

2013-14 Remedial Placement & Enrollment Report

Prepared by the Office of Academic and Student Affairs

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



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Changing the Way Remedial Rates are Reported at NSHE Institutions

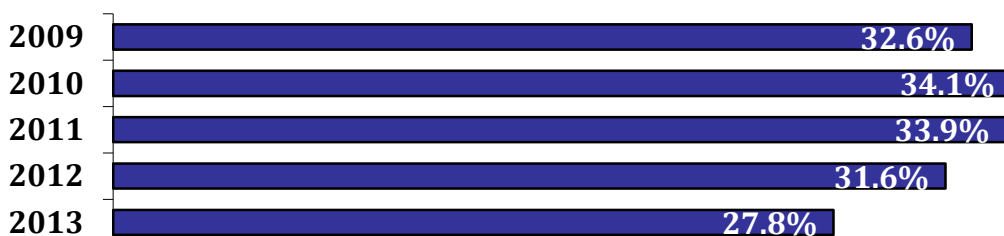
Over the past several years NSHE institutions have been working to design and implement new courses, improve instructional methodologies, and improve placement strategies to transform and improve remedial education across the System, increase student learning outcomes and improve student success. Those efforts include, but are not limited to:

- Course redesign to enable students to complete remedial instruction and a college-level course within one or two semesters;
- Curricular alignment between remedial courses and entry-level courses;
- Different pathways defined for students based on their level of deficiency and major or course of study;
- Conversion of remedial courses at the lowest levels to self-funded, skills-based laboratories; and
- Partnerships with school districts to offer early testing, deliver remedial instruction at the high schools, and to improve college readiness of high school graduates.

While initiatives to improve the delivery of remedial instruction are being implemented, NSHE is also changing the way remedial rates are reported in an effort to provide a more accurate picture of the extent to which NSHE students need remediation. Past reports focused on *enrollment* of recent high school graduates in remedial courses immediately following graduation from high school (summer and fall semesters only). The historical content of the report was largely driven by a legislative mandate that required NSHE to report to the State remedial enrollments and the associated cost. In 1997, the Nevada State Legislature enacted the provisions of *Nevada Revised Statutes* 396.548, which specifically requires NSHE to report on the number of recent Nevada high school graduates who enrolled in remedial English and/or mathematics immediately following graduation. As a result, the report focused on enrollments in the summer and fall only.

Using the methodology of past years that included enrollment of recent high school graduates into a remedial course during the summer or fall semesters immediately following graduation, the NSHE remedial rate decreased from 31.6 percent in 2012 to 27.4 percent in 2013. This is due in part to alternative delivery methods of remedial instruction such as co-requisite courses and skills labs or modules are not captured using the past methodology.

Recent Nevada High School Graduates *Enrolled* in Remediation Summer or Fall Semesters Following Graduation (2009-2013)



Many factors such as the number of available sections, self-advising, part-time enrollment, and other factors affect the actual enrollment of students who have been placed into remedial-level coursework thus not providing a complete picture of the need for remediation of Nevada's recent high school graduates.

In the past the availability of consistent systemwide data pertaining to student placement was not available. Fortunately, recent improvements to student records technology at the institutions now make reporting remedial placements, in addition to enrollments, possible. Beginning with the 2013-14 report (now titled the *Remedial Placement and Enrollment Report*) NSHE made considerable changes to the report to account for the limitations of the past methodology and present a more accurate picture of the demand for remediation. Rates are reported for **placement into coursework that is less than college level** in addition to enrollment. By doing so we are able to meet both the statutory requirement for reporting enrollment and cost as well as provide a more complete picture of the remedial needs of recent Nevada high school graduates. The NSHE remedial *placement* rate for academic year 2013-14 (summer, fall, and spring) is 55.57 percent. The enrollment rate using the old methodology is 27.8 percent.

Additionally, due to the initiatives at NSHE institutions to improve the delivery of remedial instruction and the success of students placed into remedial courses, it is no longer sufficient to report enrollments only in traditional remedial courses (English and math courses below the 100-level) as reported in past reports. Therefore, this report includes enrollment in the following:

- **Skills labs and modules** are an alternative to traditional remedial math courses enable the institutions to address specific deficiencies allowing students to move through their remedial sequences more quickly allowing a student to complete their college-level courses more quickly.
- **Co-requisite courses** that enable a student to enroll in college level instruction while receiving additional support related to deficiencies that would have resulted in the student being placed into remedial coursework. Co-requisite courses enable students to complete gateway courses faster than enrolling in a traditional remedial course sequence. Data show that students who complete a gateway course within the first year, regardless of the level of their first math or English course, persist and graduate at a higher rate than those who do not (see the Gateway Course Success section of this report).
- **Technical courses** with no remedial co-requisites that provide English and math content to meet college-level English and math requirements for specific community college certificates and degrees.

Other changes in addition to those related to placement and the types of courses captured include:

- Enrollment into a remedial course for an additional semester beyond the summer and fall semesters included in past reports. Including the subsequent spring semester allows NSHE to capture the enrollment of students who may defer their

remedial coursework due to course availability, part-time enrollment or self-advising.

- Enrollment of students who place into remedial coursework at one institution but enroll in a remedial course at another NSHE institution. Reporting enrollments systemwide enables NSHE to eliminate the effect “swirling” has on the enrollment rate using the old methodology.

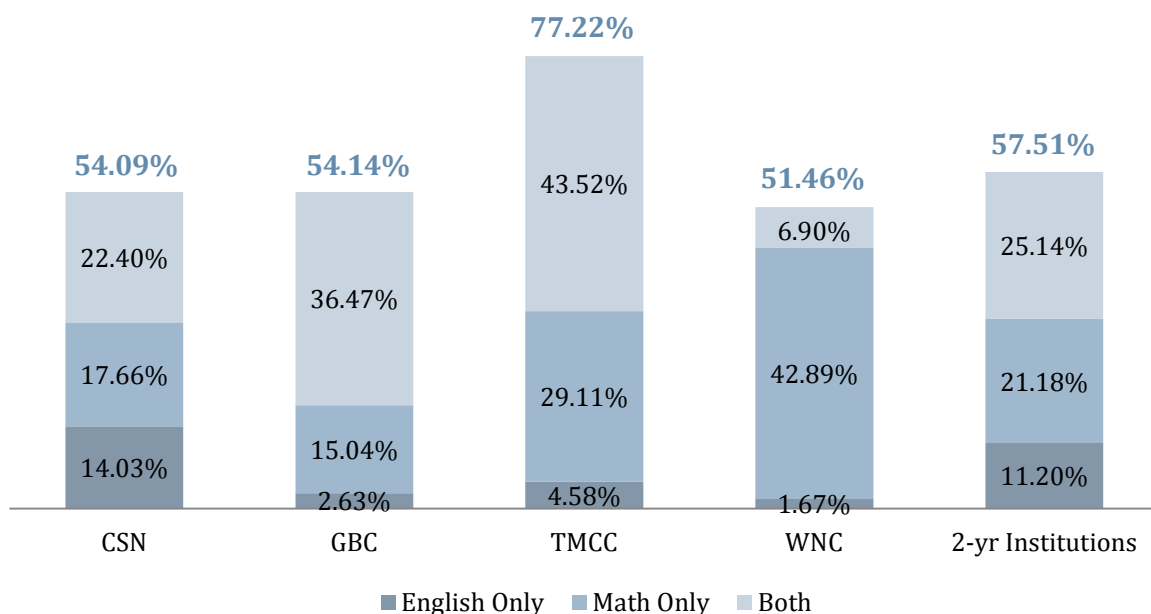
Remedial Placement

Community Colleges

Using the old methodology that reported remedial enrollment in traditional remedial math and/or English courses the summer or fall semesters immediately following high school graduation, the remedial rate would be 12.5% at CSN, 45.1% at GBC, 57.9% at TMCC, and 45.2% at WNC. Given the changes in the reporting methodology, one cannot appropriately compare the enrollment rates using the old methodology to the new placement rate as they are distinctly different measures that capture different periods of time. The placement rate is a more accurate method for capturing the number of recent high school graduates that need remediation, while the enrollment rate captures those students who took the next step and enrolled in the remedial English and/or math course recommended by the institution.

The following table depicts the percent of recent Nevada high school graduates *placed* into an English and/or mathematics course below college level in the summer, fall, or spring following high school graduation.

**Placement Rates - Community Colleges
Recent High School Graduates Placed Below College Level**



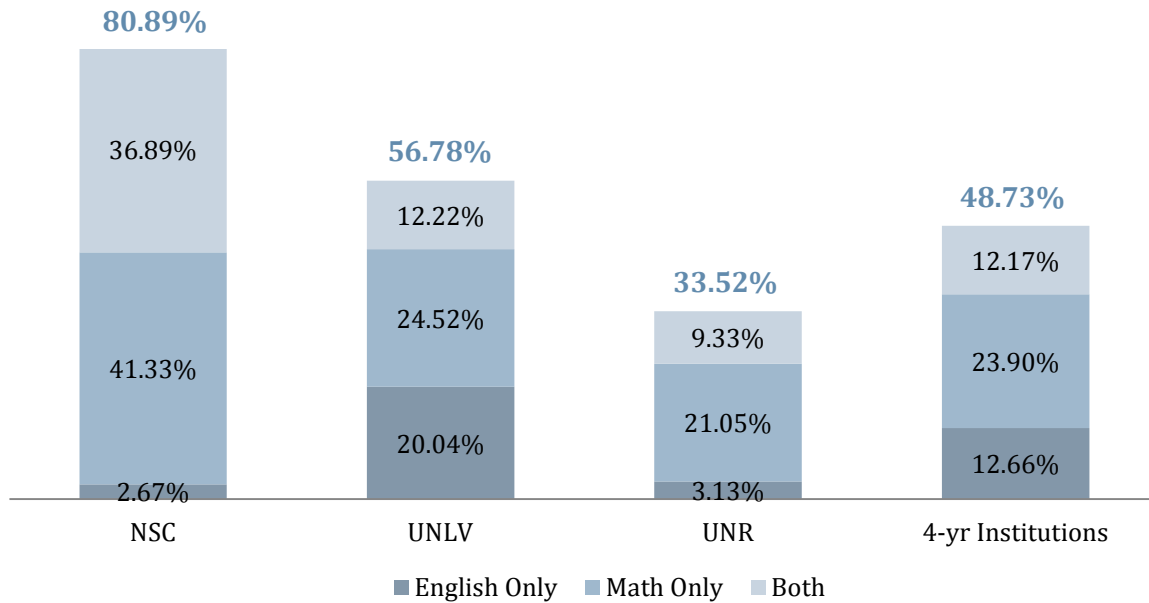
Well over half of recent Nevada high school graduates enrolling in an NSHE community college are in need of remediation. The Community College Research Center reports that nationally about 60 percent of recent high school graduates entering community colleges need remediation. However, they also question the placement of so many students into remediation indicating that, “a quarter to a third of students assigned to remedial classes based on standardized test scores could have passed college-level classes with a grade of B or better.” Through the NSHE Gateway Course Success initiative, institutions are

examining their placement protocols more closely in an effort to ensure that students are appropriately placed.

Universities

Using the old methodology that reported remedial enrollments in traditional remedial math or English courses the summer or fall semesters immediately following high school graduation, the remedial rate would be 29.4% at UNLV, 30.4% at UNR, and 51.6% at NSC.

**Placement Rates - 4-Year Institutions
Recent High School Graduates Placed Below College Level**



Overall, placement rates vary considerably across NSHE institutions. The College Board Accuplacer test continues to be the prominent placement tool for the colleges. The universities often use incoming ACT or SAT scores to place students (see institutional placement policies at the end of this report). Board policy allows institutions to utilize factors other than placement tests including high school courses and high school grade point averages (GPA). According to national studies, high School GPAs can be a more accurate placement method. The Community College Research Center (CCRC) found severe error rates using Accuplacer and Compass placement tests and found that high school GPAs are useful for predicting college performance and have a strong association with college GPAs. They suggest that using the better result of either the placement test or the high school GPA will lower the remediation rate while simultaneously reducing placement errors and increasing success in the college level courses.

Remedial Enrollment

Students placed into a remedial English and/or mathematics course may or may not immediately enroll in the recommended course. This report expands on the prior enrollment rate methodology in an effort to provide a more accurate picture of the path that students placed at the remedial-level are taking in their first year of enrollment. Enrollment of students who were placed into remedial coursework is expanded to include:

- Skills labs and modules as an alternative to traditional remedial math courses enable the institutions to address specific deficiencies allowing students to move through their remedial sequences more quickly enabling them in turn to complete their college-level courses more quickly.
- Co-requisite or stretch courses that enable a student to enroll in college level instruction while receiving additional support related to deficiencies that would have resulted in the student being placed into remedial coursework.
- Technical courses with no remedial co-requisites that provide English and math content to meet college-level English and math requirements for specific community college certificates and degrees.
- Enrollment into ANY lab or course at ANY NSHE institution. Doing so captures students who may have been placed into a remedial course at one institution but chooses to enroll at a course at another institution. Reporting enrollments systemwide enables NSHE to eliminate the effect “swirling” has on the enrollment rate.
- College level courses for those students who may have initially been placed into remedial coursework but whose placement was either changed due to additional information or who chose to enroll at another NSHE institution.
- The timing of the report is extended in order to capture enrollments for a full-year for students who may have deferred enrollment to spring.

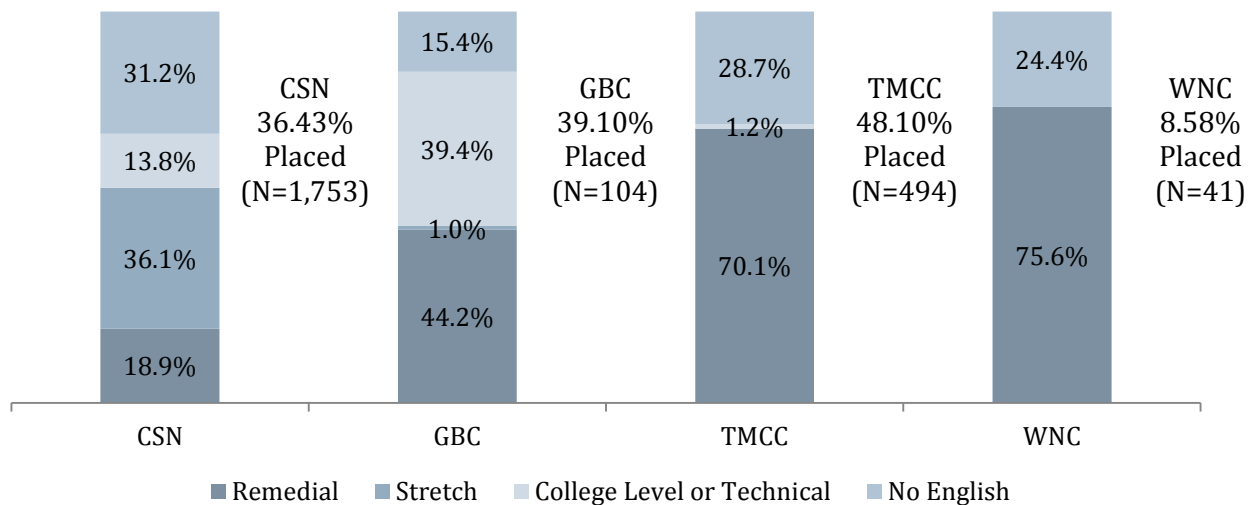
This section of the report provides data on the enrollment of students placed in a remedial level course. In other words, the placed students are depicted in the tables to follow by the course they took following placement (summer, fall, or spring at any NSHE institution):

- Enrollment in a remedial level course (including a skills lab or module);
- Enrollment in a co-requisite course;
- Enrollment in a technical course;
- Enrollment in a college level course; or
- Did not enroll in a remedial or college level course.

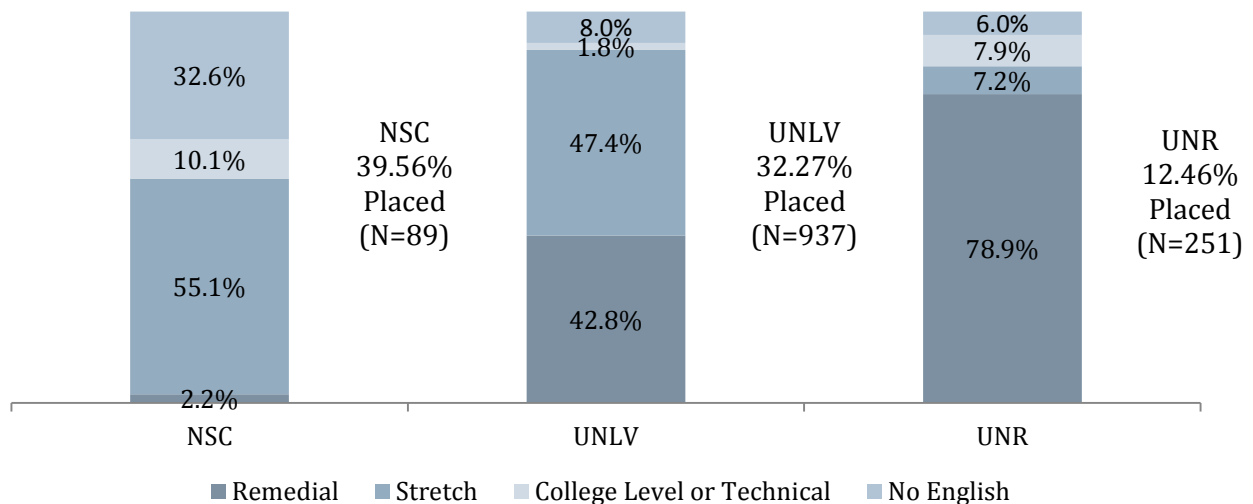
English Enrollment

As shown, nearly one-third of recent high school graduates at CSN (31.2%) and one-quarter at TMCC (28.7%) and WNC (24.4%) who are placed into remedial English do not enroll in any English course during their first year. This may be due largely to the high number of part-time students enrolled at the community colleges. It is important to understand that considering the enrollment of placed students in this manner does not take into account issues of capacity or adequate sections offered at the institution, although available sections and self-advising have a considerable effect on enrollment into remedial coursework. Less than ten percent of recent high school graduates at UNR and UNLV who are placed into remedial English fail to enroll in an English course their first year of enrollment.

Enrollment of Placed Students - English
Summer, Fall or Spring following high school graduation



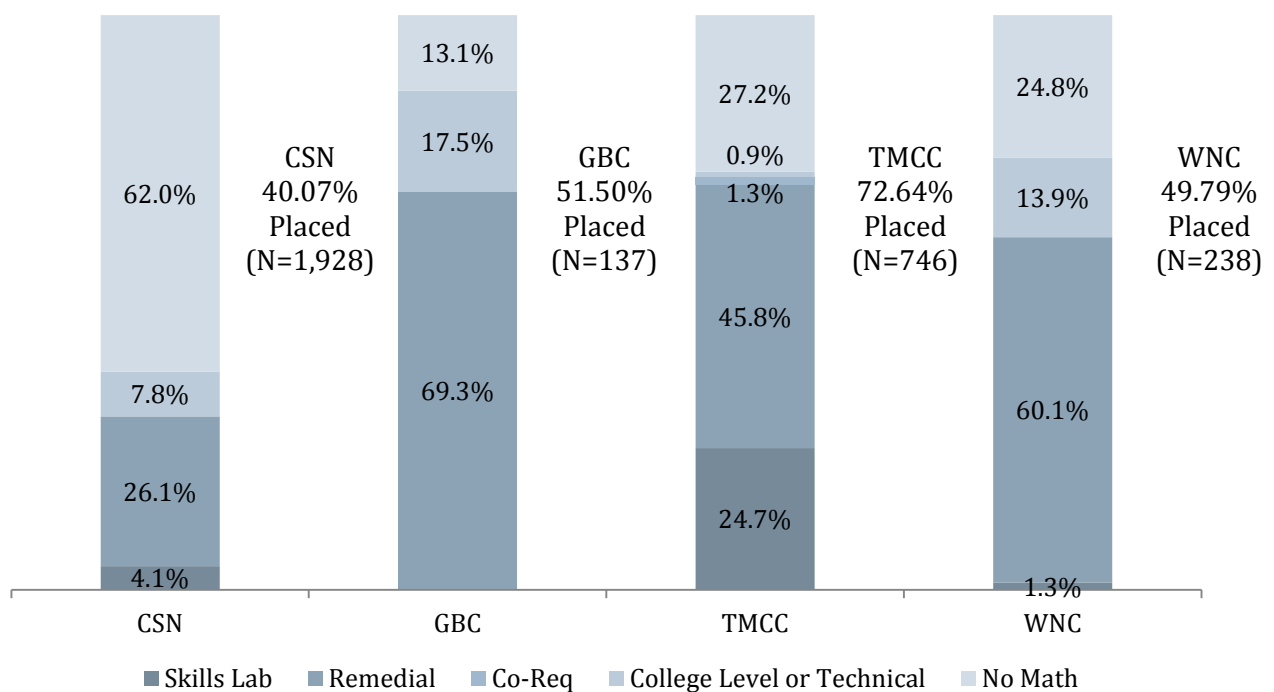
Enrollment of Placed Students - English
Summer, Fall or Spring following high school graduation



Math Enrollment

Skills labs and modules and co-requisite courses are now offered as alternatives to traditional remedial math courses enabling the students to move through their remedial sequences and complete their college-level courses more quickly. While co-requisite courses have been offered in English for a number of years, UNR and TMCC have recently implemented co-requisite courses in math. This data raises some concern for institutions that are not enrolling students in the remedial or college level course within the first year of enrollment. One-quarter of recent high school graduates placed at the remedial math level are failing to enroll in any math course their first year at TMCC and WNC. That percent climbs significantly at CSN to 62 percent.

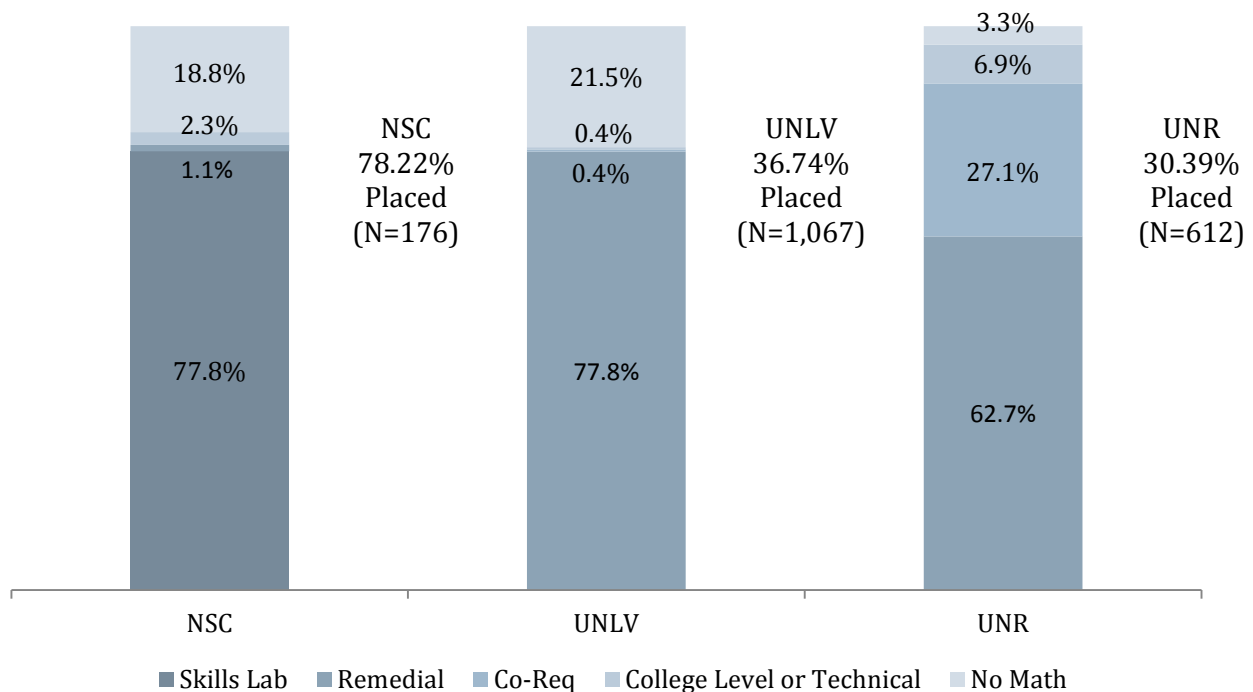
Enrollment of Placed Students - Math
Summer, Fall or Spring following high school graduation



The large number of students placed into remedial math who are not enrolling in a math course, remedial or otherwise, during their first year of enrollment at CSN may be due to any number of factors. Students who delayed enrollment are taking up seats that could have otherwise been taken by recent high school graduates in need of remediation, reducing the availability in limited sections available at CSN. The number of sections available at CSN is a situation compounded by the competition for math instructors in Las Vegas by the three NSHE institutions. However, part-time enrollment, and self-advisement also play a role in the enrollment of students into the remedial courses into which they are placed.

Complete College America (CCA) reports that about one-third of students from CCA states assigned to a remedial course do not take the prescribed course. In math specifically, of those assigned to a remedial course about forty percent never enroll and of those that do enroll less than 40 percent complete the entire recommended remedial sequence.

Enrollment of Placed Students - Math
Summer, Fall or Spring following high school graduation



Remedial coursework is often a barrier to college completion:

- CCA reports that at two-year colleges 68 percent of remedial English students don't complete their gateway English course and 75 percent of remedial math students don't complete their gateway math course.
- CCRC reports that less than 25 percent of students assigned to remediation earn a college credential.
- CCA reports that 9.5 percent of remedial students at 2-year colleges graduate within three years compared to 13.9 percent of non-remedial students. At 4-year institutions, 35.1 percent of remedial students graduate within six years compared to 55.7 percent of non-remedial students.

Complete College America advocates reducing the enrollment in remedial courses and instead academic support should be integrated with the college-level gateway course as a co-requisite. Students enrolled directly into a college level course save themselves and the institution time and money and put students on a path to success. Complete College America also indicates that early results are showing better outcomes for students who enroll in co-requisite courses and recommends co-requisite placement be the default for remedial education.

Gateway Course Success

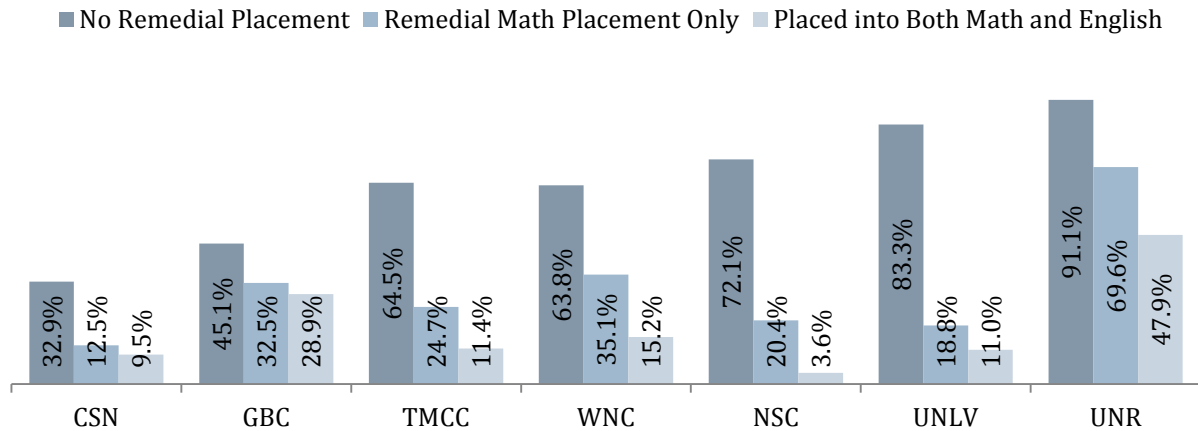
With support from the Complete College America (CCA), NSHE conducted a Gateway Course Success Summit on April 18, 2014, that focused on mathematics. The Summit began a systemwide conversation with math faculty on changing the focus from enrollment in remedial education to best practices in delivering remedial content that enable students to complete a college level course within the first year. The effect of completing a college level math course within the first year is demonstrated in the following table that tracks a cohort of first-time, degree seeking students who began at a NSHE institution during the Fall 2007 to graduation within 150 percent of normal time to degree (6 years for a bachelor's degree, 3 years for an associate's degree and 1 ½ years for a certificate).

	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 shows that students who complete a college level math course within the first year of enrollment graduate at a higher rate. Therefore, efforts to improve procedures and practices that enable a student to reduce the time spent in remedial courses and improve the ability of students to complete remedial AND college level requirements within the first year are the focus of recent initiatives such as the Gateway Course Success Summit.

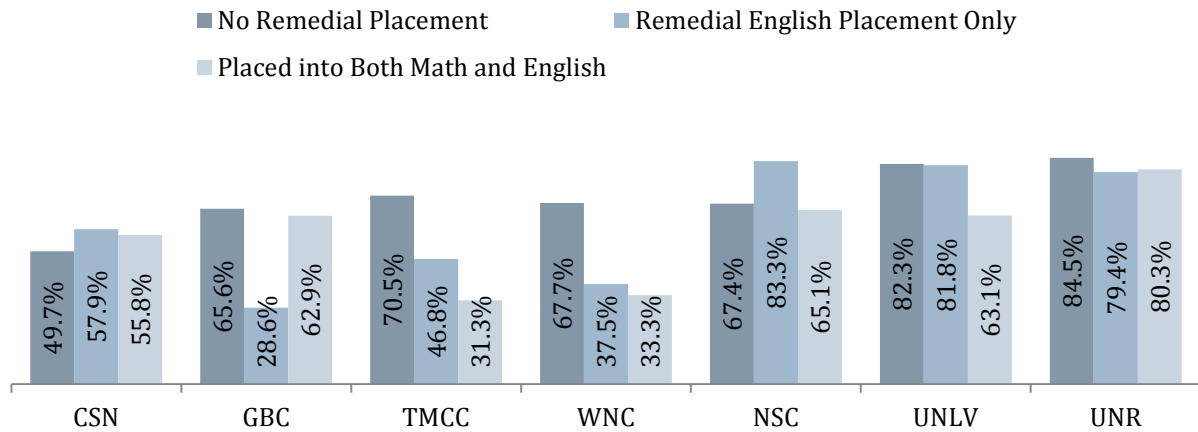
The following charts show the enrollment rates into a college-level math and English courses by placement type (math or English only, both math and English, no remedial placement) within one year of high school graduation. At the time of this report, completion data is not available for all courses taken by students during the first year of enrollment. For those students with no remedial placement (placed directly into college-level math and English courses), the completion of a college-level math course within one year ranges from 32.9 percent at CSN to 91.1 percent at UNR. As one would expect, those students who were placed into a remedial Math course only (no English) completed a college-level math class within one year at a much lower rate, ranging from 12.5 percent at CSN to 69.6 percent at UNR. Students who were placed into both remedial math and English enrolled in a college level math course during the first year at a rate ranging from 3.6 percent at NSC to 47.9 percent at UNR. This is not surprising as the student must overcome deficiencies in two subjects instead of one. However, the implementation of co-requisite math courses that provide the college level content while addressing specific remedial deficiencies has helped to lessen effect of remediation on college level enrollment.

College Level Math Enrollment within One Year by Original Math Placement



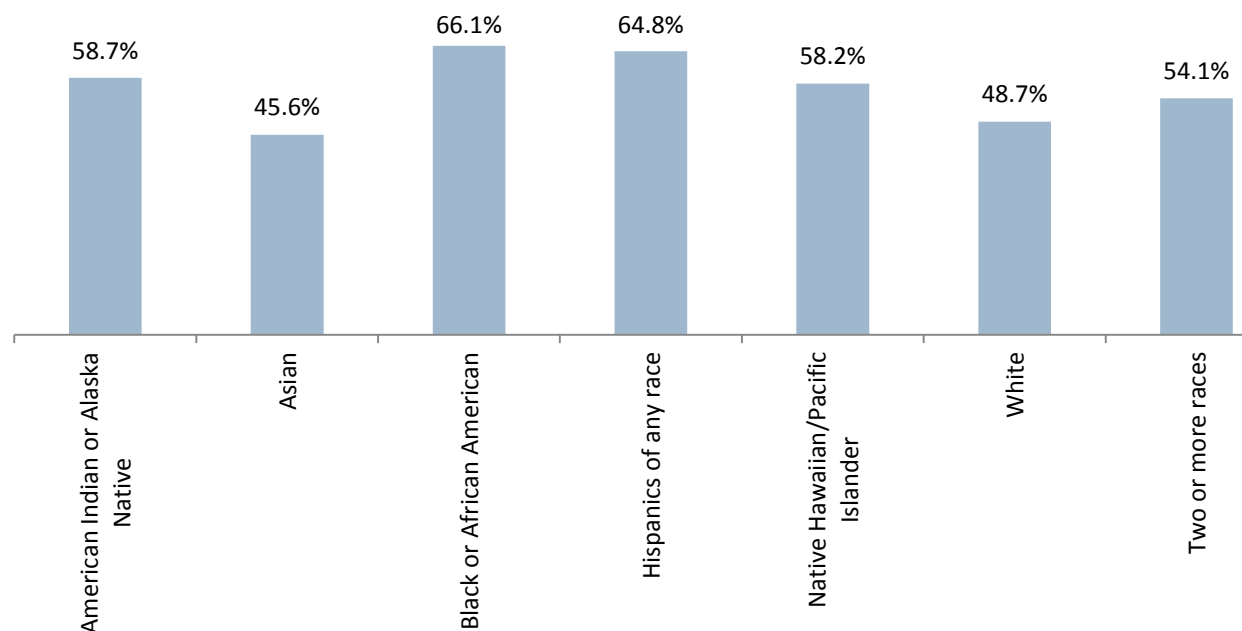
UNLV, UNR, NSC, and CSN offer co-requisite English courses that provide credit in college-level English while remediating deficiencies that would have resulted in a student being placed into a remedial course. The co-requisite English courses have an obvious effect at those institutions that offer them as the college level enrollments within the first year for students placed into remedial English or both remedial math and English meet or exceed those of students with no remedial requirement.

College Level English Enrollment within One Year by Original English Placement



Remediation Rates by Ethnicity

Nevada High School Class of 2013 Graduates Placed into at Least One Remedial Math or English Course (Unduplicated)



The remedial placement rate exceeds fifty percent for all groups except Asian and White students.

Remediation Rates by Millennium Status

Nevada High School Class of 2013 Graduates Placed into at Least One Remedial Math or English Course (Unduplicated)

Millennium Scholars			Non-Millennium Scholars			Total		
# Enrolled in NSHE	# Placed into Remedial Courses	Remedial Placement Rate	# Enrolled in NSHE	# Placed into Remedial Courses	Remedial Placement Rate	# Enrolled in NSHE	# Placed into Remedial Courses	Remedial Placement Rate
5,582	2,577	46.2%	5,581	3,627	65.0%	11,163	6,204	55.6%

The total for recent high school graduates enrolled across the system is reduced for duplicate enrollments (students who are enrolled in more than one institution are counted only once in the total).

Students receiving the Millennium Scholarship must meet specific academic requirements to be eligible for the Scholarship. Therefore, it is not surprising that Millennium students have lower remedial placement rates than non-Millennium student. Increased academic rigor in high school leads to students who are better prepared, the results of which are improved postsecondary performance.

Note: Remediation rates are calculated based on students who are placed into at least one remedial English or mathematics course following high school graduation.

Summary Tables - Summer and Fall 2013 and Spring 2014

Recent Nevada High School Graduates *Placed* into Remedial Courses as a Percent of the Total Number of Recent Nevada High School Graduates Enrolled in NSHE

	UNLV	UNR	UNIV. TOTAL	NSC	CSN	GBC	TMCC	WNC	COMM. COLL. TOTAL	NSHE TOTAL
Recent Nevada high school graduates enrolled in NSHE	2,904	2,014	4,918	225	4,812	266	1,027	478	6,583	11,163*
Recent Nevada high school graduates placed into remedial courses	1,649	675	2,324	182	2,603	144	793	246	3,786	6,203*
Percent of recent graduates enrolled in NSHE who were placed into remediation	56.8%	33.5%	47.3%	80.9%	54.1%	54.1%	77.2%	51.5%	57.5%	55.6%

NEW

*The total for recent high school graduates enrolled across the system is reduced for duplicate enrollments (students who are enrolled in more than one institution are counted only once in the total). Therefore, the numbers of students enrolled at each institution does not add to the total.

All** First-time Freshmen *Placed* into Remedial Courses as a Percent of the Total Number of First-time Freshmen Enrolled in NSHE

	UNLV	UNR	UNIV. TOTAL	NSC	CSN	GBC	TMCC	WNC	COMM. COLL. TOTAL	NSHE TOTAL
All First-time Freshmen enrolled in NSHE	3,871	3,086	6,957	332	7,498	357	1,482	718	10,055	17,344
First-time Freshmen placed into remedial courses	2,944	936	3,880	165	3,959	152	1,090	409	5,610	9,655
Percent of First-time Freshmen enrolled in NSHE who were placed into remediation	76.1%	30.3%	55.8%	49.7%	52.8%	42.6%	73.5%	57.0%	55.8%	55.7%

NEW

**All first-time freshmen includes the total of students who enrolled at an NSHE institution for the first-time during the 2013-14 academic year, including those from out-of-state or private high schools in Nevada, and non-traditional students who may not have graduated recently but are enrolling for the first-time at a postsecondary institution.

**Recent Nevada High School Graduates Enrolled in Remedial Courses as a Percent of the
Total Number of Students Enrolled in Remediation**

	UNLV	UNR	UNIV. TOTAL	NSC	CSN	GBC	TMCC	WNC	COMM. COLL. TOTAL	NSHE TOTAL
Total number of students enrolled in remedial courses, labs/modules, or co-requisite courses at cohort institution	2,806	1,360	4,166	469	9,851	897	4,009	1,351	16,108	20,743
Recent Nevada high school graduates enrolled in remedial courses at cohort institution	1,531	626	2,157	158	1,527	148	650	250	2,575	4,890
Percent of total number of students enrolled in remediation accounted for by recent NV graduates	54.6%	46.0%	51.8%	33.7%	15.5%	16.5%	16.2%	18.5%	16.0%	23.6%

**Recent Nevada High School Graduates Enrolled in Remedial Courses as a Percent of the
Total Number of Recent Nevada High School Graduates Enrolled in NSHE – Old Methodology (Summer and Fall 2013 Only)**

	UNLV	UNR	UNIV. TOTAL	NSC	CSN	GBC	TMCC	WNC	COMM. COLL. TOTAL	NSHE TOTAL
Recent Nevada high school graduates enrolled in NSHE	2,904	2,014	4,918	225	4,812	266	1,027	478	6,583	11,163*
Recent Nevada high school graduates enrolled in remedial courses	855	612	1,467	116	600	120	595	216	1,531	3,103*
Percent of recent graduates enrolled in NSHE who are also in remediation	29.4%	30.4%	29.8%	51.6%	12.5%	45.1%	57.9%	45.2%	23.3%	27.8%

*The total for recent high school graduates enrolled across the system is reduced for duplicate enrollments (students who are enrolled in more than one institution are counted only once in the total). Therefore, the numbers of students enrolled at each institution does not add to the total.

Remediation Trends – Old Methodology

Percent of Recent Nevada High School Graduates Enrolled in Remediation Immediately Following Graduation Summer and Fall 2013

UNIVERSITIES

	2009			2010			2011			2012			2013		
	Recent HS Grads Enrolled	Recent HS Grads in Remediation	%	Recent HS Grads Enrolled	Recent HS Grads in Remediation	%	Recent HS Grads Enrolled	Recent HS Grads in Remediation	%	Recent HS Grads Enrolled	Recent HS Grads in Remediation	%	Recent HS Grads Enrolled	Recent HS Grads in Remediation	%
UNLV	2,517	416	16.5%	2,382	613	25.7%	2,023	607	30.0%	2,402	724	30.1%	2,904	855	29.4%
UNR	1,708	541	31.7%	2,034	650	32.0%	1,699	550	32.4%	2,019	539	26.7%	2,014	612	30.4%
Univ. Total	4,225	957	22.7%	4,416	1,263	28.6%	3,722	1,157	31.1%	4,421	1,263	28.6%	4,918	1,467	29.8%

STATE COLLEGE

	2009			2010			2011			2012			2013		
	Recent HS Grads Enrolled	Recent HS Grads in Remediation	%	Recent HS Grads Enrolled	Recent HS Grads in Remediation	%	Recent HS Grads Enrolled	Recent HS Grads in Remediation	%	Recent HS Grads Enrolled	Recent HS Grads in Remediation	%	Recent HS Grads Enrolled	Recent HS Grads in Remediation	%
NSC	103	75	72.8%	214	131	61.2%	205	114	55.6%	130	67	51.5%	225	116	51.6%

COMMUNITY COLLEGES

	2009			2010			2011			2012			2013		
	Recent HS Grads Enrolled	Recent HS Grads in Remediation	%	Recent HS Grads Enrolled	Recent HS Grads in Remediation	%	Recent HS Grads Enrolled	Recent HS Grads in Remediation	%	Recent HS Grads Enrolled	Recent HS Grads in Remediation	%	Recent HS Grads Enrolled	Recent HS Grads in Remediation	%
CSN	2,954	731	24.7%	2,767	558	20.2%	2,394	449	18.8%	3,095	615	19.9%	4,812	600	12.5%
GBC	299	194	64.9%	277	171	61.8%	188	118	62.8%	292	155	53.1%	266	120	45.1%
TMCC	1,013	697	68.8%	1,075	706	65.7%	926	578	62.4%	958	558	58.2%	1,027	595	57.9%
WNC	552	299	54.2%	527	296	56.2%	365	211	57.8%	399	248	62.2%	478	216	45.2%
Comm. Coll. Total	4,818	1,921	39.9%	4,646	1,731	37.3%	3,873	1,356	35.0%	4,744	1,576	33.2%	6,583	1,531	23.3%

NSHE TOTAL	9,029*	2,943	32.6%	9,132*	3,115	34.1%	7,741*	2,623	33.9%	9,196*	2,904	31.6%	11,163*	3,103	27.8%
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*The total for recent high school graduates enrolled across the system is reduced for duplicate enrollments (students who are enrolled in more than one institution are counted only once in the total). Therefore, the numbers of students enrolled at each institution does not add to the total.

Cost of Remedial Instruction – NV High School Class of 2013

Students Enrolled in a Remedial Course During the Following Year (Summer, Fall, Spring)

	Remedial Enrollment						Remedial Credit Hours			TOTAL COST*
	Recent Graduates Enrolled in NSHE	English Only	Math Only	Both English & Math	Total Remedial Enrollment	Percent Enrolled in Remediation	Community Colleges	State College	Universities	
Carson City	242	30	49	31	110	45.5%	616.0	0.0	27.0	\$145,980
Churchill	82	12	22	9	43	52.4%	167.0	0.0	47.0	\$39,576
Clark	7,650	416	1,497	357	2,270	29.7%	3,734.0	636.0	5,144.0	\$1,066,817
CCSD Charter	86	4	17	5	26	30.2%	69.0	3.0	48.0	\$17,210
Douglas	200	13	56	28	97	48.5%	405.0	0.0	122.0	\$95,977
Elko	191	2	63	25	90	47.1%	426.0	0.0	45.0	\$100,953
Eureka	8	1	0	2	3	37.5%	14.0	0.0	3.0	\$3,318
Humboldt	57	4	20	6	30	52.6%	103.0	0.0	19.0	\$24,409
Lander	24	0	9	5	14	58.3%	59.0	3.0	12.0	\$14,840
Lincoln	14	1	3	0	4	28.6%	6.0	0.0	12.0	\$1,422
Lyon	193	26	40	31	97	50.3%	480.5	0.0	65.0	\$113,869
Mineral	7	0	2	2	4	57.1%	24.0	0.0	3.0	\$5,688
Nye	89	3	27	12	42	47.2%	141.0	0.0	71.0	\$33,414
Pershing	15	1	2	4	7	46.7%	43.0	0.0	0.0	\$10,190
Private or Federal	353	13	85	24	122	34.6%	191.0	6.0	333.0	\$46,980
State Charter	165	4	24	6	34	20.6%	153.0	12.0	36.0	\$39,691
Storey	13	2	1	4	7	53.8%	30.0	0.0	9.0	\$7,109
Washoe	1,718	98	397	308	803	46.7%	2,957.5	0.0	1,236.0	\$700,868
Washoe Charter Schools	32	3	6	11	20	62.5%	106.5	0.0	19.0	\$25,238
White Pine	24	2	6	6	14	58.3%	67.0	0.0	14.0	\$15,878
NSHE	11,163	635	2,326	876	3,837	34.4%	9,792.5	660.0	7,265.0	\$2,509,426

*Cost is based on \$286.06 per credit hour at the state college and \$236.98 per credit hour at the community colleges. Effective Fall 2006, remedial courses at the universities are self-funded and delivered at no cost to the state; and therefore the cost of delivering remedial courses at the universities is not included in the cost calculations herein.

NSHE Capture Rate of Recent NV High School Graduates

Enrollment in NSHE Institutions Immediately Following Graduation (Summer 2012 or Fall 2012)

NEVADA HIGH SCHOOL DISTRICTS	Enrollment in NSHE Institutions ¹								2011-12 High School Graduates ²	NSHE Capture Rate
	UNLV	UNR	NSC	GBC	CSN	TMCC	WNC	TOTAL		
CARSON CITY	1			9	2	68	138	218	448	48.7%
CHURCHILL COUNTY	1	1		13	4	17	34	70	233	30.0%
CLARK COUNTY	2910	0	121	17	2200	763	4	6,015	15,524	38.7%
DOUGLAS COUNTY		2		10		71	93	176	364	48.4%
ELKO COUNTY	1	151		6	1	43		202	514	39.3%
ESMERALDA COUNTY			No High School Graduates					0	0	NA
EUREKA COUNTY	1	2		2		2	1	8	11	72.7%
HUMBOLDT COUNTY		43		4	2	12	1	62	160	38.8%
LANDER COUNTY		15				4	1	20	76	26.3%
LINCOLN COUNTY	1			1				2	45	4.4%
LYON COUNTY	1	5		36		83	89	214	519	41.2%
MINERAL COUNTY				6	2	2	4	14	23	60.9%
NYE COUNTY	19	45	3	5	23	27	1	123	278	44.2%
PERSHING COUNTY		4		5	2	3		14	44	31.8%
STATE CHARTERS	90	2	4	7	24	14	15	156	329	47.4%
STOREY COUNTY				4		6	1	11	22	50.0%
WASHOE COUNTY	8	0	0	814	19	792	8	1,641	3,146	52.2%
WHITE PINE COUNTY	2	22			2	5		31	85	36.5%
PUBLIC HIGH SCHOOL GRADUATES	3,035	292	128	939	2,281	1,912	390	8,977	21,821	41.1%
PRIVATE OR FEDERAL SCHOOLS	60		2	19	121	107	9	318	842	37.8%
TOTAL RECENT NEVADA HIGH SCHOOL GRADUATES	3,095	292	130	958	2,402	2,019	399	9,295	22,663	41.0%

¹ Enrolled in NSHE with degree or non-degree seeking status as reported in the NSHE 2012 Remedial Report

² High School Graduates: number of public high school graduates (standard or advanced diplomas) supplied by the Nevada Department of Education, number of private high school graduates projected by WICHE, Knocking at the College Door.

NSHE Institution Abbreviations

UNLV - University of Nevada - Las Vegas

CSN - College of Southern Nevada

TMCC - Truckee Meadows Community College

UNR - University of Nevada - Reno

GBC - Great Basin College

WNC - Western Nevada College

NSC - Nevada State College, Henderson

Remedial Placement by Nevada High School Graduating Class of 2013

This table provides a summary by high school of the number of recent high school graduates placed into remedial math and/or English at any NSHE institution.

	Remedial Placement					Percent Placed into Remediation
	Recent Graduates Enrolled in NSHE	English Only	Math Only	Both English & Math	Total Remedial Placement	
Carson City	242	9	78	23	110	45.5%
Carson High School	231	8	74	22	104	45.0%
Pioneer High School	11	1	4	1	6	54.5%
Churchill	82	4	34	12	50	61.0%
Churchill County High School	82	4	34	12	50	61.0%
Clark	7649	1189	1627	1490	4306	56.3%
Academy for Individualized Studies	45	8	8	12	28	62.2%
Advanced Technologies Academy	202	21	24	18	63	31.2%
Arbor View High School	254	49	51	38	138	54.3%
Basic High School	145	16	45	37	98	67.6%
Bonanza High School	115	21	19	31	71	61.7%
Boulder City High School	51	6	13	13	32	62.7%
Burk Horizon High School	8	1	1	3	5	62.5%
Canyon Springs High School	113	24	25	30	79	69.9%
CCSD Virtual High School	16	1	3	3	7	43.8%
Centennial High School	259	29	62	57	148	57.1%
Chaparral High School	146	28	34	28	90	61.6%
Cheyenne High School	135	25	36	38	99	73.3%
Cimarron Memorial High School	209	33	40	55	128	61.2%
Continuation South High School	1	1			1	100.0%
Coronado High School	341	55	65	29	149	43.7%
CSN High School	144	17	20	15	52	36.1%
Del Sol High School	109	21	23	39	83	76.1%
Desert Oasis High School	212	33	35	45	113	53.3%
Desert Pines High School	131	21	40	37	98	74.8%
Desert Rose High School	2				0	0.0%
Durango High School	197	43	46	44	133	67.5%
East Career and Technical Academy	295	50	78	45	173	58.6%
Ed W Clark High School	212	31	43	39	113	53.3%
Eldorado High School	92	27	21	30	78	84.8%
Foothill High School	236	18	58	48	124	52.5%
Global Community	5	1	2	1	4	80.0%
Green Valley High School	259	33	54	46	133	51.4%
Horizon High School North	1			1	1	100.0%
Indian Springs High School	2		1		1	50.0%
Las Vegas Academy Int'l Studies	187	19	53	15	87	46.5%
Las Vegas Academy	1		1		1	100.0%

	Remedial Placement					Percent Placed into Remediation
	Recent Graduates Enrolled in NSHE	English Only	Math Only	Both English & Math	Total Remedial Placement	
Las Vegas High School	230	31	48	63	142	61.7%
Laughlin High School	7	2	2	2	6	85.7%
Legacy High School	183	44	30	39	113	61.7%
Liberty High School	172	19	42	36	97	56.4%
Miley Achievement Center	1				0	0.0%
Moapa Valley High School	19	2	3	2	7	36.8%
Mojave High School	98	18	22	22	62	63.3%
Morris Sunset High School	3	1		1	2	66.7%
Northwest Career and Technical	280	31	63	41	135	48.2%
Palo Verde High School	288	43	55	34	132	45.8%
Rancho High School	219	48	28	46	122	55.7%
Sandy Valley High School	5		2		2	40.0%
Shadow Ridge High School	204	23	46	42	111	54.4%
Sierra Vista High School	207	29	44	33	106	51.2%
Silverado High School	209	38	42	37	117	56.0%
Southeast Career Technical Academy	264	45	62	44	151	57.2%
Southwest Career Technical Academy	207	34	45	25	104	50.2%
Spring Mountain School	1	1			1	100.0%
Spring Valley High School	192	31	37	40	108	56.3%
Sunrise Mountain High School	121	20	32	35	87	71.9%
Sunset High School South	1			1	1	100.0%
Sunset High School West	1				0	0.0%
Valley High School	201	38	35	43	116	57.7%
Veterans Tribute Career Tech	74	5	16	17	38	51.4%
Virgin Valley High School	37	6	4	5	15	40.5%
West Career & Technical Academy	150	23	28	28	79	52.7%
West Prep Institute School	22	4	5	5	14	63.6%
Western High School	128	21	35	52	108	84.4%
CCSD Charter	86	11	22	22	55	64.0%
Andre Agassi College Preparatory	12	4	4	1	9	75.0%
Explore Knowledge Academy	6		3	1	4	66.7%
Odyssey Charter Schools of Nevada	68	7	15	20	42	61.8%
Douglas	200	9	68	15	92	46.0%
Douglas High School	189	8	65	13	86	45.5%
George Whittell High School	11	1	3	2	6	54.5%
Elko	191	9	33	52	94	49.2%
Carlin High School	12			5	5	41.7%
Elko High School	96	5	17	21	43	44.8%
Jackpot Combined School	1		1		1	100.0%
Owyhee Combined School	2	1		1	2	100.0%
Spring Creek High School	65	2	13	17	32	49.2%
Wells High School	6		2	2	4	66.7%
West Wendover Jr Sr High School	9	1		6	7	77.8%

	Remedial Placement					Percent Placed into Remediation
	Recent Graduates Enrolled in NSHE	English Only	Math Only	Both English & Math	Total Remedial Placement	
Eureka	8	3		2	5	62.5%
Eureka County High School	8	3		2	5	62.5%
Humboldt	57	2	13	14	29	50.9%
Albert M Lowry High School	54	2	13	13	28	51.9%
McDermitt Combined School	3			1	1	33.3%
Lander	24		5	8	13	54.2%
Austin High School	1		1		1	100.0%
Battle Mountain High School	23		4	8	12	52.2%
Lincoln	14	1	3	5	9	64.3%
CO Bastian High School	4		1	2	3	75.0%
Lincoln County High School	8		2	3	5	62.5%
Pahrnagat Valley High School	2	1			1	50.0%
Lyon	193	8	58	36	102	52.8%
Dayton High School	73	3	26	7	36	49.3%
Fernley High School	56	2	7	17	26	46.4%
Silver Stage High School	27	1	18	2	21	77.8%
Smith Valley High School	7		1		1	14.3%
Yerington High School	30	2	6	10	18	60.0%
Mineral	7		4	2	6	85.7%
Mineral County High School	7		4	2	6	85.7%
Nye	89	11	19	28	58	65.2%
Beatty High School	12	4	3	4	11	91.7%
Pahrump Valley High School	68	7	13	19	39	57.4%
Pathways High	1			1	1	100.0%
Round Mountain Jr Sr High School	4		2	1	3	75.0%
Tonopah High School	4		1	3	4	100.0%
Pershing	15		3	7	10	66.7%
Pershing County High School	15		3	7	10	66.7%
Storey	13		5	7	12	92.3%
Virginia City High School	13		5	7	12	92.3%
Washoe	1719	67	442	451	960	55.8%
Academy of Arts, Careers & Technology	59	5	18	8	31	52.5%
Damonte Ranch High School	147	6	40	33	79	53.7%
Earl Wooster High School	157	6	28	42	76	48.4%
Edward C Reed High School	209	10	57	59	126	60.3%
Galena High School	141	3	36	26	65	46.1%
Incline High School	9	1	2		3	33.3%
Mojave High School	1				0	0.0%
North Valleys High School	157	7	41	64	112	71.3%
Procter R Hug High School	82	4	21	41	66	80.5%
Reno High School	180	2	46	25	73	40.6%
Robert Mcqueen High School	199	4	56	48	108	54.3%
Spanish Springs High School	216	11	60	59	130	60.2%

	Remedial Placement					
	Recent Graduates Enrolled in NSHE	English Only	Math Only	Both English & Math	Total Remedial Placement	Percent Placed into Remediation
Sparks High School	75	5	23	26	54	72.0%
Truckee Meadows CC High School	62	1	9	5	15	24.2%
Washoe High School	18	2	4	11	17	94.4%
Washoe Online Learning	7		1	4	5	71.4%
Washoe Charter	32	2	7	14	23	71.9%
Academy for Career Education	8	1	2	2	5	62.5%
Coral Academy of Science	14	1	2	5	8	57.1%
I Can Do Anything High School	6		1	5	6	100.0%
Rainshadow Community Charter H	4		2	2	4	100.0%
White Pine	24	2	5	9	16	66.7%
White Pine High School	24	2	5	9	16	66.7%
State Charter	165	12	43	34	89	53.9%
Alpine Academy	2				0	0.0%
Beacon Academy of Nevada	18	4	5	1	10	55.6%
Coral Academy of Science-Las V	4	1	1		2	50.0%
Davidson Academy of Nevada	2				0	0.0%
Innovations International Char	7	1	3	2	6	85.7%
Nevada Connections Academy	12	1	3		4	33.3%
Nevada State High School	80	2	23	23	48	60.0%
Nevada Virtual Academy	29	3	6	4	13	44.8%
Silver State High School	11		2	4	6	54.5%
Private	353	31	89	45	165	46.7%
Academy for Learning	1	1			1	100.0%
Adelson Educational Campus	7		3	1	4	57.1%
Bishop Gorman High School	104	8	29	9	46	44.2%
Bishop Manogue Catholic High School	60	1	14	9	24	40.0%
Calvary Chapel Christian School	17	1	5	2	8	47.1%
Calvary Chapel Green Valley	6		2		2	33.3%
Excel Christian School	10	1	1	4	6	60.0%
Faith Lutheran High School	66	6	20	4	30	45.5%
Green Valley Christian School	4		1	1	2	50.0%
Henderson International	1	1			1	100.0%
Independence High School	3				0	0.0%
Lake Mead Christian Academy	12	2	3		5	41.7%
Las Vegas Junior Academy	4	1	1		2	50.0%
Liberty Baptist Academy	3				0	0.0%
Meadows School	3				0	0.0%
Mountain View Christian School	14	2	5	5	12	85.7%
New Horizons Academy	2	1		1	2	100.0%
Oasis Christian Academy	1				0	0.0%
Pyramid Lake High School	3			3	3	100.0%
Sage Ridge School	2				0	0.0%
Sierra Lutheran High School	7		1		1	14.3%
Sierra Nevada High School	6	2	2	2	6	100.0%

	Remedial Placement					Percent Placed into Remediation
	Recent Graduates Enrolled in NSHE	English Only	Math Only	Both English & Math	Total Remedial Placement	
Trinity International Schools	12	3	2	1	6	50.0%
Truckee Meadows School	1			1	1	100.0%
University Baptist Academy	3	1		1	2	66.7%
Word of Life Christian Academy	1			1	1	100.0%
NSHE Total	11163	1370	2558	2276	6204	55.6%

NSHE Remedial Policy

Title 4, Chapter 16, Section 1

The remedial policies of the Nevada System of Higher Education are intended to ensure a foundation of knowledge and competencies that will assist students in successfully pursuing and attaining an academic degree or certificate. 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 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, 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 coursework must complete the required remediation prior to completion of 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.*

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

- 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.*

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

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 district.*

Institutional Placement Policies – UNLV

UNLV ENGLISH COMPOSITION PLACEMENT INFORMATION

Initial Course Placement

ACT English Score *	SAT Critical Reading Score	Placement
1 – 17	200 – 430	ENG 98 Preparatory Composition
18 – 20	440 – 500	ENG 101E Composition I Extended 1
21 – 29	510 – 670	ENG 101 Composition I
30 – 36	680 – 800	ENG 102 Composition II

* The ACT Residual Exam is available through [UNLV Educational Outreach](http://unlv.edu/outreach).

Additional Placement Options

Advanced Placement: Students may use scores from the Composition/Literature test or the Language/Composition test for placement.

- Students with AP scores of 3 place into ENG 101.
- Students with AP scores of 4-5 place into ENG 102.

Placement Portfolios: Students who feel that standardized test scores do not accurately reflect their writing ability may demonstrate their preparation for ENG 101 by submitting a portfolio which contains:

- **A cover letter** that identifies the class in which each portfolio essay was originally written, the assignment that was given, and the skills that each essay demonstrates.
- **Two revised essays of at least 500 words each** that are clearly focused around a central idea, developed with specific supporting details, organized to provide a logical flow of ideas, and edited to observe the conventions of standard written English.
- **A timed essay** that responds to one of two short contemporary articles provided the day of the test.

A \$20 fee is charged to cover the cost of proctors for the timed writing and readers who evaluate the portfolios. Go to http://english.unlv.edu/composition_placement or call the Composition Office (895-3165) for a registration form which provides more information.

First Day Diagnostics: Students who are not eligible for ENG 101E based on test scores may enroll in ENG 101E, where they will complete a diagnostic essay the first day of class. Students whose writing demonstrates weaknesses in basic language skills will be advised to switch to an ENG 98 class before the final add/drop date.

Testing for Non-native Speakers: The English Language Center provides testing for non-native speakers to determine their placement into ENG 113 or 113E, equivalent courses to ENG 101 and 101E. Call 895-4311 for more information.

Composition Program

FDH 662 / 895-3165

<http://english.unlv.edu/composition>

Course Descriptions

ENG 98 Preparatory Composition

Writing-intensive workshop course for students with low placement scores to help them learn and practice college-level critical reading and essay writing strategies. *Credit for this course does not count toward the total needed for graduation, but successful completion of the course meets the prerequisite for ENG 101. S/U grading*

ENG 101E/101F Composition I Extended 1 and 2

A two-semester alternative to ENG 101 for students requiring additional instruction in critical thinking, reading, and writing the thesis-driven essay. Students use the ENG 101 text and complete half of the ENG 101 curriculum each semester. At the end of the second semester, scores from both semesters are averaged to determine students' ENG 101F grades. *This course is not appropriate for students who would be unable to complete ENG 101F in sequence or for those with serious weaknesses in basic language skills. Completion of both ENG 101E and 101F fulfills ENG 101 requirement. S/U grading for ENG 101E / Letter grading for ENG 101F*

ENG 101 Composition I

Evidence-based, writing intensive course designed to improve critical thinking, reading, and writing proficiencies through guidance in writing the thesis-driven essay. Students develop strategies for turning their experience, observations, and analyses into evidence suitable for academic writing. Emphasis is on writing the short, focused, concretely developed college paper.

ENG 102 Composition II

Builds upon the critical thinking, reading, and writing capabilities that students developed in ENG 101. Students learn the processes necessary for collecting and incorporating research material in writing. They learn how to evaluate, cite, and document primary and secondary research sources, and how to develop arguments and support them with sound evidence.



Revised 4/10/14

UNLV MATHEMATICS PLACEMENT INFORMATION

Initial Course Placement (Effective Fall 2010)

ACT Score	SAT Score	Placement
20	500	MATH 096 Intermediate Algebra
21	510	MATH 120 Fundamentals of College Math
22	520	MATH 122 Number Concepts Elem Teachers
22	520	MATH 124 College Algebra
22	520	MATH 126 Precalculus I
25	560	MATH 127 Precalculus II
25	560	MATH 128 Precalculus and Trigonometry
24	560	MATH 132 Finite Mathematics
28	630	MATH 181 Calculus I

Scores are only good for 2 years. The ACT Residual Exam is available through the Academic Success Center (ASC). Call (702) 895-3177 for ACT test dates and information.

Additional Placement Options

Advanced Placement: Students may use scores from AP test for placement. Students with AB Math scores of 4-5 may receive credit for MATH 181. Students with BC Math scores of 4-5 may receive credit for MATH 181/182. Students with a Stat score of 3-5 may receive credit for STAT 152.

DMS Placement Testing: Students who have not taken prior college math courses, the ACT/SAT standardized test(s), or who wish to place at a higher level mathematics course than their scores indicate may take a placement test offered by the Department of Mathematical Sciences (DMS). The DMS does not accept any other placement exams. To be eligible to take the DMS placement test, a student must have not taken the Placement Test within the last three months.

Students should contact the DMS for the date and times that the Placement Test is administered. There is a non-refundable fee of \$11 per test. The test is administered year round and the results take approximately 3 business days. Students will be notified once placement is determined.

Other Considerations

Math 120: Please note that MATH 120 is a terminal course, and is not a prerequisite for any other MATH course.

Contact Your Advisor: All majors have their own unique requirements in terms of mathematics. Though you may place into a particular course, and it may be used for general education, it may not be the terminal course your particular degree requires. It is essential that you contact your advisor to determine your specific requirements (advising contacts are on the back of this page).

Contact

UNLV Department of Mathematical Sciences
CDC Building 8, (702) 895-3567
<http://www.unlv.edu/math>.

Course Descriptions

A flowchart of these courses is on the backside of this page.

MATH 096: Intermediate Algebra

Polynomial and rational expressions, linear equations, linear and absolute value inequalities, applications, exponents and radicals, quadratic equations, relations, and their graphs, systems of equations. Credit for this course does not count toward the total needed for graduation. Prerequisite* for MATH 120, 122, 124, 126, and 128.

MATH 120: Fundamentals of College Math

Real numbers; consumer mathematics; variation; functions, relations, and graphs; geometry of measurement; probability and statistics; sets and logic. Broad in scope course, emphasizes applications. This is a terminating course, and is not a prerequisite for any other MATH course.

MATH 122: Number Concepts for Elementary Teachers

Mathematics needed by those teaching the new-content curriculum at the elementary school level, emphasis on number concepts. MATH 122 does not satisfy the general education core mathematics requirement. Prerequisite* for MATH 123.

MATH 124: College Algebra

Equations and inequalities; relations and functions; linear, quadratic, polynomial, exponential, and logarithm functions; systems of linear equations and inequalities; matrices; sequences and series; binomial theorem. Prerequisite* for MATH 132 (note this course is not a prerequisite for any other MATH course).

MATH 126: Precalculus I

Topics include fundamentals of algebra, functions and graphs, polynomial, rational, exponential, and logarithmic functions, and systems of linear equations. Prerequisite* for MATH 127 and 132.

MATH 127: Precalculus II

Topics include circular functions, trigonometric identities and equations, conic sections, complex numbers, and discrete algebra. Prerequisite* for MATH 181.

MATH 128: Precalculus and Trigonometry

Relations, functions, and their graphs; polynomial, rational, exponential, logarithm, and trigonometric functions; analytic trigonometry; systems of equations and inequalities; conics; mathematical induction; sequences and series. An intense 5 credit combination of MATH 126 and MATH 127. Prerequisite* for MATH 181.

MATH 132: Finite Mathematics

Logic, sets, probability, matrices, and linear programming, and their application to the analysis of business and social science problems. This is a terminating course, and is not a prerequisite for any other MATH course.

MATH 181: Calculus I

Differentiation and integration of algebraic and transcendental functions, with applications. Prerequisite* for MATH 182.

* Prerequisite course grade must be a C or higher.



Revised 1/4/2012

Institutional Placement Policies – UNR

English

It's important that you begin your college education in the writing course that best fits your experience and ability. We use the ACT or SAT scores for initial placement into Core Writing Courses.

English Course	ACT	SAT
	English	Verbal / Critical Reading
English 098	≤ 17	≤ 430
English 100J	18 - 20	440 - 500
English 101	21 - 29	510-670
English 102 (102H)	≥ 30	≥ 680

We recognize that your actual writing, not just your test score, should determine your final placement. If you don't believe your test score reflects your writing ability, you may request a placement evaluation.

OPTIONS FOR EVALUATION:

There are two options for evaluation. Keep in mind that your writing samples are used to place you in the course that best fits your writing ability. The evaluation process is not simply a way to challenge a course. Our goal in placing students is to ensure as best we can their success in writing. We place writers primarily according to sentence fluency and essay development.

- **Sentence fluency:** Your writing should not show recurring problems with basic sentence structure. However, occasional minor problems in usage will not necessarily place you in English 098 or in English 100J.
- **Development:** Your writing should demonstrate an ability to develop a central idea with explanation, examples, and other kinds of support. Clear, well-organized writing generally leads to placement in English 101.

OPTION 1:

Bring or mail to the Core Writing Program office a portfolio containing three or four essays you've written in the past year. Submit clean, unmarked, ungraded, polished essays. Graded or marked papers will not be evaluated. ONLY hard copies will be accepted. Electronic submissions will not be accepted. It is prudent to send copies and keep your originals as portfolios will NOT be returned.

We recommend that students submit a portfolio rather than take the exam because a portfolio shows more about your writing than the timed essay exam, which gives you little time for reflection and revision.

OPTION 2:

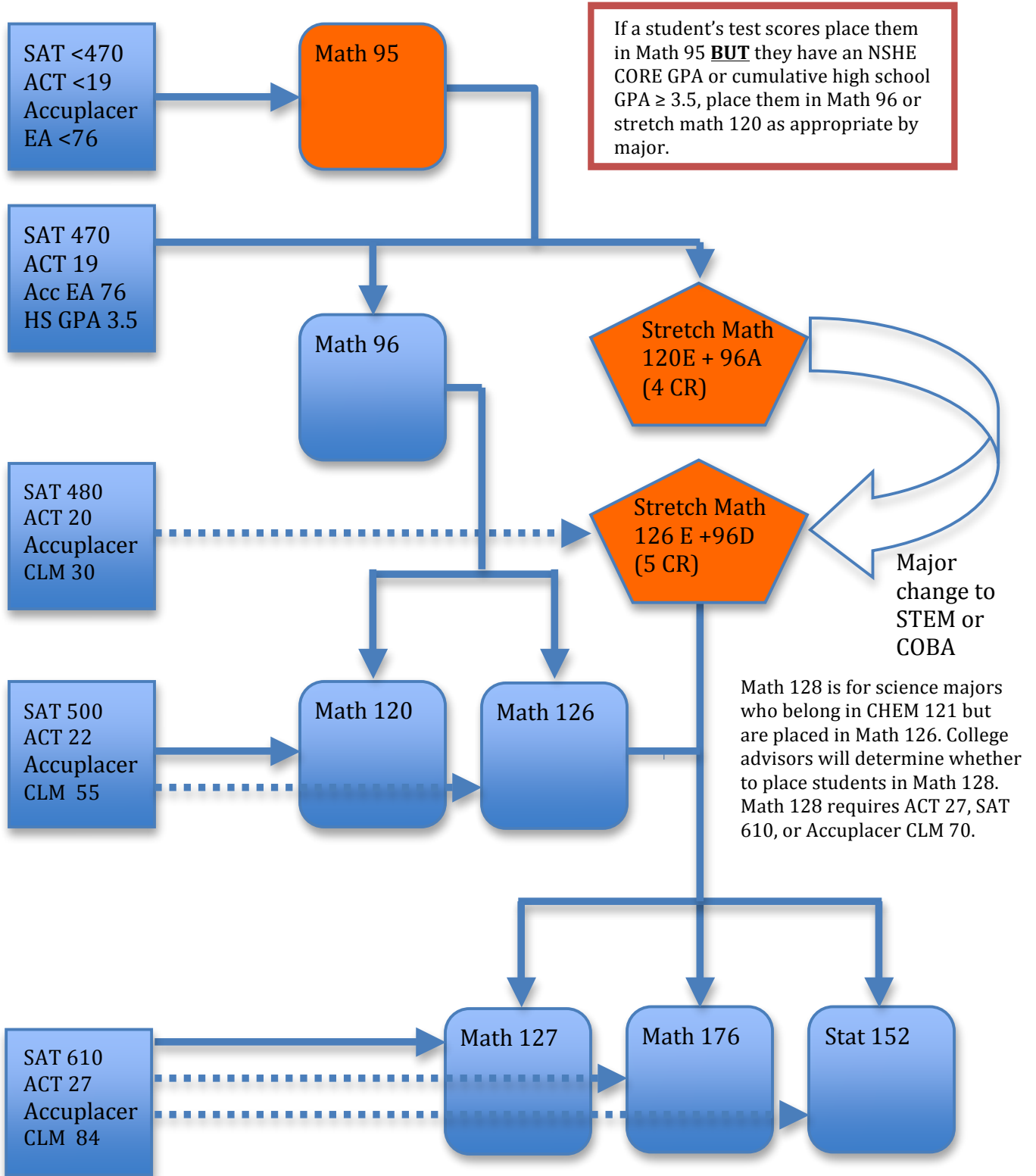
Make an appointment by calling the Core Writing Program office to come in and write a placement essay. The essay exam must take place during normal business hours and is written in our office. Please have several options in mind for your appointment. An essay topic and all exam materials will be provided when you arrive.

AP EXAM PLACEMENT:

For students in high school Advanced Placement courses, AP credit is awarded as follows:

- For a score of 3 on the Literature and Composition or Language and Composition, you receive credit for English 101 (3 credits). You must take English 102.
- For a score of 4 or 5 on the Language and Composition exam, you receive credit for both English 101 and 102 (6 credits).
- For a score of 4 or 5 on the Literature and Composition exam, you may choose to receive credit for English 101 and English 297 (Introduction to Literature); you must then take English 102; OR, by completing English 104 (Investigative Writing, one credit) you can receive credit for both English 101 and 102 (6 credits in addition to the one credit for 104).

UNR - Math Placement - Fall 2014



Institutional Placement Policies – NSC

Mathematics

NSC students can be placed into mathematics courses by submitting ACT or SAT scores, or by taking an Accuplacer test. All degree programs required [MATH 120](#) or higher to fulfill the Mathematics Core Curriculum (please see your degree outline for specific course requirements).

Students requiring remediation will enter the NSC Modular Math Program which spans across MATH 093, MATH 095 and MATH 096.

COURSE	Enhanced ACT Math	Re-Centered SAT Math	Accuplacer Elementary Algebra (EA) and College Level Math (CM)
MATH 093*	Below 16	400 or below	(EA) Below 76 (CM) N/A
MATH 095*	17-19	410-450	(EA) At least 76 (CM) N/A
MATH 096*	20-21	460-490	(EA) At least 85 (CM) N/A
MATH120/ MATH 124	22-24	500-550	(EA) At least 85 and (CM) At least 63
MATH 126 / MATH 127	25-27	560-620	(EA) At least 85 and (CM) At least 70
MATH 181	28 or above	630 or above	(EA) At least 85 and (CM) At least 101

English

An English placement exam is given to students with an Enhanced ACT score of 1-17 in English or a Verbal/Critical Reading SAT score of 200-430 in Verbal, or to students who have not taken the ACT or SAT. Students who placed below ENG 100 on the placement exam are referred to developmental English courses at the community college.

COURSE	Enhanced ACT English	SAT Verbal/Critical Reading
ENG 100	18-20	440-500
ENG 101	21-29	510-670
ENG 102	30-36	680-800

Students who complete ENG 102 will satisfy the Core Curriculum Requirement. Typically, students take ENG 101 during their first semester at the college and ENG 102 during the second semester. Students needing extra assistance in English writing skills will take ENG 100, a 5-credit course offering more instruction and practice than ENG 101. A student who successfully completes (with a C or higher grade) ENG 100 can move on to ENG 102.

Institutional Placement Policies – CSN

English

To place into the appropriate English class, students will be taking the WritePlacer exam. The WritePlacer exam is the essay portion of the ACCUPLACER testing program.

Scores and Placements

When you take the ACCUPLACER writing placement exam (the WritePlacer) you will be given a score. This score will determine into which English class you will be placed.

ACCUPLACER score of 1

Adult Basic Education; contact the GED office at the Sahara West Campus for appropriate instruction.

ACCUPLACER score of 2 - ENG 092 College Prep English I (5 credits)

Course Description (ENG 092): Emphasis on college level reading and writing. Practice in paragraph construction and the introduction to the complete essay. Review of grammar/punctuation skills and sentence structure. Guidance and instruction in integrating reading and writing skills.

ACCUPLACER score of 3 or 4 - ENG 098 Preparatory Composition (3 credits)

Course Description (ENG 098): English 098 Preparatory Composition Intensive reading and writing course focusing on college level critical reading and essay writing strategies. This course was designed for students whose ACT or SAT scores indicate that they would benefit from an additional semester of English before beginning their college level work. Students who successfully complete English 098 with a grade of “C” or better will be eligible to enroll in English 100, 101, or 113.

ACCUPLACER score of 5 - ENGLISH 100

Course Description (ENG 100): A writing intensive course designed to strengthen college-level composition skills, with particular attention to audience, purpose, and context for writing. Students receive extensive background in strategies of planning, drafting, and revising. Research, primary and/or secondary, is introduced as a means by which students can extend their own understanding through the use of outside resources. Additionally, critical reading and thinking strategies are developed. Extra assistance with English writing skills (grammar, sentence structure, usage, and punctuation) is provided. Students who successfully complete ENG 100 with a grade of “C-” or higher will satisfy the ENG 101 requirement and will be eligible to enroll in ENG 102. Prerequisite: English Placement Test or ENG 098 or ESL 139 with a grade of “C-” or higher.

ACCUPLACER score of 6 or higher - ENGLISH 101

Course Description (ENG 101): English 101 is designed to strengthen college-level writing skills, with particular attention to audience, purpose and rhetorical situation. Students receive extensive background in strategies of planning, drafting and revising. Research is introduced as a means by which students can extend their own understanding through the use of outside resources. Additionally, critical reading and thinking strategies are developed. Students who successfully complete ENG 101 with a grade of “C-” or higher will be eligible to enroll in ENG 102. Prerequisite: English Placement Test or completion of ENG 098 or ESL 139 with a grade of “C-” or higher.

Cutoff Scores for CSN MATH Course Placement

No Placement or other test needed for entry into MATH 104 or MATH 116.

For ACCUPLACER Column: AR = Arithmetic Test, AG = Elementary Algebra Test, CM = College Math Test.

*C or better is required in Prerequisite courses.

**All test scores are cannot be older than two years.

Course	Prereq. Course*	SAT**	ACT*	Math Prep Mods	ACCUPLACER**	Credit Awarded
Math Prep	None	< 400	< 16		< 89 on AR	
MATH 093	None	< 400	< 16	< 3	< 89 on AR	
MATH 095	M093 or M116	400	16	3, 4 or 5	> 89 on AR and < 76 on AG	
MATH 096	M095	450	19	6	≥ 76 on AG	
MATH 111	M093	400	16	3, 4 or 5	≥ 89 on AR and < 76 on AG	
MATH 120	M095	450	19	6	≥ 76 on AG	College Math CLEP ≥ 50
MATH 122	M096 or M097	500	22		CM ≥ 49	
MATH 123	M122					
MATH 124	M096 or M097	500	22		CM ≥ 49	College Algebra CLEP ≥ 50
MATH 126	M096 or M097	500	22		CM ≥ 49	Precalculus CLEP ≥ 50
MATH 127	M126	550	25		CM ≥ 83	
MATH 128	M096 or M097	550	25		CM ≥ 83	
MATH 132	M124, M126 or M128	550	25		CM ≥ 83	
MATH 181	M127 or M128	600	28		CM ≥ 100	Calculus CLEP ≥ 50 AP Calculus AB or BC ≥ 4
MATH 182	M181					AP Calculus BC ≥ 4
MATH 251	M127 or M128	600	28		CM ≥ 100	
MATH 253	M182					
MATH 283	M182					
MATH 285	M182					
STAT 152	M124, M126 or M128	550	25		CM ≥ 83	AP Stat ≥ 4

Last Updated: October 2, 2013

Institutional Placement Policies – GBC

All associate and baccalaureate degree programs at GBC entail college-level English and mathematics courses. Enrollment in these courses requires **one** of the following:

- Qualifying scores on the ACT or SAT.
- Qualifying scores on a GBC-administered Accuplacer test (CPT).
- Successful completion of developmental courses. Scores from placement tests above determine which developmental courses may be required, if any.

English Placement Scores

ACT	SAT	Accuplacer		Class
		Sentence Skills	Writing	
<18	<440	<86	1-4	ENG 095 or 103
18-29	440-670	≥86	5-8	ENG 101 and 107
30-36	680-800	≥115	N/A	ENG 102

Math

In addition to SAT, ACT, and Accuplacer scores, alternative methods of placement are used including review of a student's high school transcript for math courses and personalized interview with the student to assess their math background. Students who complete ENG 101 and MATH 095 with a grade of C or better are eligible to enroll in MATH 120.

To satisfy the mathematics requirement for the Associate of Arts, each student must complete three credits of MATH 120 or five credits at the level of MATH 126 or higher. For the Associate of Science, each student must complete five credits of MATH 126 or higher. Completion of MATH 116 or higher is required to satisfy the mathematics requirement for the Associate of General Studies. MATH 116 or higher is required for all Associate of Applied Science degrees.

The mathematics requirement may also be satisfied by a student who earns credit through the CLEP (College-Level Examination Program) tests, or transfers equivalent credits to GBC.

ACT	SAT	Accuplacer			CLASS
		ARTH	ELEM AG	COLL LEV MATH	
≤16	<400	<86			MATH 091
17-18	400-465	≥86	≤62		MATH 095 or 097
19-21	470-495	≥86	63-120		MATH 096
22-24	≥500	≥86	63-120	40-63	MATH 116 or 120
22-24	≥520	≥86	63-120	≥63	MATH 126 or 128
≥25	≥560				MATH 127 or higher

Institutional Placement Policies – TMCC

Student Placement Testing (ACCUPLACER)

The academic placement exam used at TMCC is the ACCUPLACER and is a computerized placement exam that provides information about your academic skills in math, English, and reading. The exam is not a “pass” or “fail” exam and offers an accurate measurement of your academic skills to help you excel in your educational goals. Many courses at TMCC require specific ACCUPLACER math and/or English scores as prerequisites for registration. Students may be able to waive the ACCUPLACER requirement with current (less than two years old) ACT and/or SAT scores.

Note: You may be exempt from testing if you have completed coursework at another college equivalent to ENG101 and/or MATH 120/126, or have completed prerequisites within the last 2 years, or if ENG/MATH are not required for your desired coursework.

High-School Course-Taking (in cases of TMCC HS graduates or HS students participating in TMCC-WCSD collaborative projects):

- If the student took the highest developmental course while in high school (ENG098R and/or MATH096) they are considered college-ready in that subject area if they pass the ENG 098R course with a C or better and/or the MATH 096 course with a 75% or better.
- If the student enrolled in a college-level math or English course while in high school (ENG101 or higher / Math120 or higher) they are considered college-ready in that subject area.

Effective Fall 2014: HS overall unweighted GPA 3.0 or higher for recent high school graduates. Math uses HS GPA plus B or better in Algebra II, English uses only HS GPA.

English Placement Scores

For Placement into English 095, READ 095 Learning Community (*concurrent enrollment is required*):

An ACCUPLACER reading comprehension score of 56-75. Below 56 referred to English Skills Center.

For Placement into English 098R, Required READ 135:

An ACCUPLACER reading comprehension score of 76-85

For Placement into English 098 or 097:

An ACCUPLACER reading comprehension score of 86+, and WritePlacer score of 1-4.

For Placement into English 101 or 107:

An ACCUPLACER reading comprehensive score of 86+

An ACCUPLACER WritePlacer score of 5+

OR SAT scores of 440-670

OR ACT scores of 18-29

Note: English 101 is a prerequisite for English 102. English 107 is a prerequisite for English 108.

For Placement into English 102:

SAT score of 680+

ACT score of 30+

Math Placement Scores

ACCUPLACER			
Arithmetic	Elementary Algebra	College Level Math	Placement
Below 80			Math Skills Center
80			MATH 90, MATH 95, MATH 108
	76		MATH 90, MATH 96, MATH 106
		33	Stretch MATH 120 and 126
		50	MATH 120
		55	MATH 126
		70	MATH 128
		84	MATH 127, MATH 176, STAT 152
		101	MATH 181
SAT			
Math Score		Placement	
400 – 460		MATH 90, MATH 95, MATH 108	
470 – 500		MATH 90, MATH 96, MATH 106	
490		Stretch MATH 120 and 126	
500		MATH 120, MATH 126	
560-610		MATH 127, STAT 152	
620		MATH 128, MATH 176	
630		MATH 181	
ACT			
17 – 18		MATH 90, MATH 95, MATH 108	
19 – 21		MATH 90, MATH 96, MATH 106	
21		Stretch MATH 120 and 126	
22		MATH 120, MATH 126	
25 – 27		MATH 127, MATH 128, STAT 152	
27 – 28		MATH 176	
28		MATH 181	

Institutional Placement Policies – WNC

English/Math Placement

Every student planning to register for English and math courses at WNC must take placement tests. Testing will assess a student's current skills in reading, writing and mathematics. Test results will help students select appropriate courses to take at WNC. In some cases, there are also qualifying test scores for course enrollment.

Those with recent ACT/SAT scores or with appropriate prerequisite courses from other colleges may be exempt. Students who are not sure if they need to test should contact a counselor.

ACT and SAT required scores:

	ACT	SAT
English 101	21	510
Math 095	17	400
Math 096	19	470
Math 120	22	500
Math 126	22	500
Math 127	25	560
Math 128	22	500
Math 176	25	560
Math 181	28	630
Stats 152	25	560

MATH 120: Fundamentals of College Mathematics

Units (Credits): 3; Prerequisites: [MATH 096](#) or three units of high school mathematics at the level of algebra and above with a grade of C- or better or appropriate score on the WNC placement or equivalent test. MATH 095 with a grade of B- or better in lieu of MATH 096 requirement

MATH 126: Precalculus I

Units (Credits): 3; Prerequisites: [MATH 096](#) with a grade of C- or better or three units of high school mathematics at the level of algebra and above with a grade of C- or better within the last three years, or appropriate score on the WNC placement or equivalent test

MATH 128: Precalculus and Trigonometry

Units (Credits): 5; Prerequisites: [MATH 096](#) with a grade of C- or better or three units of high school mathematics at the level of algebra and above with a grade of C- or better within the last three years, or appropriate score on the WNC placement or equivalent test



WNC ACCUPLACER PLACEMENT TESTING

Cut Scores Effective Fall 2014

The purpose of placement testing is to provide information about your current level of skills and to help determine courses most appropriate for you at this time. The following are your recommended courses. If your score is below a given range, you may have difficulty with the material and the pace of a course above that range.

ENGLISH

Your score on Essay Test is _____.

Date of test: _____

Essay Test Score

5
5
4 or above
1-4

Recommended Course

ENG 101, Composition I
ENG 107, Technical Writing
BUS 108, Business Letters and Reports
ENG 99 (6 Units) Basic Writing Strategies

Options for refreshing English & Reading skills

JOIN (State of NV)

Free English classes. Must meet financial eligibility requirements.

Info: Carson: 283-0125

Info: Fallon: 423-6165

English 101 requires a minimum score of 5 on the essay test. Required for an AA or AS transfer degree.

Business 108 is recommended for AAS and AGS programs only. To enroll you must receive a minimum score of 4 or complete BUS 106 with a "C-" or better, or complete ENG 99.

English 99 is the prerequisite course required to move to ENG 101, ENG 107, or BUS 108. It is 6 units.

PLATO (WNC)

Self-paced computer lab classes.

Info: 445-4451

Canvas.net

Free on-line structured English classes.

READING

Your score on Reading Comprehension is _____.

Date of test: _____

A score of 92 or higher signifies college level reading skills.

Test Score

91 or below
70 or below

Recommended Course

READ 135, College Reading Strategies
READ 95, Reading and Improvement

Read 135 is open to all students but Read 95 is recommended for students with a score of 70 or below if the class is available.

MATH

Your score on Arithmetic is _____. Date of test: _____

<u>Arithmetic</u>	<u>Score</u>	<u>Recommended Course</u>
	62 or below	Basic Mathematics - Need Math Prep
	63-120	Pre-Algebra — Need Pre-Algebra Prep MATH 98 Developmental Mathematics BUS 109 Business Math MATH 110 Shop Mathematics

Your score on Elem Algebra is _____. Date of test _____

<u>Elementary Algebra</u>	<u>Score</u>	<u>Recommended Course</u>
	38 or below	If No Previous Algebra – Need Pre-Algebra Prep
	38 or below	MATH 95, Elementary Algebra (if had some algebra) MATH 92, Algebra Review*
	39-62	MATH 95, Elementary Algebra MATH 98, Developmental Mathematics
	63-120	MATH 96, Intermediate Algebra
	80-120	MATH 120, Fundamentals of College Math

Your score on College Math is _____. Date of test _____

<u>College Level Math</u>	<u>Score</u>	<u>Recommended Course</u>
	63-120	MATH 126, Precalculus I
	70-120	MATH 127, Precalculus II (Trigonometry)
	63-120	MATH 128, Precalculus I & II (5 units)
	70-120	STAT 152, Intro to Statistics
	70-120	MATH 176, Calculus for Business/Social Sciences
	101-120	MATH 181, Calculus I

MATH Prep classes are not offered for credit. Non-credit courses are NOT financial aid eligible

Options for refreshing math skills

Continuing Education (WNC)

Basic Math and Pre-Algebra Prep Classes

Info: 445-4268

JOIN (State of NV)

Free math classes. Must meet financial eligibility requirements.

Info: Carson: 283-0125

Info: Fallon: 423-6165

PLATO (WNC)

Self-paced computer lab classes for Math and Pre-Algebra Prep

Info: 445-4451

Canvas.net

Free on-line structured math classes

Khanacademy.org

Free on-line math self-tutoring site using videos

BUS 109 Business Math: **Not** recommended for AA, AS or some AAS degrees.
MATH 92* is a short-term algebra review course. It is offered for credit and is financial aid eligible.
MATH 95 with a B- or better, or Math 96 are the prerequisites for Math 120 .
MATH 96 with a C- or better is the prerequisite for Math 126 and Math 128
MATH 98 Meets in the computer lab and is self-paced. Covers pre, elementary and intermediate algebra skills. A placement exam is required upon completion of Math 98.
MATH 120 Fundamentals of College Math. Cannot be used as a prerequisite to MATH 126. Recommended for non-science majors in Liberal Arts or Social Sciences.
MATH 126 and above is recommended for transfer degrees in Business, Math, Engineering, Science or Technology.
CHEM 121 Starting Fall 2015, prerequisite is Math 126 or higher. Prerequisite may also be met by receiving an appropriate score on the WNC placement or equivalent test.
MATH 176 is not recommended for Math or Science majors.

NOTE: All degree or certificate seeking students who place in courses below the 100 level must take those courses **within the first 30 credits**. Courses with a number under 100 (such as ENG 99), do not apply toward a degree, but can be valuable for student success.

Rev. 04/2014