



Corequisite Development: Policy Review & Institutional Decisions

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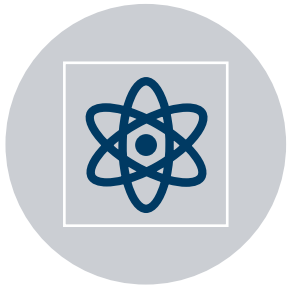
Academic Affairs

September 2024

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



Agenda



Building A Future & Math
Pathways Connection



Policy Review



Institutional Decisions



Q & A



Building A Future & Math Pathways Connection

JBR



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

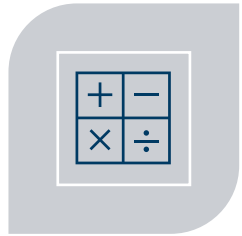
- Talent Pipeline
- Innovation

Economic Prosperity

- Intentional Economic Activity
- Community and State Benefits



Affordability, Access, & Success: Math Pathways



ACCESS & REDUCTION
IN MATH ANXIETY



SUCCESSFUL
COMPLETION OF MATH
GATEWAY COURSES



HIGHER RETENTION
RATES



INCREASED ON TIME
GRADUATION



REDUCED COSTS



Corequisite Development: Policy Review

SCD





Developmental Education Policy

Now the *Gateway Course Placement & Developmental Education Policy*,
(Board Policy Manual – [Chapter III.A.14.](#))

- Background - Importance of course placement and
 - Multiple measures and
 - Standardization (used to be up to 32 different standards)
- Approved May of 2023



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.**



- 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.
- Corequisite support developmental education includes the following types:
 - supplemental course section
 - mandatory tutoring section
 - boot camp section
 - compressed course section



Defines the 4 Types of Corequisite Support to be offered in the system

(“Corequisite Support Developmental Education shall be delivered through one of the following sections”)

- 1. Supplemental Course Section** – 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** – 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.



3. **Boot Camp Section** - The first 3 to 5 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 2 classes or class plus lab. The boot camp and gateway course are completed in the same semester.
4. **Compressed Course Section** - A developmental class is typically compressed into 8 weeks, and then the college-level gateway course is typically compressed into 8 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.



Policy also indicates that **for Corequisite support developmental education**

- 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**



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
- Each student who demonstrates proficiency at a higher level than the gateway math course for the student's major may be placed, as determined by the state university or coordinated institution, in a course that is more advanced than the gateway math course if that course fulfills the math requirement for general education and the student's major.



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.



Additional Guidelines

- Except as provided in [K.S.A. 2012 Supp. 76-7,151](#), as amended, no funds appropriated from the state general fund for any state university shall be expended for the purposes of providing developmental courses in the areas of mathematics or language arts.
- Procedures for implementation of this policy are the responsibility of the Board President and Chief Executive Officer.



Institutional Decisions

JBR



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



Reminders & Conclusions

KBOR has asked EIT members to communicate with math faculty regarding *who* and *when* for institutional decisions

Heavy lift & developmental approach



Q & A