



English Initiatives: Corequisite Support & Systemwide Placement Measures

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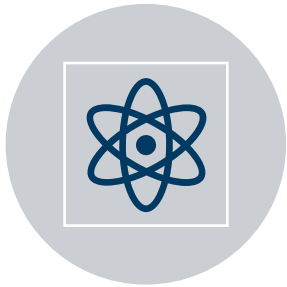
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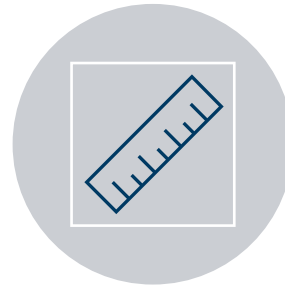
Kansas Board of Regents
Building a Future for Kansas Families, Businesses and the Economy



Agenda



Building A Future &
English Initiatives



Multiple Placement
Measures in Discussion



Corequisite Support



Next Steps



Building A Future & English Initiatives



Building a Future

- ★ *Building a Future* grounds the work of our system in serving Kansas families and businesses and advancing economic prosperity
- ★ A living plan that encourages adjustments to strategy so that we can better support each pillar
- ★ Promising practices to drive progress make the plan unique nationally
- ★ Board goals tie to the strategic plan



Building a Future Areas of Focus

Family

- Affordability
- Access
- Success

Business

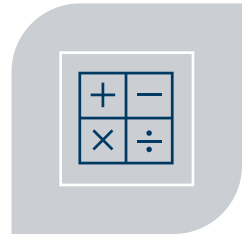
- Talent Pipeline
- Innovation

Economic Prosperity

- Intentional Economic Activity
- Community and State Benefits



Affordability, Access, & Success: English Initiatives



ACCESS



SUCCESSFUL COMPLETION
OF ENGLISH
COMPOSITION I



HIGHER RETENTION RATES



INCREASED ON TIME
GRADUATION



REDUCED COSTS



On Time Graduation

46.3%

State universities, 2022

41.4%

Community colleges, 2022
Includes transfer-out rate

52.8%

Technical colleges, 2022



Retention Rates

81.4%

State universities, 2022

61.9%

Community colleges, 2022

70.4%

Technical colleges, 2022



Year	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Number in cohort	20,320	18,758	17,816	17,654	17,130	17,315	16,591	16,297	14,952	14,509
Percent enrolled in English developmental courses	23.3%	20.3%	18.4%	17.7%	18.2%	19.3%	19.0%	20.1%	17.7%	18.2%
Percent completed English developmental courses	66.1%	68.7%	70.0%	74.1%	73.8%	72.2%	73.2%	71.4%	69.1%	70.9%
Percent completed English developmental and gateway courses	38.0%	41.8%	44.1%	45.3%	48.4%	48.8%	49.0%	46.9%	48.5%	48.1%

Developmental Education - English: Academic Years 2013 - 2022

	Number in cohort ¹	Percent enrolled in English developmental courses ⁸	Percent completed English developmental courses ⁹	Percent completed English developmental and gateway courses ¹⁰
Community Colleges				
2013	20,320	23.3%	66.1%	38.0%
2014	18,758	20.3%	68.7%	41.8%
2015	17,816	18.4%	70.0%	44.1%
2016	17,654	17.7%	74.1%	45.3%
2017	17,130	18.2%	73.8%	48.4%
2018	17,315	19.3%	72.2%	48.8%
2019	16,591	19.0%	73.2%	49.0%
2020	16,297	20.1%	71.4%	46.9%
2021	14,952	17.7%	69.1%	48.5%
2022	14,509	18.2%	70.9%	48.1%



Developmental Education - English: Academic Years 2013 - 2022

	Number in cohort ¹	Percent enrolled in English developmental courses ⁸	Percent completed English developmental courses ⁹	Percent completed English developmental and gateway courses ¹⁰
State Universities				
2013	12,629	3.6%	78.7%	60.9%
2014	12,816	3.2%	81.2%	58.4%
2015	12,956	3.2%	81.9%	59.8%
2016	12,598	1.8%	83.1%	58.9%
2017	12,660	2.0%	83.2%	49.6%
2018	12,319	1.6%	85.2%	61.6%
2019	12,511	1.4%	85.6%	58.9%
2020	12,168	1.6%	81.2%	58.9%
2021	11,288	2.0%	69.9%	54.9%
2022	11,712	2.5%	70.2%	46.6%

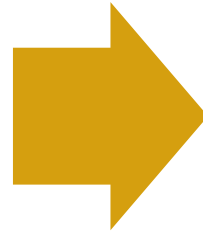


Multiple Placement Measures



Course Placement

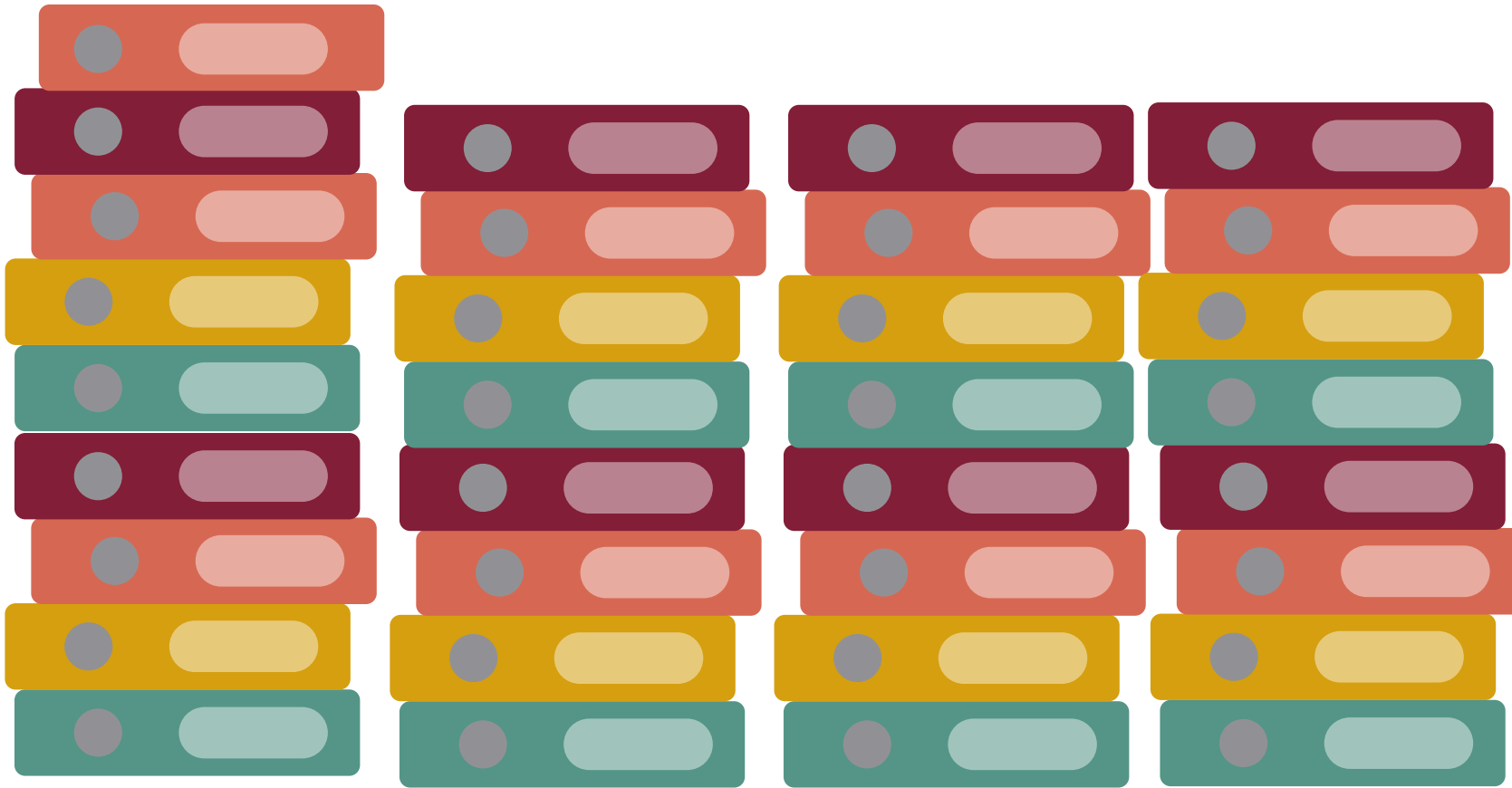
Standardized
Tests – Narrow
Evaluation



Multiple
Measures –
Holistic Approach



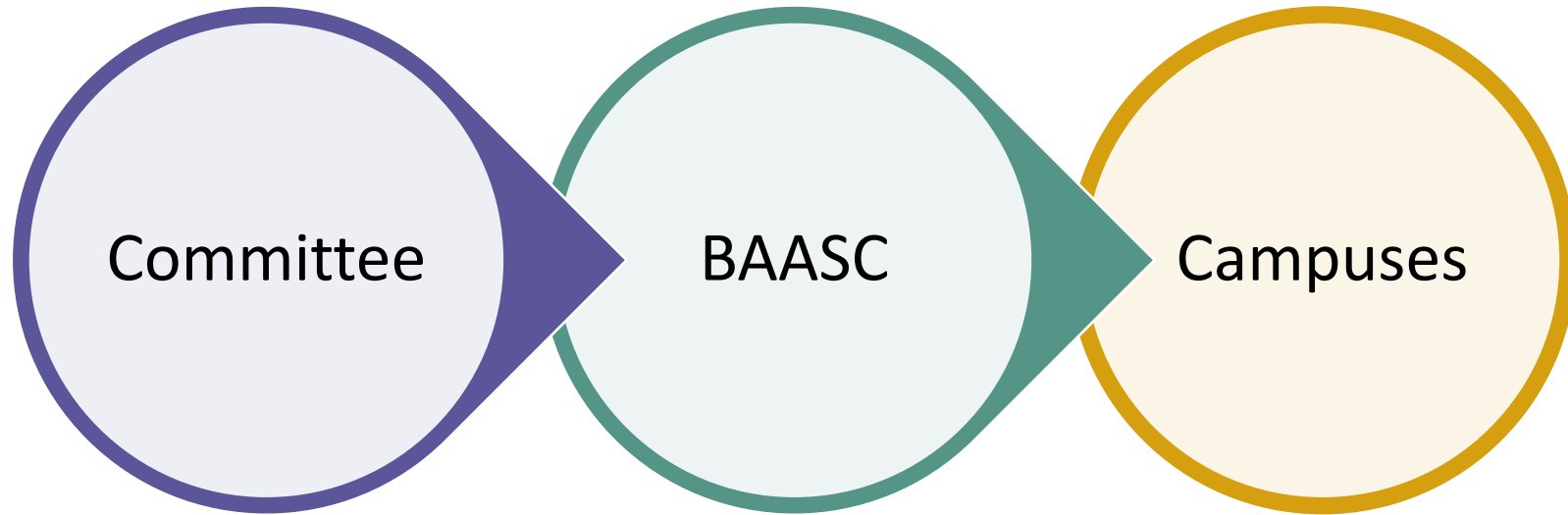
Common question from a high school counselor:
What is required to enroll in English Comp I?



Up to 32
Different
Standards



Approval Process Overview





Gateway English Enrollment

Does the Student Meet One of the Following?

- 1) A Systemwide Course Placement Measure Required for the Gateway English Course (English Comp I); OR
- 2) Institutionally Designated Course Placement Measure & Professional Discretion.

Yes

The Student is Eligible for the Gateway English Course Section.

No

The Student Enrolls in the Gateway English Course Section.



The Student Enrolls in a Corequisite Support English Developmental Education Section.



Corequisite Support



Gateway Course Placement & Developmental Education Policy

Defines Gateway Courses

- **“Gateway English course”** is the first college-level English course a student enrolls in to meet an English general education requirement.
- **“Gateway math course”** is the first college-level math course a student enrolls in that is aligned to the math pathway general education requirement of the student’s declared or intended program of study. In accordance with the Kansas Core Outcomes Group course classification, **Intermediate Algebra** (Systemwide Transfer Code MAT0990) is a developmental course based on content and rigor and **cannot be used to satisfy** a general education gateway **math course requirement**.



- **Establishes** that there will be **standardized course placement** for Gateway Math and Gateway English courses (*based on recommendations from English & Math Course Placement Committees and approved by BAASC*)
- Defines “**Prerequisite developmental education**” as a prerequisite course to a gateway English or math course. **These courses are not college-level, do not apply toward certificate or degree requirements**, are not structured to allow the student to remediate and complete the gateway course within the same academic semester, and usually delay graduation. **Credit awarded for prerequisite developmental education courses shall not be used to fulfill requirements for associate or baccalaureate degrees.**



Developmental Education Policy

Defines “**Corequisite support developmental education**”

- as a support section taken at the same time (co-requisitely) – or in the same semester – as the gateway English or math course
- to give students extra support and
- increase the likelihood they will pass the gateway course.



Developmental Education Policy

Corequisite Support:

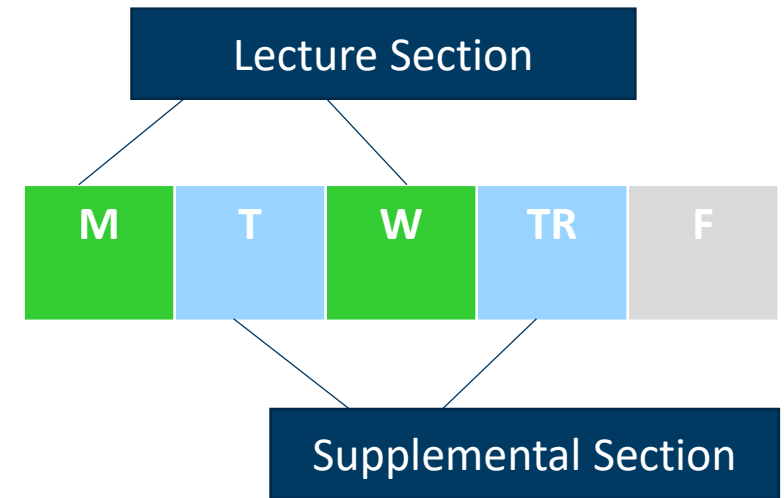
- **Sections may be tailored for specific student groups and offered for different amounts of credit (up to three semester credit hours)**
- **Tuition and fees may be charged** as otherwise authorized for each institution's credit-bearing courses
- **Credit awarded in corequisite developmental education sections shall not be used to fulfill requirements for associate or baccalaureate degrees (or certificates)**



Section Models

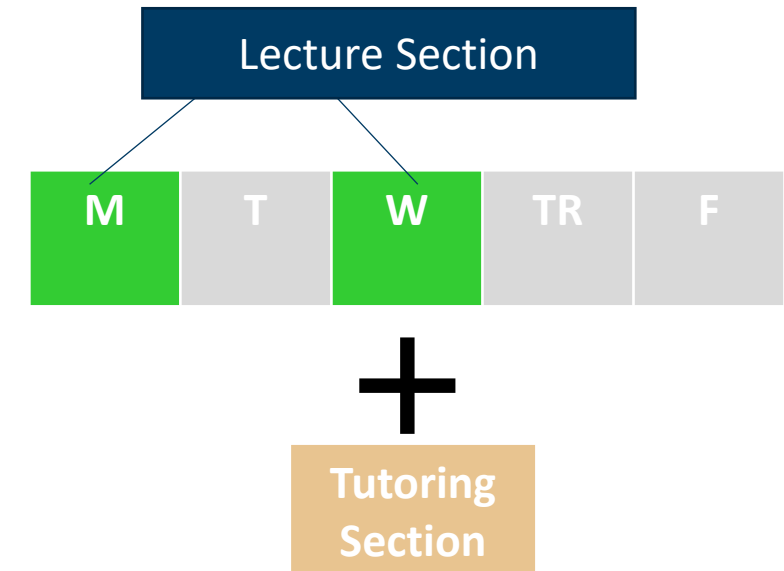
(1) Supplemental course section

- A student in a supplemental course section attends a corequisite support developmental education section model in which there are structured courses that run before, after, or on opposite days to the gateway course. *The gateway course and the concurrent supplemental course are completed in the same semester.*



(2) Mandatory tutoring section

- A student in a mandatory tutoring section attends a corequisite support developmental education section model in which mandatory tutoring in a lab is required for a specified number of hours per week. *The gateway course and concurrent mandatory tutoring are completed in the same semester.*

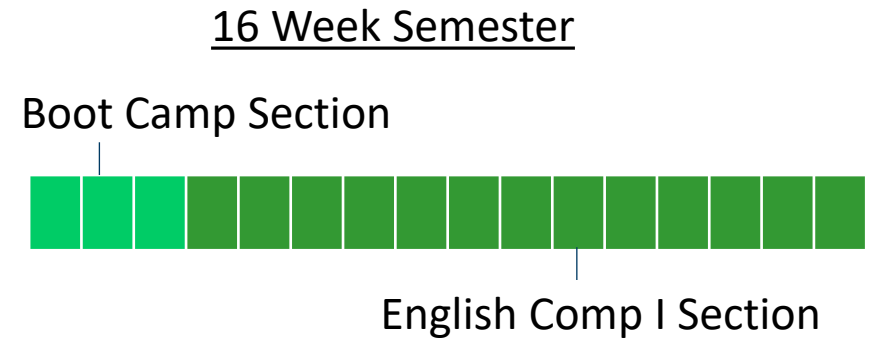




Section Models

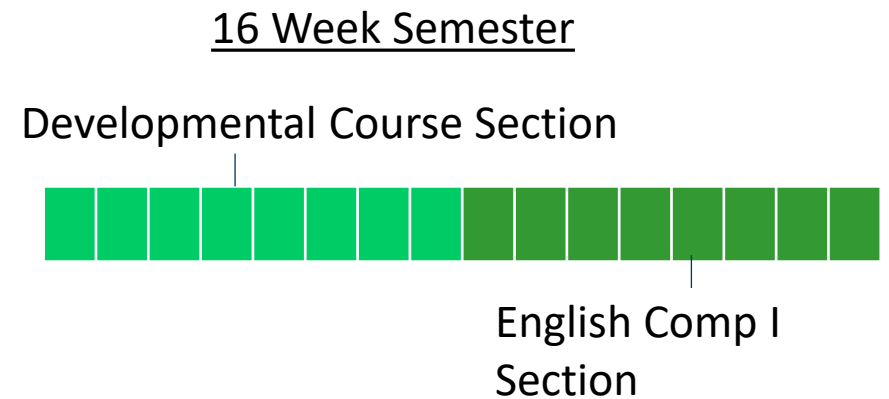
(3) Boot camp section

- A student in a boot camp section attends a corequisite support developmental education section model in which the first three to five weeks of the semester are typically developmental content, followed by the college-level content. Classes meet extra hours each week throughout the semester to equal the two classes or class plus lab. The boot camp and gateway course are completed in the same semester.



(4) Compressed course section

- A student in a compressed course section attends a corequisite support developmental education section model in which a developmental class is typically compressed into eight weeks, and then the college-level gateway course is typically compressed into eight weeks, so that both classes are completed in the same semester. Classes meet extra hours each week throughout the semester to deliver the applicable credit hours of instruction for both the corequisite section and the gateway course within the compressed timeframes.





Institutional Decisions

- Selection of *Any* Policy Model
- Nature of Course
 - Combined (e.g., 5 hours) or Stand-Alone Course (e.g., 3 hours and 2 hours)
 - Assignments & Grades
- Credit Hour Decisions
- Tuition & Fees Decisions
- Faculty Assignments, Workload, & Compensation



Additional Guidelines



Placement

- Each student who meets either a systemwide course placement measure OR an institutionally designated course placement measure should be eligible to enroll in a gateway course without developmental support
- Each student meeting neither of the above measures shall be placed into the gateway course with developmental support



Application & Effective Date

All state universities are required, and Washburn University and all coordinated institutions are strongly encouraged, to implement the course placement for developmental education and gateway education policies set out below in Chapter III.A.14.c. Notwithstanding Chapter III.A.6., no course credit hours for gateway math and English courses or for developmental education courses shall be deemed approved by the Board of Regents for the purposes of determining the amount of an institution's **state aid for non-tiered course credit hours**, unless the institution delivering the course credit hours abides by all of the conditions detailed within this policy. **The gateway and developmental course placement guidance, corequisite support section framework, and funding elements detailed in this policy shall take effect during the Fall 2026 semester and continually apply thereafter.**

All policy slides reflect the **Gateway Course Placement & Developmental Education Policy** found in [Ch. III.A.14](#) of the **Board Policy Manual**.



Additional Information



Systemwide English Course Placement Measures Committee

- Mary Beth Harris - Emporia State University
- Eric Leuschner - Fort Hays State University
- Karin Westman/Abby Knoblauch - Kansas State University
- Mary Jo Reiff - University of Kansas
- Janet Zepernick - Pittsburg State University
- Darren DeFrain - Wichita State University
- Melanie Burdick (cochair) - Washburn University
- Stephanie Joiner (cochair) - Barton Community College
- Melissa Gunby - Coffeyville Community College
- Geneva Diamond - Dodge City Community College
- Andrea Broomfield - Johnson County Community College
- Nate Arida - Wichita State University Campus of Applied Sciences and Technology



Project Timeline

Year of Activity	Project Steps
AY 25 <ul style="list-style-type: none">• Fall 24-Spring 25	Course Development and Preparation <ul style="list-style-type: none">• KBOR-Sponsored Professional Development• Institutions design corequisite support sections for both Math & English• Institutions design gateway math courses (as needed)
AY 26 <ul style="list-style-type: none">• Fall 25-Spring 26	Soft Launch <ul style="list-style-type: none">• Systemwide Course Placement Measures (e.g., Multiple Measures)• Offer at least one section of each gateway math course that applies to degrees on its campus for Fall 2025 and Spring 2026• Offer at least one section of corequisite math support developmental education for each gateway math course that applies to degrees on its campus for Fall 2025 and Spring 2026; offer at least one section of corequisite support for English Comp I.
AY 27 <ul style="list-style-type: none">• Fall 26-Spring 27	Full-Scale <ul style="list-style-type: none">• Systemwide Course Placement Measures (e.g., Multiple Measures)• Gateway Math Courses• Corequisite Math and English Support Developmental Education



Q & A

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