

BOARD OF REGENTS
BRIEFING PAPER
Completion of Remedial Coursework

BACKGROUND & POLICY CONTEXT OF ISSUE:

Current Board policy concerning remediation provides that all degree-seeking students who place in developmental/remedial coursework must take the prescribed sequence of courses until remediation is completed. However, the policy does not provide that remedial coursework must be completed prior to attempting higher level courses. Therefore, it is possible that students may delay taking the necessary remedial courses until late in their college careers. Doing so circumvents the intent of remedial coursework to adequately prepare students for college-level coursework and thus increase their probability of success and persistence.

In an effort to ensure that students complete remedial coursework in a timely manner, the Academic Affairs Council recommends that students requiring remediation must complete all required remedial coursework prior to completion of 30 college-level credits unless otherwise authorized by the institution.

SPECIFIC ACTIONS BEING RECOMMENDED OR REQUESTED:

Amend Board policy, Title 4, Chapter 16, Sections I-IV, such that beginning Fall 2007, students requiring remediation must complete all required remedial coursework prior to completion of 30 college-level credits unless otherwise authorized by the institution, and other technical changes thereto.

IMPETUS (WHY NOW?):

This proposal is brought forward following the conversations and recommendation of the Academic Affairs Council who have appropriately considered this matter.

BULLET POINTS TO SUPPORT REQUEST/RECOMMENDATION:

Requiring students to complete all required remedial coursework prior to the completion of 30 college-level credits will:

- ensure that students are adequately prepared for advanced coursework prior to proceeding; and
- increase the likelihood for a student's success and persistence on to degree completion.

POTENTIAL ARGUMENTS AGAINST THE REQUEST/RECOMMENDATION:

Special circumstances may delay a student taking the remedial courses prior to completing 30 credits. (Language allowing for institutional exceptions is part of the policy to address this possibility.)

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

Maintain the current policy so that students are not limited in the number of college-level credits that may be completed prior to the completion of the requisite remedial courses.

COMPLIANCE WITH BOARD POLICY:

- Consistent With Current Board Policy: Title # _____ Chapter # _____ Section # _____
- X Amends Current Board Policy: Title #4 Chapter #16
- Other: _____
- Fiscal Impact: Yes _____ No _____
Explain: _____

**PROPOSED AMENDMENT
TITLE 4, CHAPTER 16, I – V**

Additions in *boldface italics*; deletions ~~stricken~~

Section 1. NSHE Remedial Policy

- I.** The Nevada System of Higher Education 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 to that individual and the university or college.
- H2.** Placement testing should take place prior to matriculation. Additionally, English and mathematics testing must take place no more than two years prior to ~~admission~~ ***matriculation.***
- H3.** All degree-seeking students who place in developmental/remedial coursework must take the prescribed sequence of courses until remediation is completed. ***Beginning Fall 2007, students requiring remediation must complete all required remedial coursework prior to completion of 30 college-level credits unless otherwise authorized by the institution.***
- IV4.** Initial placement into English courses in the Nevada System of Higher Education will be based upon standardized test scores as noted below. Additional placement will be determined through formal assessment of students including departmental diagnostic writing and/or reading tests, submission of writing samples, and/or a student portfolio for evaluation by faculty, as determined by each institution’s English department. Accuplacer, Compass, or other appropriate placement procedures may be used for English placement at the community colleges in lieu of the ACT or SAT.

English Test Scores to be Used		
(Minimum test scores will be set by each institution for any course listed with a test score range)		
<u>English Course</u>	<u>Enhanced ACT English</u>	<u>Recentered SAT Verbal <i>Critical Reading</i></u>
English 090, 095, 096, 097, 098	1-20	200-500
English 100	17-20	400-500
English 101 – two semester sequence	17-20	400-500
English 101	21-29	510-670
English 102	30-36	680-800

Initial placement into mathematics courses in the Nevada System of Higher Education will be based upon standardized test scores as noted below or equivalent criteria through formal assessment of students including departmental diagnostic tests as determined by each institution’s mathematics department. Accuplacer, Compass, or other appropriate

placement procedures may be used for mathematics placement at the community colleges in lieu of the ACT or SAT.

Mathematics Test Scores to Be Used		
(Minimum test scores will be set by each institution for any course listed with a test score range)		
<u>Mathematics Course</u>	<u>Enhanced ACT Math</u>	<u>Recentered SAT Math</u>
Math 093, 095, 096	1-20	200-500
Math 091, 093, 095, and 096 Test Scores to be used by the Community Colleges		
<u>Mathematics Course</u>	<u>Enhanced ACT Math</u>	<u>Recentered SAT Math</u>
Math 091	Less than 17*	Less than 400*
Math 093	Less than 17*	Less than 400*
Math 095	17-18	400- 465 460
Math 096	19-20	470-500
*Further diagnostic testing will establish placement.		

A Student who has an SAT score of 390 or less and/or an ACT score of 16 or less must take the Accuplacer, Compass, or other appropriate placement tests for mathematics placement at the community colleges.

Math Test Scores to be Used by all NSHE Institutions		
<u>Mathematics Course</u>	<u>Enhanced ACT Math</u>	<u>Recentered SAT Math</u>
Math 097	17-20	400-500
Math 120	21	510
Math 124	22	520
Math 126	22	520-530
Math 127	25-27	560-610
Math 128	25-27	560-610
Math 176	27-28	620
Math 181	28	630

- ∇5. The admissions policies of the Nevada System of Higher Education were developed in order to ensure a foundation of knowledge and competencies that will assist a student in successfully pursuing and attaining an academic degree. A student is strongly encouraged to prepare for the rigors of higher education by completing all the appropriate requirements prior to entering the NSHE.

RENUMBER REMAINING SECTIONS 1 THROUGH 15 AS SECTIONS 2 THROUGH 16.

RENUMBER SECTION VI.(NSHE GRADING POLICY) AS SECTION 17 AND PLACE BEFORE ALPHABETICALLY-NOTATED SECTIONS.