

# GBC Co-Requisite Implementation

In Full Effect Fall 2021

<https://nshe.nevada.edu/initiatives/nshes-corequisite-mathematics-and-english-reform-transforming-developmental-education-in-nevada/>



NSHE  
COREQUISITE  
IMPLEMENTATION  
TASK FORCE



# GBC Co-Requisite Task Force Members

VP Jake Rivera

Dean Mary Doucette

Evi Buell

Josh Webster

Jinho Jung

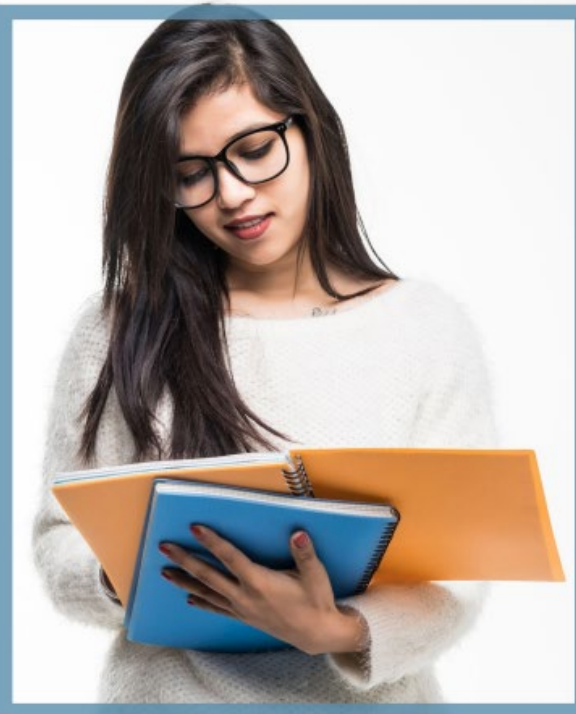
Ping Wang

Jennifer Brown

# Agenda

- 1:00pm - 1:15pm - What is Co -Requisite (Mary Doucette)
- 1:15pm - 1:30pm - NSHE and GBC Policy and Changes (Jennifer Brown)
- 1:30pm - 1:45pm - English Co-Requisite (Evi Buell)
- 1:45pm - 2:00pm - Math Co-Requisite (Jinho Jung)
- 2:00pm - 2:15pm - Tutoring and ASC (Ping Wang)
- 2:15pm - 2:30pm - Co-Requisite Tool Kit (Morgan Kaisershot)
- 2:30pm - 3:00pm - Q&A

# What is Co - Requisite?




**NSHE  
COREQUISITE  
IMPLEMENTATION**


NEVADA SYSTEM OF  
HIGHER EDUCATION


***Student  
Corequisite  
Support***


English & Math  
Pathways Available


| *Saving Students TIME & MONEY* |


 **CSN**  
COLLEGE OF  
SOUTH NEVADA


 **CBC**  
CENTRAL  
BASIN COLLEGE

 **N**  
University of Nevada, Reno

 **NS**  
NEVADA STATE  
COLLEGE

 **TMCC**  
TRUCKEE MOUNTAIN COMMUNITY COLLEGE

 **UNLV**

 **W** WESTERN  
NEVADA  
COLLEGE

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# Corequisite Timeline

2018 - 2019

**DEVELOP  
POLICY**

NSHE Board of Regents adopt the Corequisite and College-Ready Gateway Policy, eliminating traditional models of remediation and mandating corequisite support for all degree-seeking students. Full scale implementation required by Fall 2021.

2019 - 2021

**REFORM  
CURRICULUM**

NSHE Corequisite Implementation Task Force convenes, developing new models of mathematics and English pathways, reforming traditional models of curriculum. Scaling of existing corequisite support courses, and new pilot programs developed.

FALL 2021

**IMPLEMENT  
POLICY**

All degree-seeking students are required to be enrolled into their gateway mathematics and English courses, with or without corequisite support, as needed. Adjunct faculty credentialing and training needs met, and full scale implementation occurs.

BEYOND 2021

**ASSESS AND  
IMPROVE**

Systemwide assessment evaluates early success metrics of policy implementation including gateway course completion, subsequent course completion, and retention. When available, long-term success indicators evaluated.



# Policies and Procedures

## Mandatory Advisement

GBC utilizes mandatory advising enforced with enrollment holds in PeopleSoft for all new college students. Academic advisors will assist students with registering for their first semester, ensuring that students are following the continuous enrollment requirement while stressing the importance of corequisite success and how it applies to overall student success.

## Continuous Enrollment Policy

Within the first two regular academic semesters following initial enrollment, degree-seeking students are required to enroll in a college-level or co-requisite gateway English and mathematics course or the equivalent for a certificate program (e.g. embedded curriculum) until the institutional core curriculum English and mathematics requirements are completed.

<https://nshe.nevada.edu/wp-content/uploads/file/BoardOfRegents/Agendas/2020/09-sep-mtgs/arsa-refs/ARSA-9c.pdf>



# Policies and Procedures Cont

## Enrollment Enforcement

Enrollment holds will be placed on students accounts if they have not completed their math and English requirements. This process is still being discussed by Admissions and Records, Advising and our Systems Operations Team.

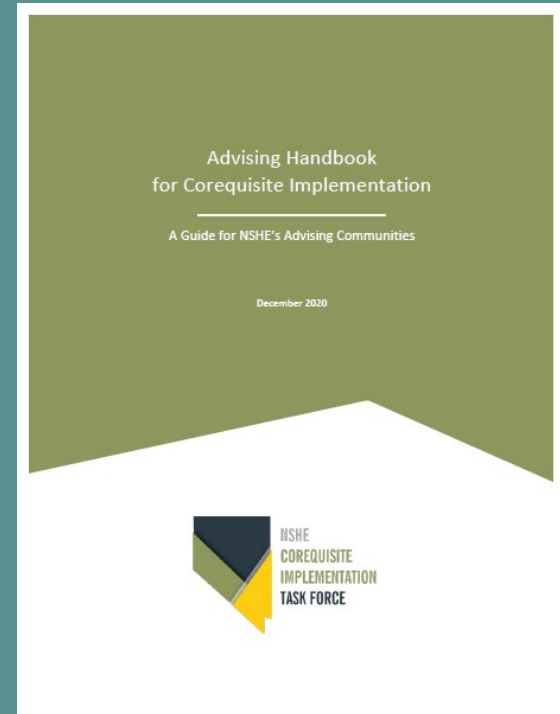
## Drop/Swap Holds

Once a student is enrolled into a corequisite math or English class, they are unable to drop the course using self-service methods. If a student attempts to drop a corequisite course, they will be prompted to meet with their academic advisor.

# Advisor Guide Book

This advising guidebook offers the following information for advisors:

- An overview of why and when NSHE is moving to the corequisite model;
  - The format of the NSHE corequisite model;
  - The updated enrollment policy and enforcement information; and,
  - The placement tables and the English and Math pathways.
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- Emily Borthwick-Wong, Interim Executive Director, University Advising, UNR
  - Jennifer Brown, Director, Advisement & Retention, GBC
  - Natalie Brown, Executive Director, Advising & Access Services, TMCC
  - Alex Kunkle, Director, Academic Advising, NSC
  - Piper McCarthy, Director, Counseling Services, WNC
  - Jeffrey Orgera, Associate Vice Provost for Student Success, UNLV
  - Lee Willis, Coordinator, Academic Advising, CSN





# Professional Development for Advisors

NSHE Corequisite Advising Series: Asset-Based, Equitable Advising in Virtual Environments

March 12, 2021 at 10am PST

[https://zoom.us/webinar/register/WN\\_g\\_tr8x7fQ4 - HM3lygY\\_b\\_g](https://zoom.us/webinar/register/WN_g_tr8x7fQ4 - HM3lygY_b_g)

NSHE Corequisite Advising Series: Final Steps for Implementation

April 9, 2021 at 10am PST

<https://zoom.us/meeting/register/tJ0uduiqrTwtGtEt4uTdC3bHET7TRKXXrSPi>



**NSHE COREQUISITE IMPLEMENTATION TASK FORCE**

**Corequisite Professional Development Series for Advisors**

Date	Topic
December 11, 2020	Building Foundational Knowledge of Corequisite Support
9am -12pm	Corequisite Math & English in Nevada: An Overview
February 2021	Implementation at Your Institution
TBA	Each institution will offer an advisor training session specific to your institution. Topics will include an overview of institution-specific placement protocols, gateway/corequisite math and English enrollment enforcement, and communication strategies. Your advising lead will communicate the date and time for this session.
March 12, 2021	Growing the Whole Student
10am -12pm	Equity and Advising
April 9, 2021	Corequisite Math & English Courses
10am -12pm	What Do the Corequisite Math & English Classes Look Like?



**STRONG START TO FINISH**  
Building momentum for postsecondary success

# English Co- Requisiste

Evi Buell  
Josh Webster



# Multiple Measures for ENG placement

1. What is the last English course you've taken? When did you take it? What grade did you receive?  
(criteria for ENG 101 recommendation: junior or senior level high school course or similar; within the past five years; B or better)
2. What standardized tests have you taken (e.g. ACT, SAT, etc) What was your English score?  
(criteria for ENG 101 recommendation: ACT 17 or higher; SAT 400 or above)
3. How confident are you in your writing ability?
  - A. (101) I am comfortable with academic writing, including writing an organized, well-sourced essay, supporting argumentative assertions, and similar common college writing activities.
  - B. (100) I am not comfortable with one or more of the above.

# Math Co - Requisite

Jinho Jung





# Learning Outcomes for MATH 20/26

## MATH 20

- Correctly execute arithmetic operations using rational and real numbers.
- Evaluate and simplify expressions involving exponents.
- Simplify Algebraic expressions.
- Solve linear equations in one variable.
- Solve rational equations
- Implement effective study skills to succeed in college level mathematics courses.

## MATH 26

- Solve linear equations and inequalities
- Factor expressions
- Simplify radical expressions
- Solve absolute value equations and inequalities
- Perform operations with exponential expressions
- Implement effective study skills

# Structure MATH Co -Requisite



Math 126E(3) + Math 26 (3): Total 6 credits

Math 120E(3) + Math 20 (2): Total 5 credits

# Multiple Measures for MATH placement

## 1. High School Grade Point Average:

High School Performance	Recommended Math Course Placement
HSGPA 3.0	No additional academic or concurrent support recommended for students for transfer level math courses.
HSGPA 2.3 to 2.9	Additional academic and concurrent support recommended for students
HSGPA <2.3	Additional academic and concurrent support strongly recommended for students

## 2. The highest-level Math courses taken

High School Class	Recommended Math Course Placement
Algebra II or the equivalent math course with a grade of B or higher	No additional academic or concurrent support recommended for students for transfer level math courses.
Algebra I or the equivalent math course with a grade of B or higher	Additional academic and concurrent support recommended for students
The highest Math course taken below Algebra I	Additional academic and concurrent support strongly recommended for students

## 3. Students who graduated high school:

Number of years after graduating high school	Recommended Math Course Placement
Less than 3 years	Recommended to take placement test and decide the level for a Math course depending on advisement.
More than 3 years	Strongly Recommended to take co-requisite course and academic support

# Grading for MATH Co -Requisite Courses

Math 20/26

<b>Grade</b>	<b>Range</b>
S	100% to 70.0%
U	< 70.0% to 0.0%





# Tutoring and ASC

Ping Wang



# Placement Testing Options for Students

## In-person Testing Service (appointment-based)

- If students prefer to take placement tests in person at a testing center, all GBC campuses are open for live in-person testing.
- An appointment is required for in-person testing. Students need to call a nearby GBC campus to make an appointment.

## Online Zoom Testing Service (appointment-based)

- If students prefer to take placement tests at home, they can meet with a GBC proctor online via Zoom to remotely complete their tests.
- This option works for any students in spite of their locations.
- Appointments must be made through a web-based scheduling system called WcOnline ([gbcnv.mywconline.com](http://gbcnv.mywconline.com)).
- The video <https://youtu.be/6GIaL8XyNwU> shows how to make an appointment in WcOnline for an online Zoom testing session.

# Ed Ready to the Rescue



<https://gbcnv.edready.org/home>



# Supplemental Instructor

- Tutoring
- Group Study
- Office Hours
- Grading



# In Person and Online Tutoring Options





# Communications Toolkit

Morgan Kaisershot

[https://nshe.nevada.edu/initiatives/nshes\\_corequisite\\_mathematics\\_and\\_english\\_reform\\_transforming\\_developmental\\_education\\_in\\_nevada/marketing\\_toolkit/](https://nshe.nevada.edu/initiatives/nshes_corequisite_mathematics_and_english_reform_transforming_developmental_education_in_nevada/marketing_toolkit/)



STUDENT  
**COREQUISITE  
SUPPORT PLAN**

MATH & ENGLISH PATHWAYS AVAILABLE





NEVADA SYSTEM OF HIGHER EDUCATION

# ***Student Corequisite Support Program***

ENGLISH & MATH PATHWAYS AVAILABLE

***Saving Students TIME and MONEY.***





# STUDENT COREQUISITE SUPPORT



*“Every College Student  
is College Ready!”*

**MATH & ENGLISH  
PATHWAY COURSES  
AVAILABLE TO HIGH  
SCHOOL STUDENTS!**

**Save time & money by earning  
college-credits while attending high school.**

For more information, contact your high school counselor today!

View an in-depth breakdown of the pathway options at  
[nshe.nevada.edu/2019/03/corequisite-policy-forums-april-2019](https://nshe.nevada.edu/2019/03/corequisite-policy-forums-april-2019)






Nevada System of Higher Education

**STUDENT  
COREQUISITE  
SUPPORT**

| Saving Students Time & Money |



**GREAT BASIN COLLEGE**  
(Street, City, State)  
(Phone #) | (website)

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# Questions and Answers