

BOARD OF REGENTS
BRIEFING PAPER
Handbook Revision, NSHE Remedial Policy

BACKGROUND & POLICY CONTEXT OF ISSUE:

Current Board policy sets forth the remedial provisions that governs placement of students to ensure a foundation of knowledge and competencies that will assist students in successfully pursuing and attaining an academic degree (*Title 4, Chapter 16, Section 1* of the *Handbook*). In an effort to ensure that students progress, the current policy mandates that all degree-seeking students who place into developmental/remedial course work must complete the required remediation prior to completion of the first 30 college-level credits unless otherwise authorized by the institution.

According to institutional data, students who complete the gateway course in the first year of enrollment are more likely to graduate. Focusing on gateway course success by providing students with the support they need to succeed was the topic of the NSHE Gateway Course Success Summit held on April 18, 2014. The following table provides standard graduation rates for students who completed the gateway mathematics course in the first year of enrollment:

	Completed College Level Math in First Year of Enrollment	150% Graduation Rate	Did Not Complete College Level Math within First Year	150% Graduation Rate
UNLV	50.3%	49.1%	49.7%	27.2%
UNR	71.2%	53.3%	28.8%	20.6%
NSC	29.6%	27.1%	70.4%	5.3%
CSN	12.1%	19.3%	87.9%	5.5%
GBC	9.8%	30.4%	90.2%	3.6%
TMCC	12.8%	30.8%	87.2%	3.7%
WNC	27.1%	33.5%	72.9%	2.6%

This data of NSHE institutions shows that students who complete a gateway mathematics course in the first year of enrollment are more likely to graduate than those who do not complete the gateway course in the first year. Data for gateway English reflects a similar trend. According to Complete College America, of the 51.7 percent of students nationally who enter a 2-year college and enroll in remediation, only 9.5 percent graduate within 3 years. Based on data like this and other research, Complete College America strongly advocates placing many more students in college-level gateway courses where research has shown students can succeed with additional support, thus increasing their graduation rates.

SPECIFIC ACTIONS BEING RECOMMENDED OR REQUESTED:

Amend *Title 4, Chapter 16, Section 1* of the *Handbook* to require that all degree-seeking students must complete the appropriate entry-level English and mathematics course work within the first 30 college-level credits unless otherwise authorized by the institution. (See attached policy proposal.)

IMPETUS (WHY NOW?):

This policy revision was requested by the Academic Affairs Council to reflect the new approaches to remedial and entry college-level course work to benefit NSHE students.

BULLET POINTS TO SUPPORT REQUEST/RECOMMENDATION:

- Students who place and are required to enroll into the traditional remediation course are far less likely to persist and earn their degrees. NSHE institutions recognize these challenges and are changing their

approach to remediation. Revising the language under this policy is necessary to reflect these changes and ensure that the policy language is not an unintentional obstacle for students.

- The policy revision supports national best practices that move away from the traditional approach to remedial course work, while maintaining the requirement that students complete the “appropriate” entry-level English and mathematics course work within their first 30 college-level credits.

POTENTIAL ARGUMENTS AGAINST THE REQUEST/RECOMMENDATION:

None have been presented at this time.

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

Retain the existing policy language.

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 **X**
- Explain:_____

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POLICY PROPOSAL
TITLE 4, CHAPTER 16, SECTION 1

Remedial Policy – Completion of Remedial/Development Work
before College-Level Credits

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

Section 1. NSHE Remedial Policy

The remedial policies of the Nevada System of Higher Education (NSHE) are intended to ensure a foundation of knowledge and competencies that will assist students in successfully pursuing and attaining an academic degree. Students are strongly encouraged to prepare for the rigors of higher education prior to entering the NSHE.

1. Pursuant to federal regulations, institutions may make ability-to-benefit determinations using federally approved tests and passing scores to receive federal student aid. The NSHE reserves the right to cancel the admission or registration of any individual whose attendance at a university or college, in the opinion of the appropriate administrative officer and the President, would not be mutually beneficial, as determined by the ability-to-benefit test, to that individual and the university or college.
2. Placement testing should take place prior to matriculation. Effective Fall 2013, students who complete placement testing and course registration by a deadline set by the institution prior to the beginning of each semester will be guaranteed enrollment to the appropriate English and mathematics course in their first semester of enrollment. Additionally, English and mathematics testing must take place no more than two years prior to matriculation.
3. All degree-seeking students [~~who place into developmental/remedial course work must complete the required remediation prior to completion of~~] **must complete the appropriate entry-level English and mathematics course work within the first 30 college-level credits** unless otherwise authorized by the institution.
4. A student's English and mathematics placement test scores will serve as the foundation for decisions about the appropriate first college-level course. However, in addition to these scores, institutions may rely on other factors such as high school courses and grade point average, demonstrable competencies, and work experience to predict student success and recommend placement.
 - a. English Placement. The following scores will serve as benchmarks for placement into a college-level English course. Other appropriate placement tools may be used for English placement including reading tests, departmental diagnostic tests or other proprietary tests if supported by institutional research.

Test Score	Minimum Score
ACT English	18
SAT Critical Reading	440
Compass Writing Skills	69
Accuplacer Sentence Skills	80-86

- b. Mathematics Placement. The following scores will serve as benchmarks for placement into a college-level mathematics course. Other appropriate placement tools may be used for mathematics placement including reading tests, departmental diagnostic tests or other proprietary tests if supported by institutional research.

Test Score	Minimum Score
ACT Math	22
SAT Math	500
Compass Mathematics	65
Accuplacer College Level Math	50-63

5. Remedial education at NSHE institutions shall utilize instructional methods and course designs that are most effective in assisting students in successfully completing an entry-level college course in English and mathematics.
6. Institutions should support enrollment in the appropriate college-level entry course immediately upon completion of remedial work.
7. Requirements for college readiness and college-level course enrollment shall be publicized by each institution to the appropriate Nevada school districts.