percent of students who enrolled in English 100/101
- Number and percent of students enrolled in English 101 without corequisite support
- Number and percent of students enrolled in English 100/101 with corequisite support

#### College-Level English Success Metrics

- Total number and percent of students who completed English 100/101 in one academic year.
- Number and percent of students who enrolled in English 101 <u>without</u> a corequisite who completed English 101 in one academic year
- Number and percent of students who enrolled in English 100/101 with a corequisite who completed English 100/101 in one academic year
- Number and percent of students who enrolled in English 101 <u>without</u> corequisite support and completed the course by the number of attempts to complete course up

to three attempts (A course is attempted if grades of "A" through "F" or "W" appear on a student's transcript)

- Number and percent of students who enrolled in English 100/101 with corequisite support who completed the course by the number of attempts to complete course – up to three attempts (A course is attempted if grades of "A" through "F" or "W" appear on a student's transcript)
- Total number and percent of students who enrolled in and completed English 100/101 who were retained the subsequent semester, subsequent academic year
- Number and percent of students who enrolled in and completed English 101 <u>without</u> corequisite support who were retained the subsequent semester, subsequent academic year
- Number and percent of students who enrolled in and completed English 100/101 <u>with</u> corequisite support who were retained the subsequent semester, subsequent academic year
- Total number and percent of students who enrolled in and completed English 100/101 who enrolled in English 102 the subsequent semester
- Total number and percent of students who enrolled in and completed English 100/101 who completed English 102
- Number and percent of students who enrolled in and completed English 101 <u>without</u> corequisite support who enrolled in English 102 the subsequent semester
- Number and percent of students who enrolled in and completed English 101 <u>without</u> corequisite support who completed English 102 the subsequent semester
- Number and percent of students who enrolled in and completed English 100/101 with corequisite support who enrolled in English 102 the subsequent semester
- Number and percent of students who enrolled in and completed English 100/101 with corequisite support who completed English 102 the subsequent semester

#### College-Level Math Enrollment Metrics

- Total number and percent of students who enrolled in Math 120/126
- Number and percent of students enrolled in Math 120/126 without corequisite support
- Number and percent of students enrolled in Math 120/126 with corequisite support
- Total number and percent of students who enrolled in college-level math by college-level course (Math 120, Math 126)
- Number and percent of students who enrolled in college-level math <u>without</u> corequisite support by college-level course (Math 120, Math 126)
- Number and percent of students who enrolled in college-level math <u>with</u> corequisite support by college-level course (Math 120, Math 126)

#### College-Level Math Success Metrics

- Total number and percent of students who completed Math 120/126 in one academic year
- Number and percent of students enrolled in Math 120/126 <u>without</u> corequisite support who completed Math 120/126 in one academic year

- Number and percent of students enrolled in Math 120/126 <u>with</u> corequisite support who completed Math 120/126 in one academic year.
- Number and percent of students enrolled in college-level math <u>without</u> corequisite support who completed the college-level course in one academic year, by college level course (Math 120, Math 126)
- Number and percent of students enrolled in college-level math <u>with</u> corequisite support who completed the college-level course in one academic year, by college level course (Math 120, Math 126)
- Number and percent of students who enrolled in Math 120/126 <u>without</u> corequisite support who completed the course by the number of attempts to complete course up to three attempts (A course is attempted if grades of "A" through "F" or "W" appear on a student's transcript)
- Number and percent of students who enrolled in Math 120/126 with corequisite support who completed the course by the number of attempts to complete course – up to three attempts (A course is attempted if grades of "A" through "F" or "W" appear on a student's transcript)
- Number and percent of students who enrolled in and completed Math 120/126 <u>without</u> corequisite support who were retained the subsequent semester, subsequent academic year
- Number and percent of students who enrolled in and completed Math 120/126 <u>with</u> corequisite support who were retained the subsequent semester, subsequent academic year
- Total number and percent of students who completed Math 120/126 who enrolled in a math course the subsequent semester
- Total number and percent of students who completed Math 120/126 who completed a math course the subsequent semester
- Number and percent of students who completed Math 120/126 <u>without</u> corequisite support who enrolled in a math course the subsequent semester
- Number and percent of students who completed Math 120/126 <u>without</u> corequisite support who completed a math course the subsequent semester
- Number and percent of students who completed Math 120/126 with corequisite support who enrolled in a math course the subsequent semester
- Number and percent of students who completed Math 120/126 <u>with</u> corequisite support who completed a math course the subsequent semester

#### Overall Enrollment Metrics

- Number and percent of students who enrolled in Math 120/126 with corequisite support and English 100/101 with corequisite support
- Number and percent of students who enrolled in Math 120/126 <u>with</u> corequisite support <u>and</u> English 101 <u>without</u> a corequisite
- Number and percent of students who enrolled in Math 120/126 <u>without</u> corequisite support <u>and</u> English 100/101 <u>with</u> corequisite support
- Number and percent of students who enrolled in Math 120/126 <u>without</u> corequisite support <u>and</u> English 101 <u>without</u> corequisite support

#### **Overall Success Metrics**

- Number and percent of students who completed Math 120/126 and English 100/101 in one academic year
- Number and percent of students enrolled in Math 120/126 with corequisite support or English 100/101 course with corequisite support who completed Math 120/126 and English 100/101 in one academic year
- Number and percent of students enrolled in Math 120/126 with corequisite support and English 100/101 with corequisite support who completed Math 120/126 and English 100/101 in one academic year
- Number and percent of students who completed Math 120/126 and English 100/101 in one academic year who were retained the subsequent academic year
- Number and percent of students who completed Math 120/126 with corequisite support or English 100/101 with corequisite support in one academic year who were retained the subsequent academic year
- Number and percent of students who completed Math 120/126 <u>with</u> corequisite support <u>and</u> English 100/101 <u>with</u> corequisite support in one academic year who were retained the subsequent academic year
- Number and percent of students who completed Math 120/126 <u>and</u> English 100/101 in one academic year who successfully transferred from a two-year to a four-year institution in two-years, in three-years
- Number and percent of students who completed Math 120/Math 126 with corequisite support or English 100/101 with corequisite support in one academic year who successfully transferred from a two-year to a four-year institution in two-years, in threeyears
- Number and percent of students who completed Math 120/126 <u>with</u> corequisite support <u>and</u> English 100/101 <u>with</u> corequisite support in one academic year who successfully transferred from a two-year to a four-year institution in two-years, in three-years
- Number and percent of students who completed Math 120/126 and English 100/101 in one academic year who earned an associate degree in two years, in three years
- Number and percent of students who completed Math 120/Math 126 <u>with</u> corequisite support <u>or</u> English 100/101 <u>with</u> corequisite support in one academic year who earned an associate degree in two years, in three years, four years
- Number and percent of students who completed Math 120/126 with corequisite support and English 100/101 with corequisite support in one academic year who earned an associate degree in two years, three years, four years
- Number and percent of students who completed Math 120/126 and English 100/101 in one academic year who earned a bachelor's degree in four years, five years, six years
- Number and percent of students who completed Math 120/Math 126 course <u>with</u> corequisite support <u>or</u> English 100/101 <u>with</u> corequisite support in one academic year who earned a bachelor's degree in four years, five years, six years

 Number and percent of students who completed Math 120/126 <u>with</u> corequisite support <u>and</u> English 100/101 <u>with</u> corequisite support in one academic year who earned a bachelor's degree in four years, five years, six years

#### Data Disaggregation

- Institution
- Institution Type (Community College, Four-year institution)
- Enrollment status (Full-time, Part-time)
- Race/Ethnicity (Black, Hispanic/Latinx, Native American/American Indian, Asian/Pacific Islander)
- Pell-eligible
- Age (13-15, 16-19, 20-24, 25+)
- ACT Math Score
- ACT English Score
- Grade earned in the gateway course ("C-" or better, "D-" or better, "F" and "W")

Institutional Audit and Evaluation of Corequisite Implementation Task Force Action Plan Postsecondary institutions will be asked to both audit and evaluate their implementation of the Corequisite and College-Ready Gateway Policy by documenting their plans to implement the strategies outlined in the Corequisite Implementation Task-Force Action Plan. Institutions will document their assessment and placement practices, instructional models, faculty training, advising plans, and their communications and marketing strategy. Once documented, institutions will conduct a qualitative evaluation of each element of their implementation strategy. In addition, institutions will submit their documented plans to NSHE. NSHE will reference the plans when conducting the quantitative analysis of student outcomes to identify which practices may contribute to the short- and long-term success of students.

#### Audit and Evaluation of Assessment and Placement Models

While there is consistency in the standards for exempting students from corequisite courses, institutions do have the latitude to place students who do not achieve the exemption outlined in the Corequisite and College-Ready Gateway Policy. Institutional audits of assessment and placement practices will document the various approaches to assessment and placement implemented by each institution. Assessment and placement practices will be evaluated for the purpose of determining the practices that most effectively place students in Math 120 or Math 126 and English 100/101 and increase the success of students in the college-level course. The evaluation will be used to drive the continuous improvement of assessment and placement practices at the system and institutional level. Quantitative data on enrollment and success of students in college-level courses will be analyzed to identify the relationship between student placement and success in college-level courses. Qualitative data that may be gathered through surveys, focus groups, and interviews of students, faculty, and advisors may provide additional insight.

#### Audit of Assessment and Placement Models

The audit of assessment and placement models will document whether institutions implement the following measures and practices:

#### Placement measures

Identify measures utilized by the institution and standards for determining recommended or required placement of students into college-level courses with or without corequisite support.

- High school GPA
- Completion of relevant high school courses
- Grades earned in relevant high school courses
- Alternative standardized assessments (Accuplacer, ALEKS, Ed Ready, etc.)
- Institutionally developed assessments (writing sample, exam, etc.)

#### Assessment practices

Identify methods for assessing and placing students into college-level courses.

- Acceptable length of time from when assessments were completed
- Acceptability of student self-reported assessment data
- Number of times students can take assessment
- Tutoring or pre-assessment instruction availability
- Use of competency-based learning tools (ALEKS, Ed Ready, etc.)
- Required placement or directed self-placement
- Process for challenging placement
- Standards and practices for determining placement in Math 120 and Math 126

#### Continuous enrollment policy practices

Identify methods for implementing the continuous enrollment policy.

- Default enrollment in Math 120 or Math 126/English 100 or English 101
- Advising holds
- Recommendations based on program degree maps or recommendations for the student's chosen program of study.

#### Advising practices

Methods for communicating course placement and continuous enrollment information

- Course catalog
- New student orientation
- Institution testing center
- Advising center
- Math/English department

Advising strategies for enrolling students in college-level courses with or without corequisite support

- Recommended college-level courses by program and/or meta-major
- Degree maps

#### *Evaluation of Assessment and Placement Practices*

Institutions will design a qualitative evaluation strategy to measure the effectiveness of assessment and placement measures and practices. The evaluation could include surveys, focus groups or interviews of students, advisors, faculty, and other stakeholders.

#### Audit and Evaluation of Instructional Models

While there is consistency in the credit structure of corequisite courses, institutions do have latitude on the design of instructional models for corequisite courses. Institutional audits of instructional models will document the various instructional models implemented at each institution. Instructional models will be evaluated for the purpose of gathering data on practices that increase the success of students in college-level courses. The data will be used to drive the continuous improvement of instructional models. Quantitative data on enrollment and success of students in college-level courses may be analyzed to identify any relationship between instructional models and success in college-level courses. Qualitative data that may be gathered through surveys, focus groups, and interviews of students and faculty will provide additional insights.

#### Audit of Instructional Models

The audit of instructional models will document instructional models for both corequisite math and corequisite English courses.

#### Required corequisite course structure elements

Institutions will document the following course structure elements for all corequisite courses

- Class size
- Same or different instructor teaching corequisite content and gateway course content
- Mix of college-level and corequisite students or all corequisite students in college-level course section
- One course no separate corequisite section.
- Required vs. optional enrollment in corequisite course

#### Optional corequisite pedagogical strategies

Institutions are encouraged to document pedagogical strategies in corequisite courses to assist in the evaluation of the effectiveness of their institution's instructional approach. Corequisite pedagogical strategies institutions may track include, but are not limited to:

- Preview content in upcoming college-level class session
- Review content from past college-level class session
- Just in time instruction in academic support content
- Dedicated class time to basic skills instruction
- Homework with faculty assistance
- Group work
- Study skills, student success strategies
- Embedded supplemental instruction/tutoring support

#### Disaggregated data

Institutions should document the course structure elements and pedagogical strategies for the following courses and course designs (as offered at each institution):

Math or English

• Math (Math 126: College Algebra and Math 120: Quantitative Reasoning)

- English (English 100-5 credit, English 101: 3 credit + 1 credit Composition Lab, English 101: 3 credit + 1 credit Critical Reading Lab, English 101: 3 credit + 1 credit Composition Lab and + 1 credit Critical Reading Lab)
- Institution type (two-year, four-year)
- Institution

#### Evaluation of Instructional Models

Institutions may design a qualitative evaluation strategy to measure the effectiveness of their instructional models. The evaluation could include surveys, focus groups, or interviews of students, advisors, faculty, and other stakeholders.

#### Audit and Evaluation of Institutional Implementation Strategies

The audit of the implementation strategies outlined in the Corequisite Implementation Task Force Action Plan will document institution-level implementation plans. Institutions will document their approaches to faculty training, student advising, and communication and marketing to enable a comparative analysis across institutions that will provide insights for continuous improvement of practices across all institutions. The evaluation of implementation plans may include surveys, focus groups, and interviews with faculty, advisors, students, and other institutional stakeholders to determine whether plans were fully implemented and the extent that they achieved their intended objectives. Following are the metrics for each of the core implementation strategies outlined in the Corequisite Implementation Task Force Action Plan.

#### Audit of Faculty Training

The audit of institutional plans for faculty training conducted by institutions will surface institutional needs, strategies for meeting needs and the effectiveness of strategies. Key metrics will be as follows:

#### Identification of institutional needs

- Faculty with credentials required to teach college-level courses
- Faculty trained to teach corequisite course and college-level course
- Faculty trained to teach corequisite course
- Faculty who are prepared to teach Math 120 or Math 126 and corequisites
- Faculty who are prepared to deliver support in reading and/or writing in corequisite English sections
- Curriculum development
- Course delivery
- Assessment of corequisite instruction
- Diversity, equity and inclusion training/use of inclusive pedagogy

#### Identification of faculty training strategies

Institutions will indicate which of the following strategies were included in their faculty training:

- UNLV Graduate Certificate in Mathematics
- Other education and training to qualify instructors to teach college-level courses
- Training instructors to teach corequisite content
- Institution based workshops

- Statewide workshops
- Faculty learning communities
- Coaching

#### Evaluation of Faculty Training

Institutions may design a qualitative evaluation strategy to measure the effectiveness of faculty training. The evaluation could include surveys, focus groups, or interviews of students, advisors, faculty, and other stakeholders.

#### Audit of Institutional Advising Strategies

Institutional audits of advising plans will document the extent that institutions implemented the following strategies.

#### Strategies for communicating to advisors

- Centralized or decentralized advising
- Professional advisors, faculty advisors, both professional and faculty advisors
- Communication strategies utilized staff meetings
- New advisor training
- Campus-wide advising councils
- Email
- Newsletter

#### Strategies for advisors to communicate to students

- Advising sessions with all first-time degree/certificate seeking students
- Advising sessions with continuing students who have not completed gateway math and English courses.
- Social media
- Emails
- Websites
- Newsletters

#### Strategies to align policies and practices to other student success strategies

Institutions may measure the extent that it aligns the implementation of the Corequisite and College-Ready Gateway policy with the following student success strategies:

- Review and update existing degree pathways addressing 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
- 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.

#### *Evaluation of Institutional Advisor Strategies*

Institutions may design a qualitative evaluation strategy to measure the effectiveness of institutional advisor strategies. The evaluation could include surveys, focus groups, or interviews of students, advisors, faculty, and other stakeholders.

#### Audit of Institutional Communication and Marketing

The institutional audit of communications and marketing strategies will document institutional activities related to the following four components of the Implementation Task Force Action Plan: the Corequisite Communication Toolkit, Communication with Students, Communication with High Schools, Communication with the Campus Community.

#### Corequisite Communications Toolkit

Institutions may measure the extent that they use the following content messaging templates in the Corequisite Communications Toolkit:

- Flyers
- Posters
- Postcards

#### Social media content

PowerPoint slide

Websites

#### Communication with students

In addition to the evaluation of communication strategies outlined in the advising component of the action plan, the following additional communication strategies may be evaluated.

Besides advisors, individuals who have communicated to students about the corequisite policy and practices to include:

- High school counselors
- College admissions recruiters
- Faculty

- Residence hall staff
- Registrars
- Financial aid advisors

Type of communication individuals used to communicate policies and practices to include:

- Face-to-face communication
- Texts
- Emails
- Student center communications

- Websites
- Posters •
- Flyers
- Postcard

#### Communication with high schools

Types of communication provided to high school counselors and college recruiters about corequisite and college ready policy:

- Flyers
- Posters
- Postcards

- Websites
- Social media content
- PowerPoint slides

#### **Communication with Campus Community**

The evaluation of communication about the policy and practices to members of the campus community will describe the extent that institutions communicated with the various members of the campus community:

Identification of who received information about policy and practices.

Assessment Plan Corequisite and College Ready Gateway Policy Nevada System of Higher Education Prepared by Bruce Vandal Consulting

- High school counselors
- College admissions recruiters
- Faculty

- Residence hall staff
- Registrars
- Financial aid advisors

Communication tools used to communicate to campus community members to include:

- Flyers
- Posters
- Postcards
- Websites
- Social media content

- PowerPoint slides.
- Email
- Newsletters
- Campus-wide convenings

#### Evaluation of Communications and Marketing Strategies

Institutions may design a qualitative evaluation strategy to measure the effectiveness of their communications and marketing strategies. The evaluation could include surveys, focus groups, or interviews of advisors, faculty, and other stakeholders.

#### Evaluation of Statewide Advising Support

In addition to evaluating the effectiveness of institutional implementation strategies, NSHE will evaluate the effectiveness of statewide technical assistance to include the advising guidebook and advising workshop series. The evaluation will assess whether statewide strategies address institutional needs, were utilized by institutions and achieved their intended objective. The metrics for the advising guidebook and advising workshop series are as follows:

#### Evaluation of the Advising Guidebook

The Corequisite Implementation Task Force Advising Action Plan articulates that the Corequisite Advising Guidebook will include:

- Summary of the NSHE Corequisite and College Ready Policy
- Overview of why corequisite math and English pathways were created

• Detailed description of the various English and math corequisite placement protocols NSHE may design a qualitative evaluation strategy to measure the effectiveness of the Advising Guidebook. The evaluation could include surveys, focus groups, or interviews of students, advisors, faculty, and other stakeholders.

#### Evaluation of NSHE Advising Workshop Series

The Corequisite Implementation Task Force Advising Action Plan articulates that the Statewide Advising Workshop Series will include the following topics:

- Research supporting 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
- Examples of co-curricular support structures beyond credit courses
- Advising with equity in mind

NSHE may design a qualitative evaluation strategy to measure the effectiveness of the NSHE Advising Workshop Series. The evaluation could include surveys, focus groups or interviews of students, advisors, faculty and other stakeholders.



# Appendix B Letter from Chancellor Rose Part Two

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#### Nevada System of Higher Education

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October 2, 2020

NSHE Corequisite Implementation Task Force c/o Crystal Abba, Vice Chancellor for Academic and Student Affairs 2601 Enterprise Road Reno, NV 89512

Re: Common Gateway Math Pathways for Business and Health Science Programs

Dear NSHE Corequisite Implementation Task Force Members:

It is my pleasure to join you and the rest of the dedicated employees within the Nevada System of Higher Education. As the new Chancellor, I spent my first month on the job listening, learning, and contemplating. I will continue to meet with a variety of stakeholders across the state to learn more about the current challenges that face our students, staff, and communities as well as the successful strategies that have been put into place to help overcome the unprecedented obstacles we now face.

Vice Chancellor Crystal Abba reported to me on the implementation progress of the NSHE Co-Requisite and College-Ready Gateway Policy (*Title 4, Chapter 16, Section 1*), effective Fall 2021. I was pleased to learn that the NSHE Corequisite Implementation Taskforce decided early on to address the various nuances of corequisite implementation of Math and English disciplines within the state as opposed to doing this work separately within the institutions. This system-wide approach to implementation will pave the way for smooth transfer and articulation for students as they navigate between the institutions. I also realize this has not been the approach to significant policy changes in the past and is therefore historic in its systemwide approach.

After reviewing Part One of the NSHE Corequisite Implementation Action Plan, I can see that significant progress has been made with English and Math corequisite/gateway placement protocols, some pathways, and student learning outcome assessment. It was impressive to see the role that institutional academic advisors will play in helping to ensure students are properly advised. Finally, I appreciate the collaborative work that is occurring around professional development, training, and communication across the state. You are doing amazing work under less than ideal circumstances with the COVID-19 pandemic and looming budget reductions.

University of Nevada, Las Vegas University of Nevada, Reno Nevada State College Desert Research Institute College of Southern Nevada Great Basin College Truckee Meadows Community College Western Nevada College

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I also noted in Part One of the Action Plan that there are a handful of significant items that still need to be worked through around enrollment enforcement, a plan for policy assessment, a fiscal and human resource analysis, common corequisite/gateway Math pathways for students in Health Sciences and Business and common credit amounts for the Math corequisite courses at the community colleges and Nevada State College. I understand that the Task Force is currently working through each of these remaining items and preparing to include and present these items in Part Two of the Corequisite Implementation Action Plan to the Academic, Research and Student Affairs (ARSA) Committee of the Board of Regents this December.

I think the most critical work yet to be done concerns the common gateway Math pathways for Business and Health Science programs. I am in complete agreement with the sentiment of Committee Chair Jason Geddes and the ARSA Committee: while we have common pathways in place for liberal arts and STEM, those pathways have long been consistent. The real work yet to be done is in creating common pathways for Business and Health Science programs, which have been inconsistent for decades.

From my perspective this is obviously a pain point for the Math representatives on the Task Force, as your time is extremely limited between now and the December ARSA meeting. I also fully recognize the work with Business and Health Science faculty that must occur for such common pathways to be developed. It is imperative to the overall goal of a systemwidediscipline approach that this work occur. I want to be clear in my concurrence with Chairman Geddes in the need for these common pathways. It is important that these common corequisite/gateway Math pathways be established.

I want you to know how much you and your dedicated work are appreciated. I know there are many things competing for your time and attention right now. I am grateful that the implementation of corequisite Math and English is among your priorities. I look forward to meeting each of you in person once it is safe to do so. In the meantime, please continue to focus on the end goal—the success of our students depends on it.

Sincerely,

Ro Melody Rose, Ph.D.

Chancellor