



Gateway Course Success

Action Plans and Data Benchmarks

**For Presentation to the
Academic, Research, and Student Affairs Committee
June 9, 2016**

Gateway Success Report

- Phase II – Implementation
 - Institutional Action Plans
 - Summary of Dedicated Resources
 - Data benchmarks to measure progress towards implementation
- Board adopted gateway course success policy (*Title 4, Chapter 16, Section 1*) in June 2015 at the recommendation of the Task Force on Gateway Mathematics Success
- First semester of implementation: Fall 2016
- 2016-17 data for comparison to implementation benchmarks will be available for December 2017 Board meeting

Board Policy

Title 4, Chapter 16, Section 1

Adopted June 2015

- Maintain the ACT “guarantee” for recent high school graduates with 12th grade conditions – originally adopted by the Board in December 2014
- Degree-seeking students that place below college level, but are at least high school ready, **must be placed on a pathway for gateway course completion (English and mathematics) within the first year of enrollment**
 - ✓ Exception for students in a STEM program – placement into a three-semester sequence culminating in the gateway college algebra course
- All degree-seeking students must be continuously enrolled in the appropriate mathematics and English courses until the institutional core curriculum mathematics and English requirements are completed

The Importance of Timely Gateway Mathematics Success

Impacts on Graduating Students

Fall 2007 cohort	% Completed Gateway Math in first 2 years	150% Graduation Rate	% <u>not</u> Completed Gateway Math in first 2 years	150% Graduation rate
UNLV	59.5%	48.8%	40.5%	22.6%
UNR	79.2%	52.0%	20.8%	12.7%
NSC	37.0%	25.0%	63.0%	3.9%
CSN	16.9%	23.2%	83.1%	3.9%
GBC	17.5%	26.8%	82.5%	1.8%
TMCC	18.8%	31.8%	81.2%	1.5%
WNC	35.1%	30.9%	64.9%	0.3%

Task Force Finding: Timely completion of gateway mathematics courses correlates with students persistence and degree completion.

No Math in the First Year of Enrollment

Too many students do not enroll in any math course in their first year

Percent of first-time, degree-seeking students that did <u>not</u> enroll in math in the first year of enrollment (Fall 2012 cohort)	
UNLV	18.9%
UNR	4.6%
NSC	32.6%
CSN	67.7%
GBC	38.7%
TMCC	31.2%
WNC	30.1%

Challenges

- Cultural change is never easy
- More budget cuts – to add to the pressure ☹️
- Enforcement mechanisms are critical

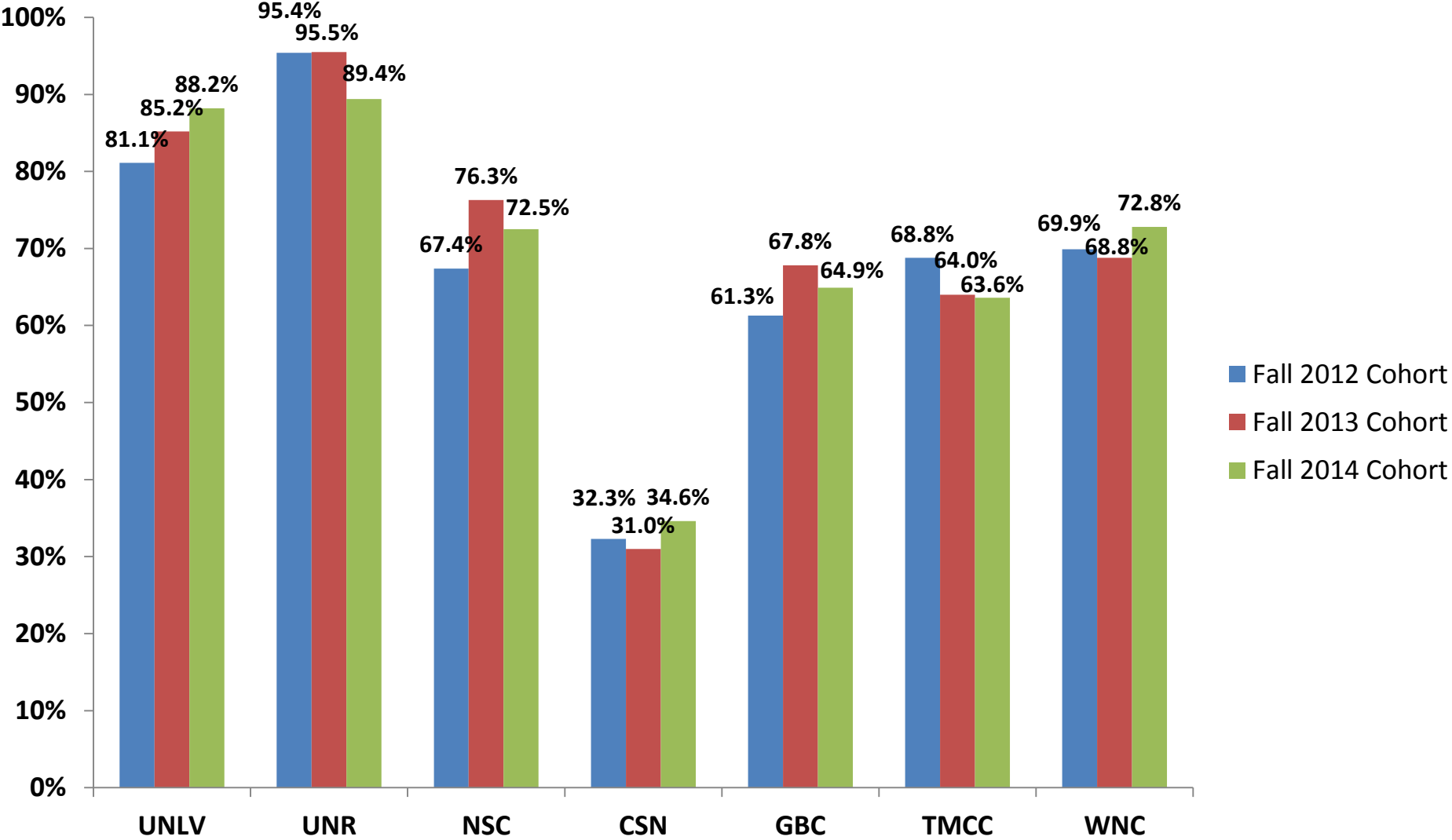


The Action Plans

- **No two actions plans are the same**
- **Common thread – advising**
- **More gateway course sections**
- **Enforcement – trying out registration holds**
- **No UNR action plan because UNR has already fully implemented Board policy**

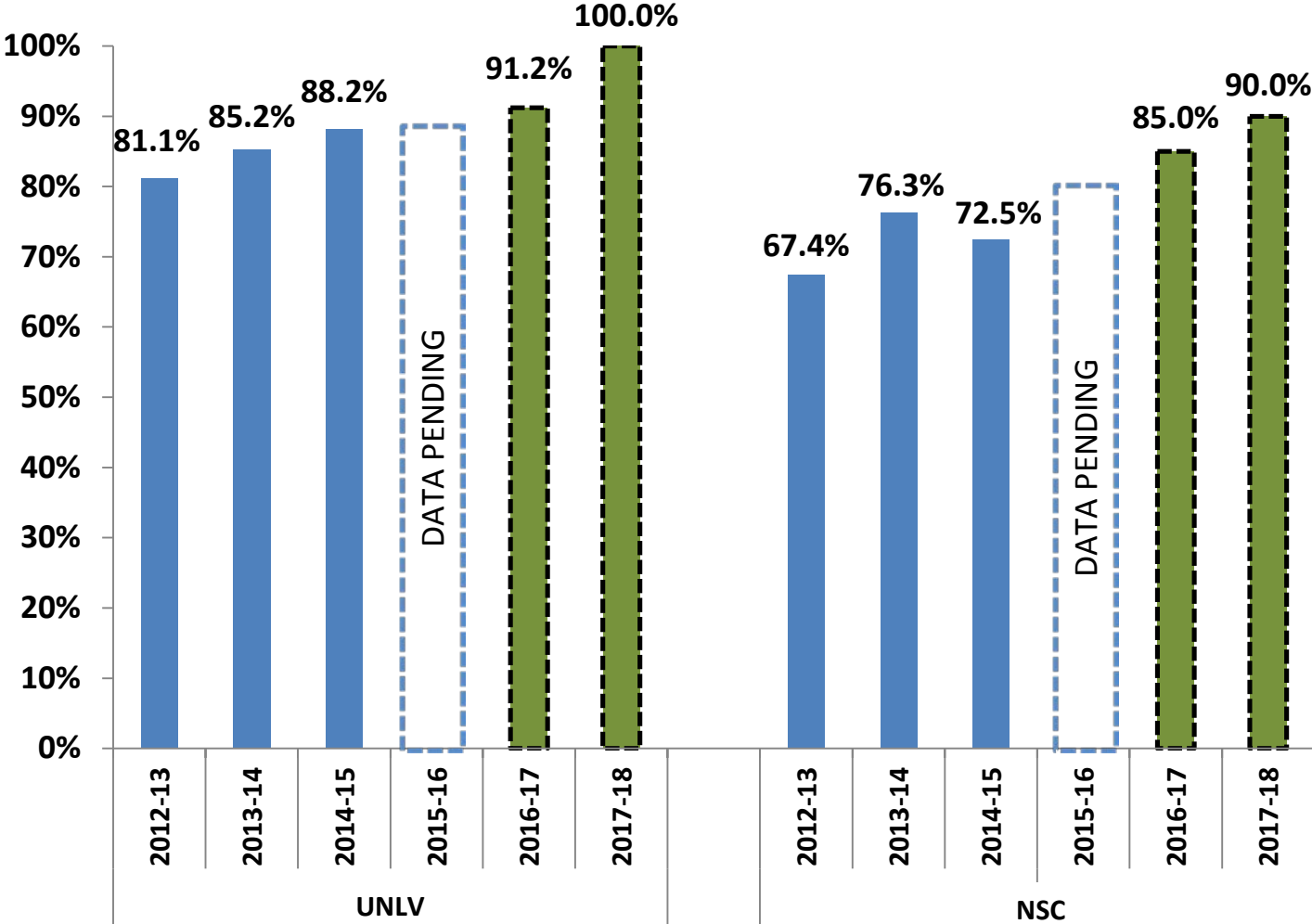
Significant change is going to take time.

Percent of First-Time, Degree-Seeking Students that Enrolled in Math in the First Year of Enrollment



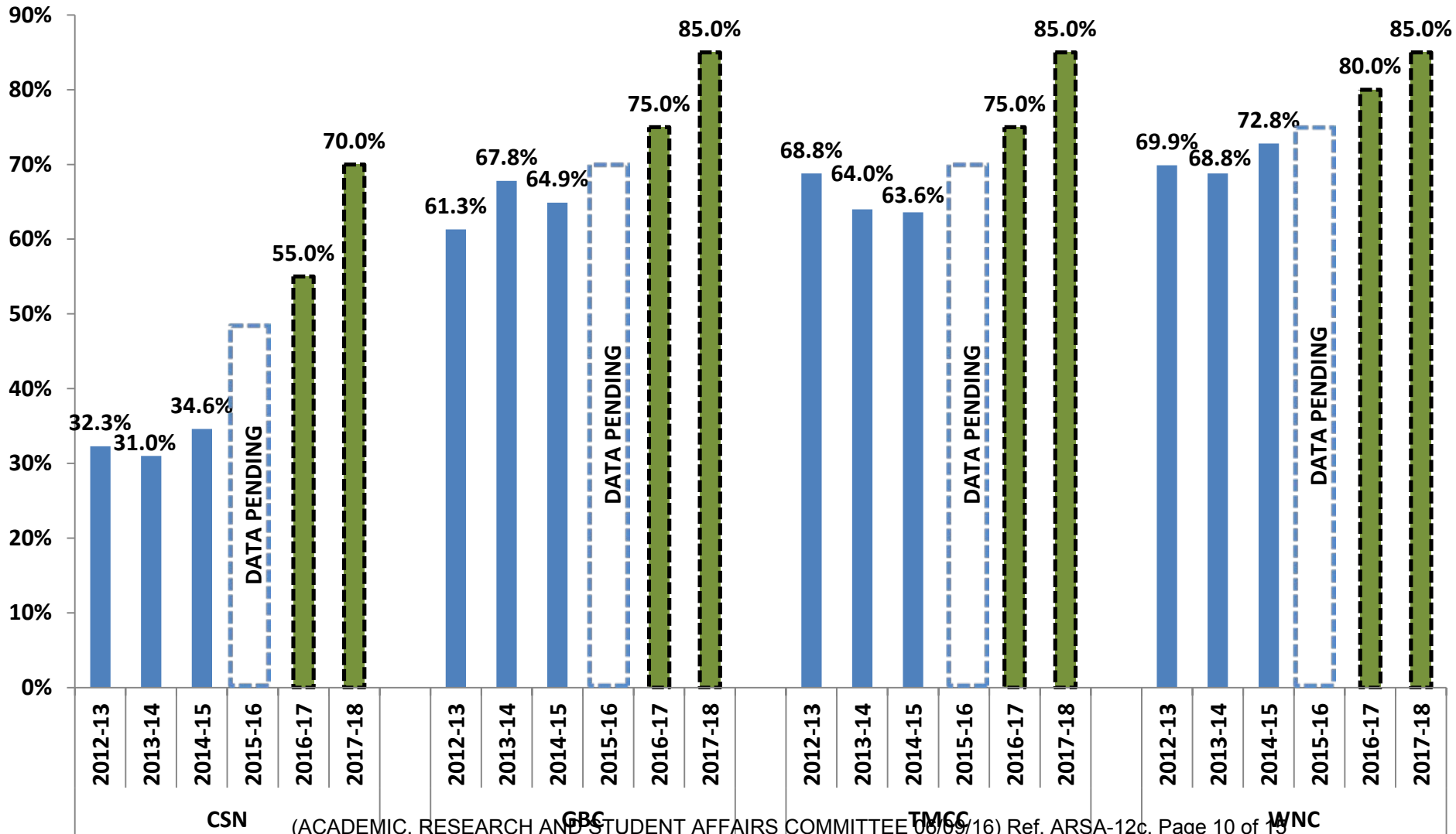
Percent of First-Time, Degree-Seeking Students that Enrolled in Math in the First Year of Enrollment

BENCHMARKS

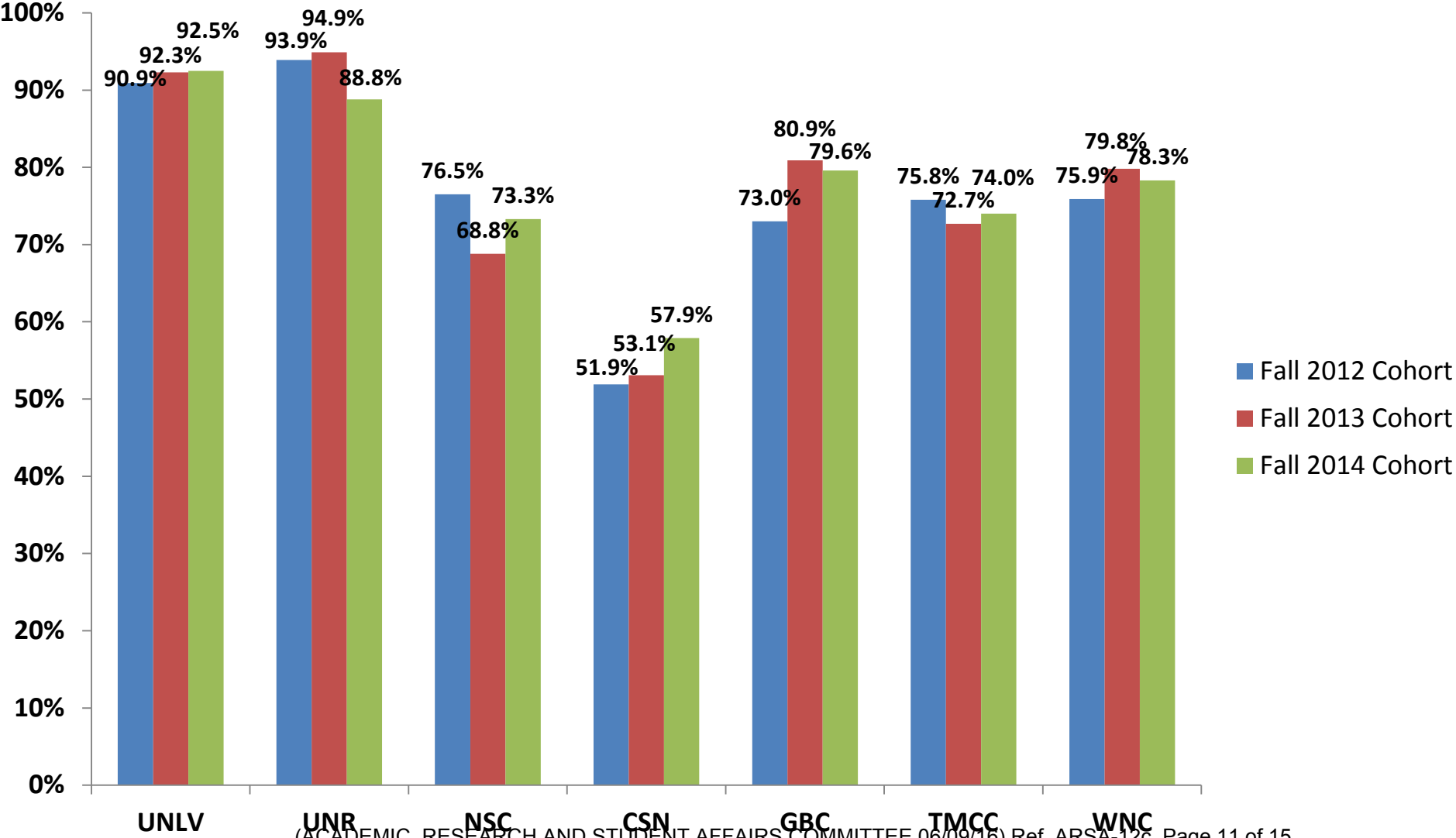


Percent of First-Time, Degree-Seeking Students that Enrolled in Math in the First Year of Enrollment

BENCHMARKS

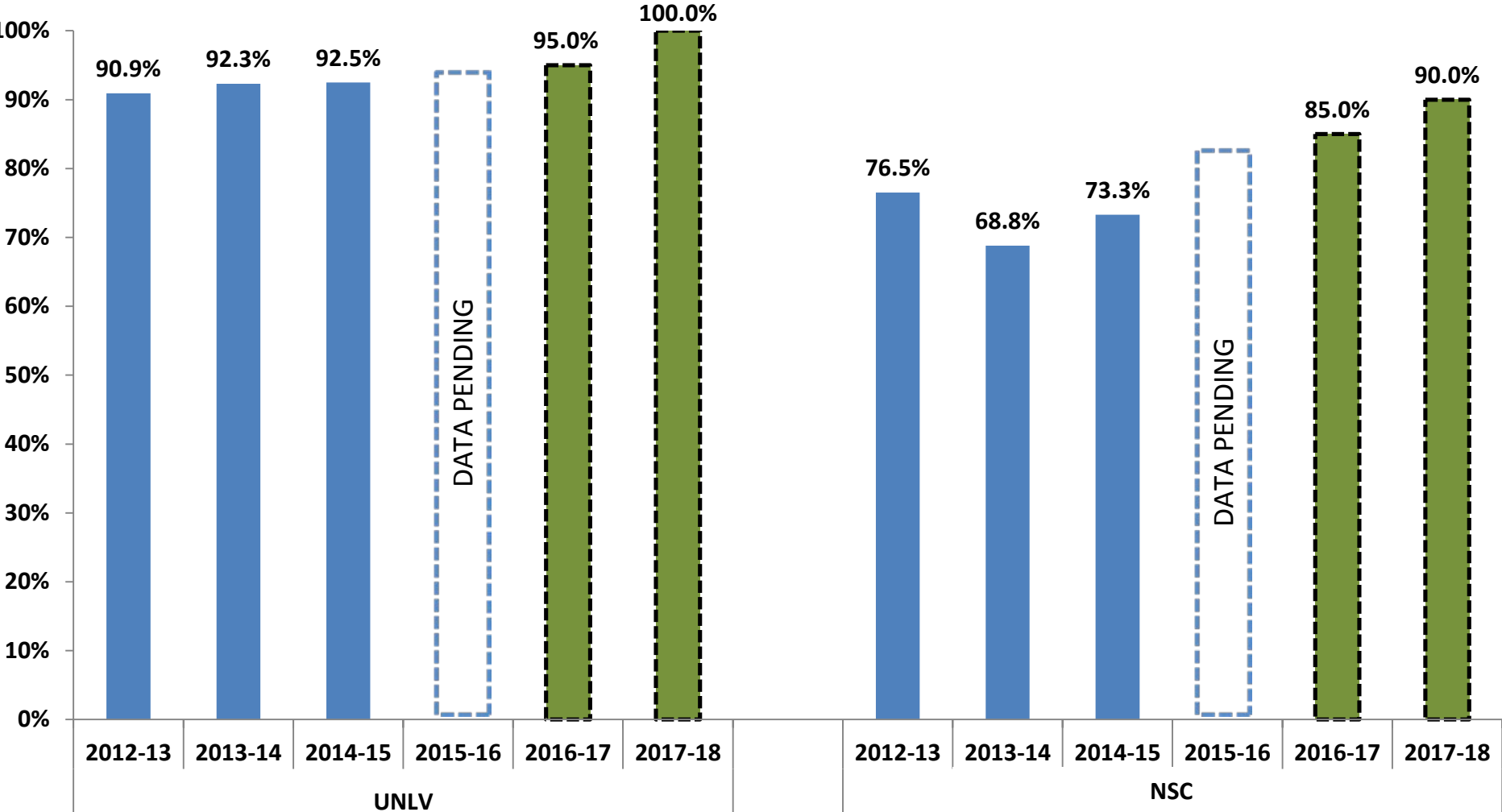


Percent of First-Time, Degree-Seeking Students that Enrolled in English in the First Year of Enrollment



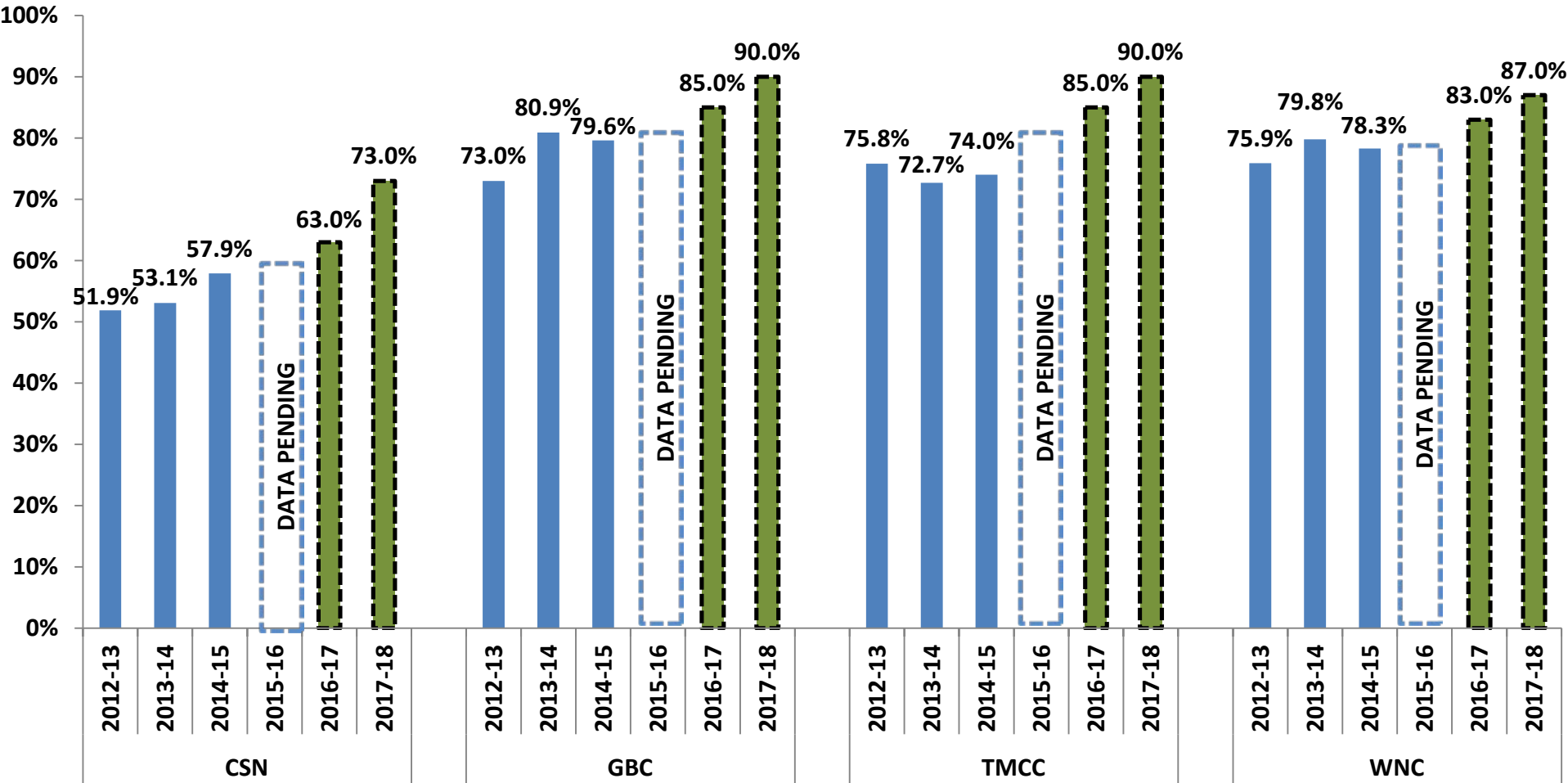
Percent of First-Time, Degree-Seeking Students that Enrolled in English in the First Year of Enrollment

BENCHMARKS



Percent of First-Time, Degree-Seeking Students that Enrolled in English in the First Year of Enrollment

BENCHMARKS



Policy Revision

See Policy Proposal

- Expand the exception provision for the “ACT guarantee” – removing the reference to such decisions being made on a “case by case basis”
- Authorize institutions to make exceptions to the continuous enrollment provision if the exception does not affect a student’s ability to complete the gateway course within the first academic year.

Questions?

