

COREQUISITE IMPLEMENTATION AND EARLY RESULTS IN NEVADA



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About the Nevada System of Higher Education (NSHE)

Serving 107,000 students and employing 15,000 individuals, the Nevada System of Higher Education (NSHE) is the only public higher education system in the state and is comprised of eight institutions: four community colleges, a state university, two R1 research universities, and a research institute:

[College of Southern Nevada](#)

[Great Basin College](#)

[Truckee Meadows Community College](#)

[Western Nevada College](#)

[Nevada State University](#)

[University of Nevada, Las Vegas](#)

[University of Nevada, Reno](#)

[Desert Research Institute](#)

System oversight is provided by a single governing board, the Nevada [Board of Regents](#), which is comprised of 13 elected regents.

The Path to Gateway Math and English Reform in Nevada

2010 – 2018: A Focus on Remedial Reform

Reducing barriers to student success has long been a goal for NSHE and beginning in 2010 the system's focus shifted to remedial education reform when Chancellor Daniel Klaich established the Remedial Transformation Project with two steering committees, one for English and one for mathematics. By November 2012 the Task Force published a [report](#) and the Board approved policy recommendations, including provisions for standardized placement scores and authorization for multiple measures. In addition, all institutions began working on course redesign, including shortening remedial pathways and early efforts at a corequisite approach. This work was followed by a Gateway Course Success Summit in April 2014 to continue the discussion of improving student success in mathematics and a second summit in November 2014 to focus on student success in English. In 2015 work continued on mathematics with the establishment by Chancellor Klaich of the Task Force on Gateway Math Success and an ensuing [report](#) and policy revision requiring institutions to develop an assessment and placement policy that ensured students who did not meet the benchmarks for placement into a gateway math or English course had an opportunity to enroll in and complete the gateway course within one academic year. Throughout this period, NSHE institutions monitored and adjusted their practices, and pilots for new approaches were undertaken.

2019: The Path to a Statewide Corequisite Policy

In Spring 2019 NSHE saw two important developments that resulted in action by the Board of Regents later that year. First, in January 2019, the Board convened a day and a half long special meeting with a portion focused on Student Success, informally referred to as a Student Success Summit. This meeting was initiated by NSHE Chancellor Thom Reilly, who asked Vice Chancellor for Academic and Student Affairs Crystal Abba to help build an agenda which would not only present institutional initiatives, student success metrics, and goals but would also familiarize Regents with successful efforts to improve student graduation and persistence rates at various institutions across the nation. In turn, Vice Chancellor Abba turned to Dr. Bruce Vandal, Senior Vice President from Complete College America (CCA). Dr. Vandal presented a national perspective on efforts to improve student success, and was followed by Dr. Sunem Beaton-Garcia, President of Broward College, Dr. Timothy Renick, Senior Vice President for Student Success, Georgia State

University, and José Cabrales, Senior Director of Student Success Programs & Operations, American Association of State Colleges and Universities. The Student Success Summit portion of the meeting ended with the adoption of institutional student success goals.

Subsequently, in February 2019, NSHE System Administration published a policy paper titled [*Traditional Remediation is not Working: Impetus for Comprehensive Change in NSHE Policy*](#). The findings of NSHE's report mirrored other research in other states and at the national level, such as CCA's landmark report [*Remediation: Higher Education's Bridge to Nowhere*](#). Examining a Fall 2016 Gateway Cohort, the NSHE report indicated specifically:

- 67 percent of students at NSHE's two-year institutions placed into remedial math
- 27 percent of students at NSHE's four-year institutions placed into remedial math
- Students from historically minoritized backgrounds were overrepresented in remedial education, including extreme equity gaps among Hispanic and Black students

In addition, the report examined 150 percent graduation rates for three cohorts of NSHE community college students (2013, 2014 and 2015) and noted that students who did not take a math course in their first year of enrollment were substantially less likely to graduate within 150 percent of time, with rates ranging from 1.0 percent to 3.6 percent.

This report was presented to the Board of Regents at its February quarterly meeting, and Chancellor Reilly utilized the findings to facilitate further discussion on corequisite support with regents and institutional presidents. Coming out of this meeting, Chancellor Reilly and Vice Chancellor Abba received support from the Board of Regents to return with a corequisite policy proposal at the next quarterly meeting. This led to the Board of Regents' June 2019 approval of the [*NSHE Corequisite and College-Ready Gateway Policy*](#), which was a significant step in advancing student success.

NSHE Corequisite and College-Ready Gateway Policy

With a required implementation date of Fall 2021, the *NSHE Corequisite and College-Ready Gateway Policy* contains several provisions which prompted sweeping changes across all seven public higher education institutions in Nevada. The policy applies equally to the four community colleges, state university, and two R1 research universities that make up NSHE.

- Within the first two regular academic semesters following initial enrollment, all degree-seeking students are required to be placed into the college-level gateway course, either with or without just-in-time support via corequisite instruction.
- Combined, the college-level and corequisite courses cannot total more than six credits.
- Traditional forms of remediation are no longer allowed, except for college preparatory courses offered to high school students (not including the summer prior to matriculation).
- Placement directly in math and English gateway courses (without corequisite support), for both recent high school graduates and returning adult students, was clarified, with explicit provisions for multiple measures.
- Institutions are authorized to place students with documented disabilities in alternative pathways upon the written recommendation of the disability resource center.
- Institutions may request a temporary exemption from corequisite enrollment for the purpose of experimental programs.

- Periodically, the Chancellor's office will audit institutions for compliance with these provisions and will report such findings to the Board.

All of these provisions are in place today and have remained unchanged from the original policy proposal, with one exception. The June 2019 policy proposal required all degree seeking students to be enrolled in a college-level gateway math and English course, with or without corequisite remediation, upon initial enrollment. In September 2020 the Board approved [a policy revision](#) that instead required gateway math and English course enrollment within the first two regular semesters following initial enrollment. This revision was a response to faculty and administrator concerns on two fronts: 1) taking both a corequisite math and a corequisite English course in a single semester would not be possible for most part-time students, and 2) frontloading all gateway courses in the fall presents substantial scheduling and staffing challenges.

Statewide Full-Scale Corequisite Implementation

NSHE Corequisite Implementation Task Force

Given the effective date of Fall 2021, NSHE institutions had just over two years to prepare for -full-scale corequisite implementation. Immediately after approval of the policy by the Board in June 2019, System Administration put together a statewide corequisite implementation task force that included three individuals from each of NSHE's seven teaching institutions: one math faculty member, one English faculty member, and one or two administrative faculty members from an area of immediate impact (advising, admissions, registrar). The purpose of the NSHE Corequisite Implementation Task Force was to tackle the issues of bringing corequisite reform to scale in a manner that utilized collective impact. The task force began meeting almost immediately, and the first big decision was to create one systemwide action plan, rather than individual institution plans as had been done with previous reforms. Task force members expressed a desire to ensure a cohesive systemwide approach to corequisite implementation, and this was applauded by the Board of Regents and fully supported by institutional academic officers and presidents. [Part one](#) of the implementation action plan was approved by the Board in September 2020 and [part two](#) was approved in December 2020.

In addition to its collective work, the task force also regularly broke out into separate groups to accomplish necessary work. For English and math faculty, this meant frequent academic discipline--specific meetings to work out the details of course structure, common course numbering, faculty qualifications, pedagogy, and placement, as well as to participate in professional development opportunities. For administrative faculty, this work eventually split into two major efforts: logistics (implementation in the student information system, enrollment enforcement, marketing, etc.) and academic advising (professional development on the corequisite support model and how to communicate changes to students).

Grant Funders and Other Partners

Initially, the work of the task force began with the support of a single external consultant, and it was not long before it became apparent that to succeed in full-scale implementation, an effort that would require significant culture change in how institutions enroll, place and support students in completing their gateway math and English courses, additional resources were necessary both at the system and institutional levels. Therefore, in early 2020 NSHE applied for grant funding from Strong Start to Finish (SStF) and later that same year for grant funding from the ECMC Foundation. Both grant applications were

approved, with NSHE receiving \$300,000 from SStF and \$750,000 from ECMC. Most funds from each grant were subawarded to the NSHE institutions, with a smaller amount retained at the system level to support statewide administrative support and professional development. In addition, at its December 2019 meeting the Board of Regents set aside funds from an incentive payment received from NV Energy for student success initiatives, ultimately resulting in a total of \$1.5 million specifically designated to support the corequisite implementation.

As important as funding is for large, complex initiatives like NSHE's corequisite implementation, the value of support from organizations like SStF and ECMC goes well beyond the funding. Both organizations are part of the national higher education reform movement and provided NSHE a high level of support, including sharing best practices and data on remedial education reform from other states, as well as ample opportunities for networking. Similarly, thanks to the grant funding, NSHE has the opportunity of working with a number of partners and service providers with expertise in such reforms, including Complete College America; the California Acceleration Project; the Charles A. Dana Center at the University of Texas at Austin; NACADA, The Global Community for Academic Advising; Phase Two Advisory; Student Ready Strategies; and Heidi G. Loshbaugh, Solutions in Context. Along with the effort of dedicated faculty, administrators, and academic advisors across the state, the support of all these organizations was instrumental in NSHE's successful corequisite implementation.

Marketing

Utilizing SStF grant funding, 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 communication, with a predominant message that "every student is college-ready." 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.

Figure 1 – NSHE Corequisite Implementation Task Force Logo



Professional Development for Faculty and Advisors

Supporting scaling activities across a state or system of higher education means supporting academic faculty in coming together to bring forth curricular and pedagogical changes, sharing best practices of teaching in a restructured classroom environment, and developing pathways. It also means bringing advisors together to keep them informed about these changes so they can in turn help students understand what to expect in the corequisite experience. Using ECMC grant funds and working with Complete College America and Student Ready Strategies as service providers, the system was able to support a formalized professional development series during the spring and summer of 2021. All of the professional development sessions focused on topics selected by NSHE faculty in each discipline and advisors. Sessions were held virtually, not only due to the pandemic but also to accommodate faculty and advisors from across Nevada. They were also recorded and posted for easy access on the NSHE YouTube channel with links from [NSHE's Corequisite Mathematics and English Reform](#) public webpage.

Table 1 – NSHE Professional Development Sessions, Fall 2020 to Spring 2021

Advising		
Corequisite Math & English in Nevada: An Overview	Corequisite English in Nevada: An Overview	Corequisite Math in Nevada: An Overview
Corequisite Math and English: Institution-Specific Placement, Enrollment, and Communication	Corequisite English Pedagogy	Corequisite Math Pedagogy
Asset-Based, Equitable Advising in Virtual Environments	English Placement Methodologies	Methodology of Gateway Math Placement
Final Steps for Implementation: Answering Outstanding Questions	Reading Strategies Embedded in Corequisite English Curriculum	NSHE Institution Corequisite Math Course Pilot Overviews
	Assessment of Corequisite English SLOs	Curriculum Planning for “Just in Time Support”
	Access for Students with Disabilities	Active Learning Techniques in Math
	Anti-Racist Teaching of Writing	Online Instruction for the Corequisite Course
	Online Instruction for the Corequisite Course, Part II	Growth Mindset and Affective Learning

Based on session feedback, an additional English session was added to address some unmet needs expressed by English faculty, and the agenda for the April advising PD session was modified to be responsive to feedback received from advisors after the March session. System administration was present at each of the sessions to show support and also stay informed regarding attendee feedback as it was happening. Overall, the PD sessions were well-received, with faculty and advisors expressing appreciation for not only the session content but also the opportunity to network with colleagues from across the state.

Go-Live

Even though NSHE's full-scale implementation start date occurred during the COVID-19 pandemic, the system's seven teaching institutions forged ahead and achieved full-scale corequisite implementation in Fall 2021, as required by the Board of Regents policy adopted in June 2019. This required additional work by faculty and advisors to pivot away from a highly collaborative in-person classroom model to a fully online but still collaborative implementation during the pandemic and then to pivot again to more of a hybrid approach as students returned to the classroom.

Communities of Practice

Statewide Communities of Practice (COP) for math and English were kicked off in Spring 2022, as faculty were catching their collective breath at the end of the first semester of implementation and diving into the second semester. Once again with CCA's assistance as a service provider, each discipline group met twice during spring to discuss topics they had selected. For math, discussion topics included: just-in-time teaching; classroom solutions for student success; encouraging peer-to-peer learning; affective domain; and student engagement. English topics included: scaffolding learning; corequisite modalities; campus communities of practice; advising, placement and administrative issues; and affective domain. The breadth of these topics is indicative of the extensive effort and high level of engagement of faculty as they implemented and began working toward continuous improvement of the corequisite model, with the end goal of more Nevada students successfully completing gateway math and English courses, which will ultimately result in more students completing their educational goals. And, once again, faculty expressed appreciation for not only the session content but also the opportunity to network with colleagues from across the state. During these sessions CCA solicited faculty members to take over leadership of the statewide communities of practice beginning in Fall 2022. Also, during Spring 2022, Truckee Meadows Community College in Reno, Nevada used a portion of their ECMC subaward to host a statewide mini-conference for math faculty.

During Fall 2022/Spring 2023 two English faculty members, one from a four-year institution and one from a two-year, volunteered to facilitate a faculty-led statewide community of practice. Throughout the academic year the community of practice experimented with an asynchronous chat platform (Slack) and ended Summer 2023 with a small in-person English corequisite symposium that included presentations from participants, shared scholarly reading groups, writing assignments, discussion on grading/non-grading options, and other interactions to develop inter-institutional collaboration. The event took place on the campus of UNR at Lake Tahoe and was covered by UNR's ECMC subaward. For 2022-23 math faculty took a slightly different approach to the statewide community of practice and elected to hold one larger event, the Second Annual NSHE Math Corequisite Conference, this time at College of Southern Nevada (CSN) in Las Vegas.

During Fall 2023/Spring 2024 the English community of practice leads continued from the prior year and modified their approach to begin using an MS Office group to communicate with their colleagues. The leads also facilitated three virtual sessions led by faculty representatives from different NSHE institutions on topics chosen by the community. Once again, the statewide math community elected to focus their efforts on a corequisite conference, and this time they invited their English colleagues to join them. The result was the third annual NSHE Corequisite Math and English Conference, held in Spring 2024 at Western Nevada College (WNC) in Carson City. WNC hosted the event using the remaining funds set aside from an ECMC subaward.

Going forward, NSHE System Administration will continue to fund a corequisite conference for as long as the NV Energy incentive funding holds out. It is estimated the funds are sufficient to cover another three to four annual conferences. During this period new funding sources will be sought out. Planning for the 2025 conference is underway, and an academic advising track will be added. As always, conference programming and scheduling decisions are guided by faculty, and advising representatives were added to this year's planning committee.

Early Outcomes Data

By November 2024 NSHE collected systemwide data for the first three full years of corequisite implementation, and the data shows significant improvements. Because *NSHE's Co-Requisite and College-Ready Gateway Policy* requires all degree seeking students to enroll in their gateway math and English courses during their first two regular semesters of enrollment (not including summer), the data is structured with fall first-time-in-college cohorts. These cohorts were then tracked through the end of the following spring to determine the numbers and percentages of students who enrolled in and completed their gateway course requirements. Using these same cohorts, data is also provided for fall-to-fall persistence by initial math and English course enrollment. Finally, with three full years of data, it is possible to look at graduation in 150 percent of time for students at the four community colleges.

Definitions

For NSHE, the term “gateway” means the initial college level course in each math and English. For English, the gateway requirement for all students is Composition 1 (English 101), while for math it could be one of three tracks depending upon program of study:

- Fundamentals of College Math (Math 120, a quantitative reasoning course)
- College Algebra (Math 124)
- Precalculus 1 (Math 126)

Likewise, the term “remedial” indicates a course numbered below 100 that was a required prerequisite for gateway math or English. Prior to full-scale corequisite implementation, a student placing below college level in math was required to take up to five remedial courses before they were able enroll in their gateway course, depending upon placement score and institution. For students placing below college level in English, remedial prerequisite requirements were less numerous but still added on at least one semester before a student was able to enroll in the gateway course. For more information on NSHE's old remedial model, see *Traditional Remediation is not Working: Impetus for Comprehensive Change in NSHE Policy*.

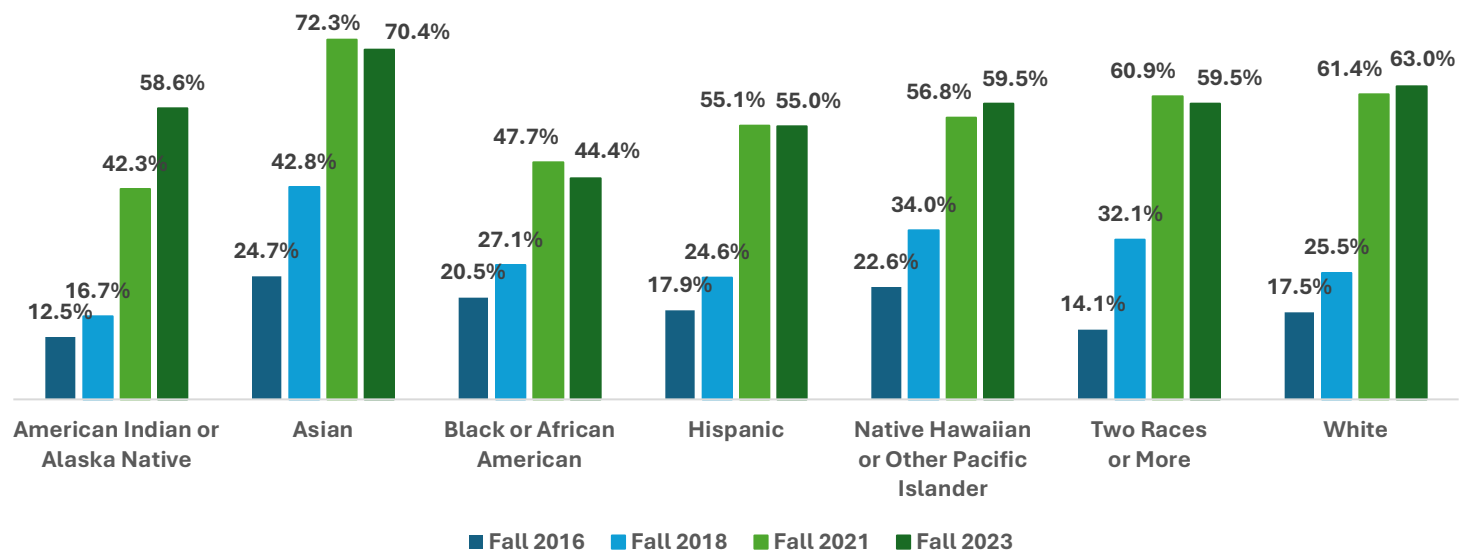
Corequisite Outcomes Data Dashboard

A key factor in ensuring that the positive effects of corequisite implementation are reaching as many students as possible and that campuses are closing institutional performance gaps—and making corrections when this is not the case—is systemwide data collection and analysis. To this end, NSHE's institutional research office created and published on its website the [NSHE Corequisite Completions Data Dashboard](#). This dashboard is a launching point for ongoing discussions with individual NSHE institutions on where to focus continuous improvement efforts. It is updated periodically as more data becomes available.

From the outset of full-scale corequisite implementation, the data has reflected substantial improvements in both math and English course completion rates. Now with three full years of data, this continues to hold true for all students, whether the data is disaggregated by age, race/ethnicity, gender or Pell Grant recipient status. Below, Figures 2 (math) and 5 (English) show gateway course completion rates for students who attended college for the first time in the fall semester indicated and either enrolled initially in remedial courses (Fall 2016 and Fall 2018, pre-implementation) or in a corequisite course plus gateway (Fall 2021 and Fall 2023, post-implementation). Additional course completion data, including disaggregation by age, gender, Pell recipient status and institution, are available on the Corequisite Completions Data Dashboard.

Math

Figure 2 – Math Gateway Course Completions:
Before and After Full-Scale Corequisite Implementation

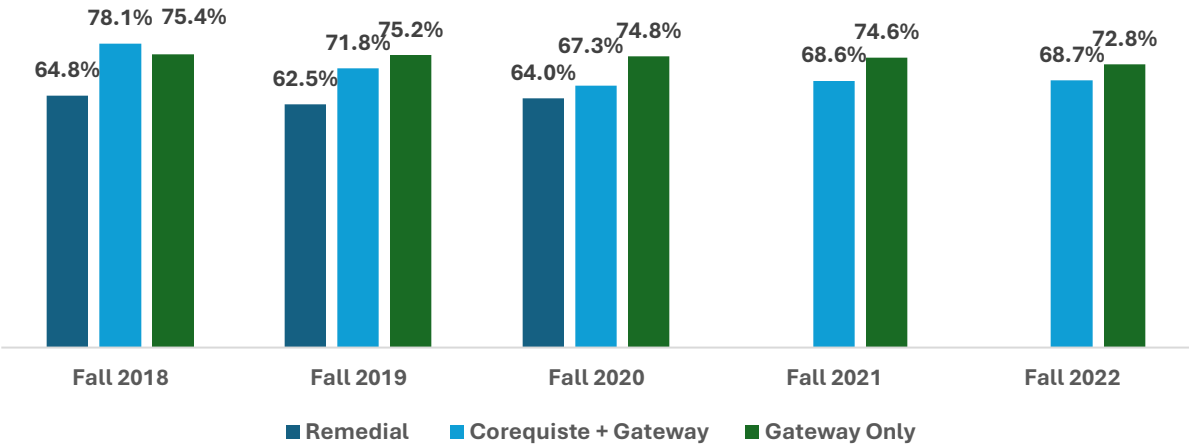


Source: [NSHE Corequisite Completions Dashboard](#). Excludes IPEDS categories of *non-resident* and *unknown*. Cohort of students attending college for the first time in Fall 2016 or Fall 2018 and enrolling in a traditional remedial course and passing a gateway course with a C or better in the first year or in Fall 2021 or Fall 2023 and enrolling in a college level gateway course with corequisite support and passing a gateway course in the first year.

As encouraging as the substantial increases in gateway course completions by NSHE students are, it is important to look beyond the first year of enrollment and such short-term measures. One common medium-term measure of success is fall-to-fall persistence, and this data demonstrates that students who enrolled in a gateway course with corequisite support persisted at a higher rate than those who enrolled in a remedial course. This is reflected in Figure 3 below, for which the data includes all students broken out by their initial math course, regardless of course completion. In addition, while not included in the figure, a preliminary look at fall-to-fall persistence data for math corequisite + gateway course completers is even more remarkable, with persistence rates for these students comparable within less than .5 percentage points to their peers who enrolled directly in their gateway math course. For the 2021 FTIC cohort, 84.1 percent of math students who enrolled in corequisite and completed their gateway math course in their first year of enrollment continued to Fall 2022, as compared to 84.2 percent of students who enrolled directly into their gateway math course, completed in the first year, and enrolled in Fall 2022. For the 2022 FTIC cohort the data is substantially similar, with fall-to-fall persistence for corequisite students at 84.1

percent and for direct gateway students at 84.5 percent (NSHE Student Data Warehouse). This data will be added to the NSHE Corequisite Completions Data Dashboard as part of a future enhancement.

**Figure 3 – Fall-to-Fall Persistence:
By Remedial, Corequisite or Direct Gateway Math Course Enrollment**

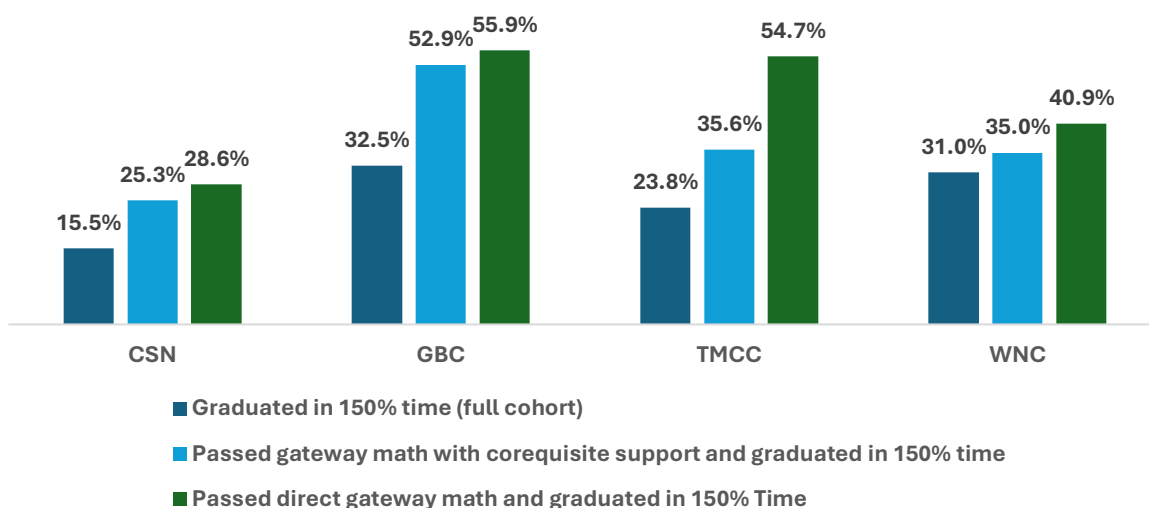


Source: NSHE Student Data Warehouse.

Cohort of students attending college for the first time in the fall term indicated and who graduated or enrolled the following fall semester, by type of math course in which student initially enrolled.

Because completion of the gateway math course is only one step on a student’s path to achievement of an educational goal, it is important to look at longer term measures such as certificate and degree completion. Now that three full years of data is available, it is possible to determine the 150 percent graduation rate for the first FTIC cohort post full-scale corequisite implementation at NSHE’s four community colleges. Figure 4 compares corequisite math completers with the overall population of -first-time students in the cohort, as well as students in the same cohort who enrolled directly in and completed gateway math. While it is only a single cohort, the data is encouraging, with students who passed gateway math with corequisite support performing better at all four institutions than the overall FTIC cohort, and at three of the four institutions the rates for corequisite students are within three to five percentage points of those who enrolled directly and completed gateway math.

**Figure 4 – 150% Graduation Rate:
Fall 2021 FTIC Cohort, Corequisite or Direct Gateway Math Course Enrollment
Community Colleges**

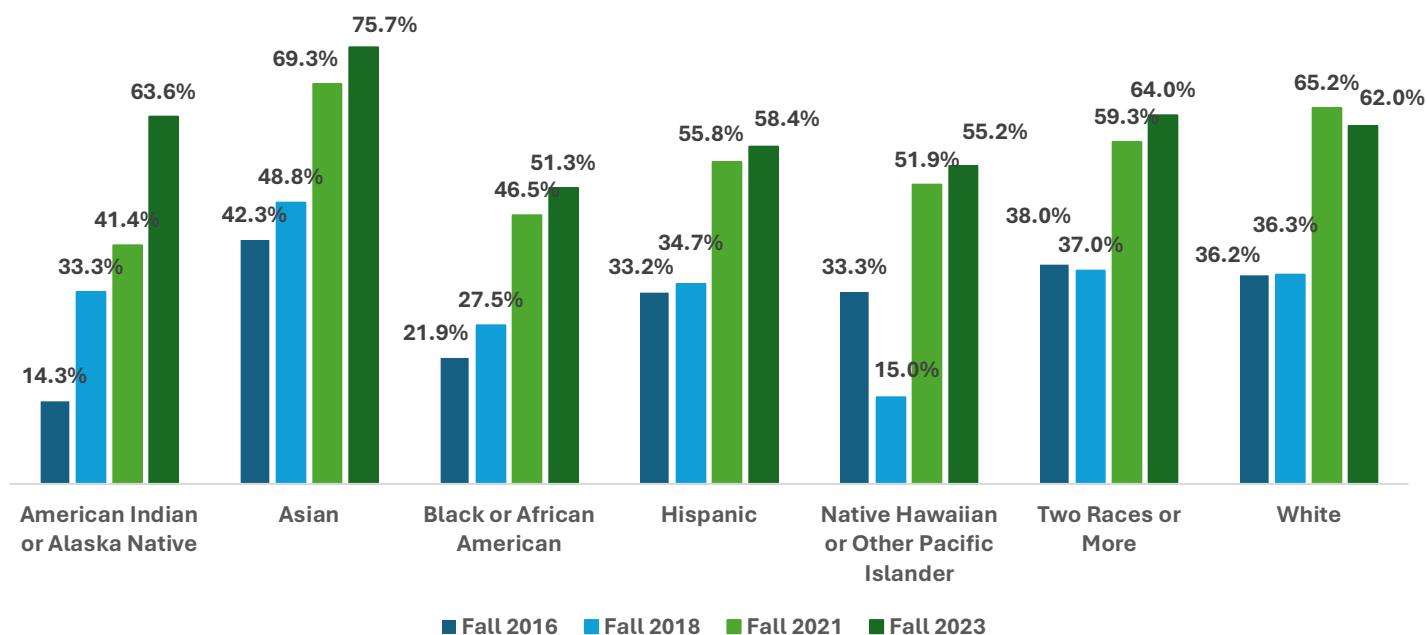


Source: NSHE Student Data Warehouse.

Cohort of students attending college for the first time in Fall 2021 graduating in 150% time: full cohort, those who passed gateway math with corequisite support in the first year, and those who passed gateway math with direct placement in the first year.

English

**Figure 5 – English Gateway Course Completions:
Before and After Full-Scale Corequisite Implementation**



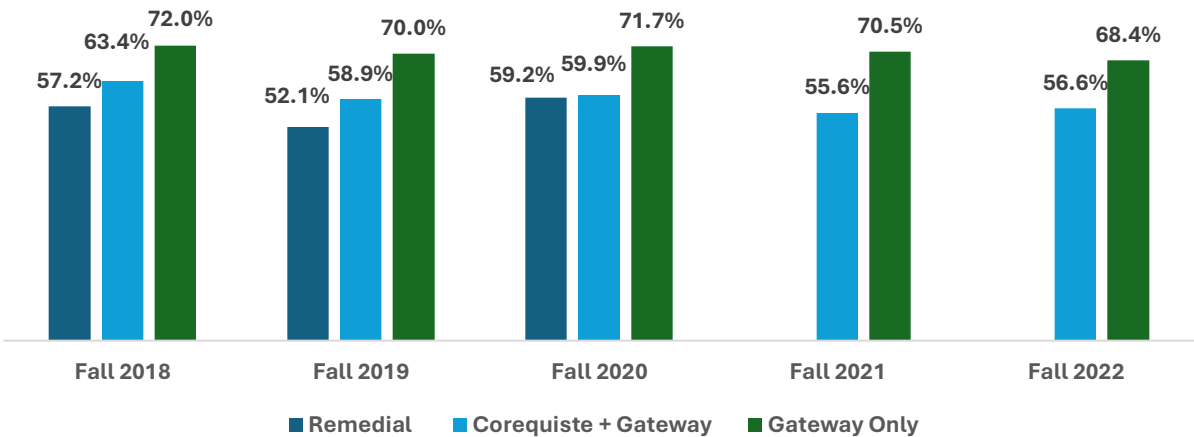
Source: [NSHE Corequisite Completions Dashboard](#). Excludes IPEDS categories of *non-resident* and *unknown*.

Cohort of students attending college for the first time in Fall 2016 or Fall 2018 and enrolling in a traditional remedial course and

passing a gateway course with a C or better in the first year or in Fall 2021 or Fall 2023 and enrolling in a college level gateway course with corequisite support and passing a gateway course in the first year.

While not as dramatic as for math, the improvements in English gateway course completions since full-scale corequisite implementation are impressive, with increases of 20 percentage points or more. However, unlike for math, fall-to-fall persistence rates post-implementation for English corequisite + gateway students are slightly lower than for remedial students prior to implementation. It is important to note that post-implementation the fall-to-fall persistence rates for students who placed directly into gateway English also decreased slightly, and this trend merits further study. In addition, as for math, there are plans to review the fall-to-fall persistence rates for corequisite and direct gateway English completers.

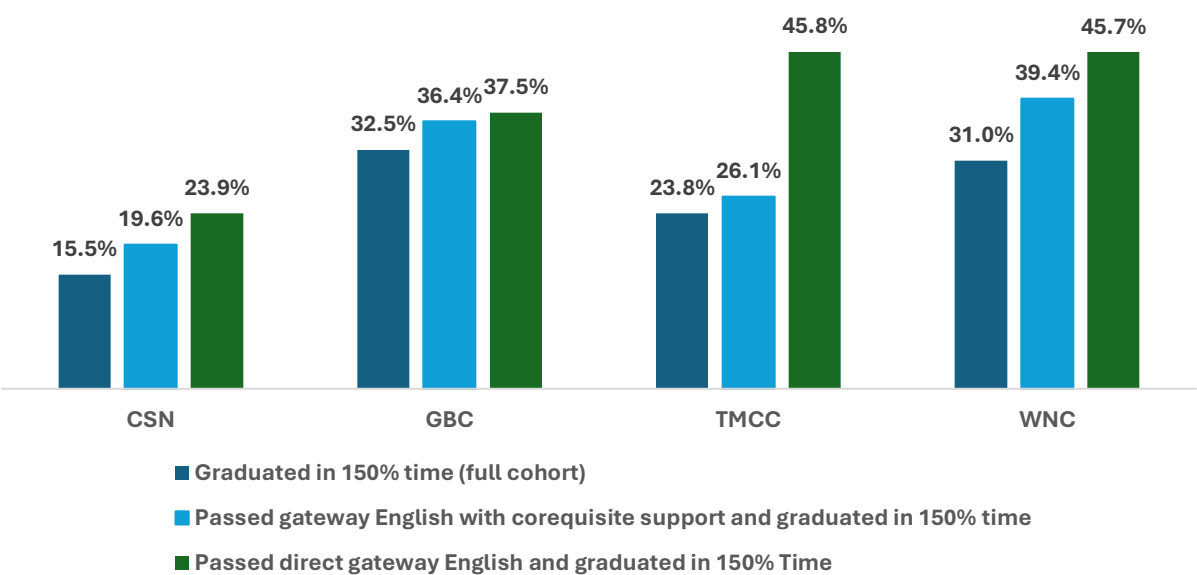
Figure 6 – Fall-to-Fall Persistence:
By Remedial, Corequisite or Direct Gateway English Course Enrollment



Source: NSHE Student Data Warehouse.
Cohort of students attending college for the first time in the fall term indicated and who graduated or enrolled the following fall semester, by type of English course in which student initially enrolled.

Figure 7 compares corequisite English completers with the overall population of first-time students in the cohort, as well as students in the same cohort who enrolled directly in and completed gateway English. As with math, there is only a single cohort of data available. Nevertheless, the data for English completers is encouraging, with students who passed gateway English with corequisite support performing better at all four institutions than the overall FTIC cohort.

**Figure 7 – 150% Graduation Rate:
By FTIC Cohort, Corequisite or Direct Gateway English Course Enrollment
Community Colleges**



Source: NSHE Student Data Warehouse.
Cohort of students attending college for the first time in Fall 2021 graduating in 150% time: full cohort, those who passed gateway English with corequisite support in the first year, and those who passed gateway English with direct placement in the first year.

Lessons Learned

As NSHE was considering adopting a corequisite math and English policy, it took into consideration data and other information shared by states that had already implemented. Likewise, once the Board of Regents put a corequisite mandate into policy, the NSHE Corequisite Implementation Task Force and faculty and advisors across the state of Nevada relied upon guidance built upon the experiences and data from across the nation. Therefore, not only is this report intended to serve as an initial examination of outcomes from NSHE’s systemwide, full-scale corequisite math and English implementation, but it is also meant to share information with other states as they plan for their own implementations or continue to work on continuous improvement. To this end, the following “lessons learned” are provided.

1. **Both a grass tops and a grass roots approach are necessary.** Even when, as in the case with NSHE, a policy mandate is set at the governance level, successful implementation of a complex and multi-faceted policy requires a comprehensive and collaborative approach. In NSHE’s case, a systemwide task force was put together immediately upon passage of the policy. The task force included representation from each campus in both math and English, as well as administration/advising. Task Force members were actively engaged in making procedural and implementation decisions, determining professional development offerings, and taking back what they decided and learned to their campuses. All of this required coordination at the system/state level. Without such collaboration and coordination, it is difficult to imagine how the implementation could have occurred successfully and on time.

2. **Professional development opportunities should be faculty and advisor led and include a mix of local talent and national experts.** As tempting as it might be for leadership to select the professional development offerings they think are needed, it is important to support faculty by allowing them to identify professional development needs for themselves and their colleagues. Those providing the training may be national experts, but don't forget to look for local talent as faculty appreciate opportunities to learn from their colleagues in their own state or system. In addition, it is important to offer professional development in ways that make it easy for all faculty, advisors and administrators to participate. Topics, timing, and mode should be based on faculty preference, and, if travel is required, support should be offered as institutional resources may not be available. These opportunities should be accessible to adjunct faculty as well, and due to their pay structure, it may be most equitable to offer a training stipend to support participation.
3. **Involve academic advisors sooner rather than later.** Academic advisors may be the first individuals on campus who talk to students about corequisite courses. Consequently, it is recommended that they are provided with as much information about the corequisite model as possible prior to implementation. It may intuitively make sense to hold off on providing information until all decisions are locked in, but this approach does not provide advisors with the necessary time to become familiar with the model, process the necessary information, and to plan for advising students on the topic. Involving academic advisors sooner rather than later also helps to facilitate important discussions between advisors and teaching faculty, building trust and a supportive environment for students.
4. **Credentialing – you can build it, but they may not come.** Transitioning from a remedial to a corequisite model can put pressure on an already limited pool of full-time and adjunct faculty, particularly in math. To teach at the college level, existing adjuncts who previously taught remedial courses exclusively may need additional credentials. While it is important to provide credentialing options to these instructors, understand and plan for the fact that not all will take advantage of them.
5. **Utilize technical assistance.** For reasons of independence and of budget-consciousness, institutions and systems may create an implementation plan that does not utilize service providers or other supports. While for sustainability it is important that permanent staff are fully engaged in any implementation, it is generally not possible to support all the needs of a large, complex policy initiative with existing staff who must still perform their regular duties. It is therefore advisable to employ trusted service providers to support work led by the institution or system. Decisions on the type and timing of such support should be strategic, taking into consideration the strengths and weaknesses of existing staff, as well as longer-term impacts on the project.
6. **Grant-funded project leadership positions can be risky.** Like technical assistance, grant-funded positions may be a necessity, but should be used strategically to accomplish the goals of the implementation while building a sustainable plan for maintaining the project after implementation. If the project must be led by a grant-funded position, it is best if there is a plan to continue the position on alternate funds once the grant is over. At minimum, there should be an “understudy” from permanent staff who has a thorough understanding of the project and can take a lead in its support post-implementation, whether over a short or longer term. Decisions made during

implementation often have far-reaching impacts, and it is best if a project team includes leaders who are invested in the long-term success of the organization.

The Path of Continuous Improvement

While there is lots of good news to share in this report, it is important to remember that there is still much work to be done, both in supporting student gateway math and English course completion and broader student success measures. Since full-scale corequisite implementation, more NSHE students are completing their math and English requirement in their first year of enrollment, which is a factor in continued success in higher education. However, this single factor is not a guarantee of educational goal attainment, and we all owe it to our students to find additional ways to support them during and after gateway course completion. Even more concerning are the students who don't make it through their gateway courses, with or without corequisite support. We need to redouble our efforts to find additional ways to support these students. For some students, refinement of the corequisite model or related practices may be enough to support them to success. It is time for NSHE to resume work set aside during the corequisite implementation, including refinement of placement practices, consideration of a corequisite statistics gateway course, stronger guidance for placing students on the appropriate math pathway for their academic program and interests, and additional supports for students on the calculus pathway. To this end, a task force made up of NSHE math faculty has been working with the University of Texas at Austin's Charles A. Dana Center on its Launch Years Initiative. Recommendations of the task force are scheduled to be published in Spring 2025. Once those recommendations are published, the system plans to continue collaborative work with math faculty across the state on the remaining items set aside during implementation, as well as any new concerns that have arisen. It is also time to resume work with English faculty and address outstanding concerns, some of which are like those of math faculty.

It should also be acknowledged that for some students the corequisite model in English and/or math may not be sufficient to support success. In fact, *NSHE's Co-Requisite and College-Ready Gateway Policy* includes a provision for experimental programs whereby institutions may request a temporary exemption from the corequisite policy for the purpose of piloting new models to support student success. Proposals must be data-based and submitted for initial review by the NSHE chancellor and approved by the Board prior to implementation. Lately, discussions about this policy provision have been popping up across the state as faculty have expressed concerns regarding the students who are not passing their gateway courses, even with corequisite support.

An additional way to keep continuous improvement at the forefront is through the statewide communities of practice and ongoing leadership discussions. It is crucial that NSHE continue to work with math and English faculty to sustain communities supporting faculty collaboration across the state. In addition, a systemwide group of academic advising directors was initially convened in the lead up to full-scale implementation and continues to meet quarterly. While corequisite is not the only topic of conversation at these meetings, it provides an important conduit for keeping academic advisors up to date on system level work and in touch with each other. It is likewise for both ongoing leadership discussions and engagement in national higher education reform networks. In terms of the ongoing leadership discussions, the NSHE Academic Affairs Council, made up of the academic officers from each of the seven institutions, meets several times a year and corequisite math and English are frequently on the agenda for discussion. Also important, NSHE maintains a close relationship with both Complete College America and other higher education reform partners, which helps to build a network of learning and support for future reform efforts.



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