

BOARD OF REGENTS
BRIEFING PAPER

Handbook Revision, NSHE Co-Requisite and College-Ready Gateway Policy

BACKGROUND & POLICY CONTEXT OF ISSUE:

In June 2019, the Board approved the NSHE Co-Requisite and College-Ready Gateway Policy (*Title 4, Chapter 16, Section 1*) to go into effect in Fall 2021. The policy indicates that upon initial enrollment, all degree-seeking students must be enrolled in a college-level or co-requisite gateway English and/or mathematics course or the equivalent for a certificate program (e.g. embedded curriculum) until the institutional core curriculum English and mathematics requirements are completed.

The current policy language requires degree-seeking students to enroll in math and/or English during their first semester of enrollment providing little flexibility to smooth enrollment for the purpose of staffing and faculty workload. Further some students will enroll with previously earned credit that may articulate to the gateway course (e.g. ENG101). Allowing the student to delay enrollment in ENG102 until the second term would allow institutions to better manage enrollment demand. This flexibility to smooth enrollments over the first year of enrollment was included in the previously established gateway policy, but was inadvertently excluded from the corequisite mandate. Therefore, the NSHE Corequisite Implementation Taskforce suggests a policy revision that will allow students to enroll in college-level and/or gateway math *and* English within their first two regular semesters following their initial enrollment at the college.

SPECIFIC ACTIONS BEING RECOMMENDED OR REQUESTED:

Upon the recommendation of the NSHE Corequisite Implementation Taskforce, amend *Title 4, Chapter 16, Section 1*, such that within the first two regular academic semesters following initial enrollment, degree-seeking students are required to enroll in a college-level or co-requisite gateway English and mathematics course or the equivalent for a certificate program (e.g. embedded curriculum) until the institutional core curriculum English and mathematics requirements are completed.

IMPETUS (WHY NOW?):

Both NSHE and national data indicate that students who complete their college-level mathematics and English course *within the first year* of enrollment have a much higher likelihood of earning a certificate or degree.

CHECK THE NSHE STRATEGIC PLAN GOAL THAT IS SUPPORTED BY THIS REQUEST:

- Access (Increase participation in post-secondary education)
- Success (Increase student success)
- Close the Achievement Gap (Close the achievement gap among underserved student populations)
- Workforce (Collaboratively address the challenges of the workforce and industry education needs of Nevada)
- Research (Co-develop solutions to the critical issues facing 21st century Nevada and raise the overall research profile)
- Not Applicable to NSHE Strategic Plan Goals

INDICATE HOW THE PROPOSAL SUPPORTS THE SPECIFIC STRATEGIC PLAN GOAL

All students who complete college-level math and English within their *first year* of enrollment (first two regular academic semesters) are more likely to complete their degree.

BULLET POINTS TO SUPPORT REQUEST/RECOMMENDATION:

- Students who require additional support in math and English will be able to spread these two courses out over two semesters instead of taking both courses during their first semester.
- Institutions can “smooth” the enrollment for math and English gateway and corequisite courses over two semesters instead of frontloading the enrollment in these courses primarily into the first semester providing needed flexibility in the scheduling of courses.
- Students will still complete both gateway math and English within their first two regular academic semesters thus increasing their chance of successfully completing their degree.

POTENTIAL ARGUMENTS AGAINST THE REQUEST/RECOMMENDATION:

None have been presented.

ALTERNATIVE(S) TO WHAT IS BEING REQUESTED/RECOMMENDED:

Retain the existing policy.

RECOMMENDATION FROM THE CHANCELLOR’S OFFICE:

The Chancellor’s Office recommends approval of the policy as proposed.

COMPLIANCE WITH BOARD POLICY:

- Consistent With Current Board Policy: Title #_____ Chapter #_____ Section #_____
- Amends Current Board Policy: *Title 4, Chapter 16, Section 1*
- Amends Current Procedures & Guidelines Manual: Chapter #_____ Section #_____
- Other:_____
- Fiscal Impact: Yes_____ No _____
- Explain:_____

POLICY PROPOSAL

Title 4, Chapter 16, Section 1 (Effective Fall 2021) NSHE Co-Requisite and College-Ready Gateway Policy

Additions appear in *boldface italics*; deletions are [~~stricken~~ and bracketed]

Section 1. NSHE Co-Requisite and College-Ready Gateway Policy (Effective Fall 2021)

....

2. Initial Placement of Students into English and Mathematics Courses.

- a. Continuous Enrollment Requirement. [~~Upon~~] *Within the first two regular academic semesters following* initial enrollment, all degree-seeking students must be enrolled in a college-level or co-requisite gateway English and [~~and~~] mathematics course or the equivalent for a certificate program (e.g. embedded curriculum) until the institutional core curriculum English and mathematics requirements are completed.
- b. Remediation Exceptions. Except as otherwise provided, effective Fall 2021, traditional forms of remediation, including courses numbered below 100, shall not be offered independently at any NSHE institution.
 - i. College-preparatory courses (numbered below 100) may be offered to high school students.
 - ii. Remedial courses (numbered below 100) may be offered when they serve as a mandatory co-requisite for a gateway course and are described as such in the institutional course catalog and in the NSHE common course numbering system.
- c. College-Ready Placement. Degree-seeking students who meet or exceed the minimum English or mathematics scores on any one of the college readiness assessments provided for herein must be placed into a college-level course in that subject and are exempt from being placed into any form of co-requisite instruction in that subject provided that the student:
 - i. Was continuously enrolled in an English course and a mathematics course in his or her senior year of high school unless an exception is approved by an NSHE institution; and
 - ii. Enrolls in an NSHE institution after high school in any term (summer/fall/winter/spring) during the academic year following high school graduation.

....