



Nevada's Gateway Course Success Initiative

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@NSHE



**COMPLETE
COLLEGE
AMERICA**

Today's Presentation

- Policy Development
- Implementation/Action Plans
- Setting Enrollment Benchmarks
- Evaluating Year 1 Outcomes
- Next Steps: Course Completion Focus

**Gateway initiative included math and English
today will focus on math**

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PHASE I:

Policy Development & Implementation



How It All Started



Driven by Data

- Completion of gateway mathematics courses and student success
- Are students on track to meet gateway requirements
- Impact of remediation on completing the gateway mathematics within one year of enrollment

2014 NSHE Gateway Mathematics Summit

- Faculty Task Force developed policy recommendation
- Clear objective based on data – increase the number of students that complete the gateway mathematics course within the first year of enrollment

Charles A. Dana Center/Complete College America

- Support and guidance
- Action plan review
- Sounding board

The Driving Factor: Data



		% Completed Gateway Math in first 2 years	150% Graduation Rate	% <u>not</u> Completed Gateway Math in first 2 years	150% Graduation rate
4-year Institutions	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%
2-year Institutions	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%

Timely completion of gateway mathematics courses correlates with students persistence and degree completion

Magnitude of the Problem



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

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



The Policy (Adopted June 2015)

- 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– three-semester sequence permissible
- 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



Setting Enrollment Benchmarks

- Estimate Cohort Size (*denominator*)
- Estimate the Number of Students Enrolled (*numerator*)

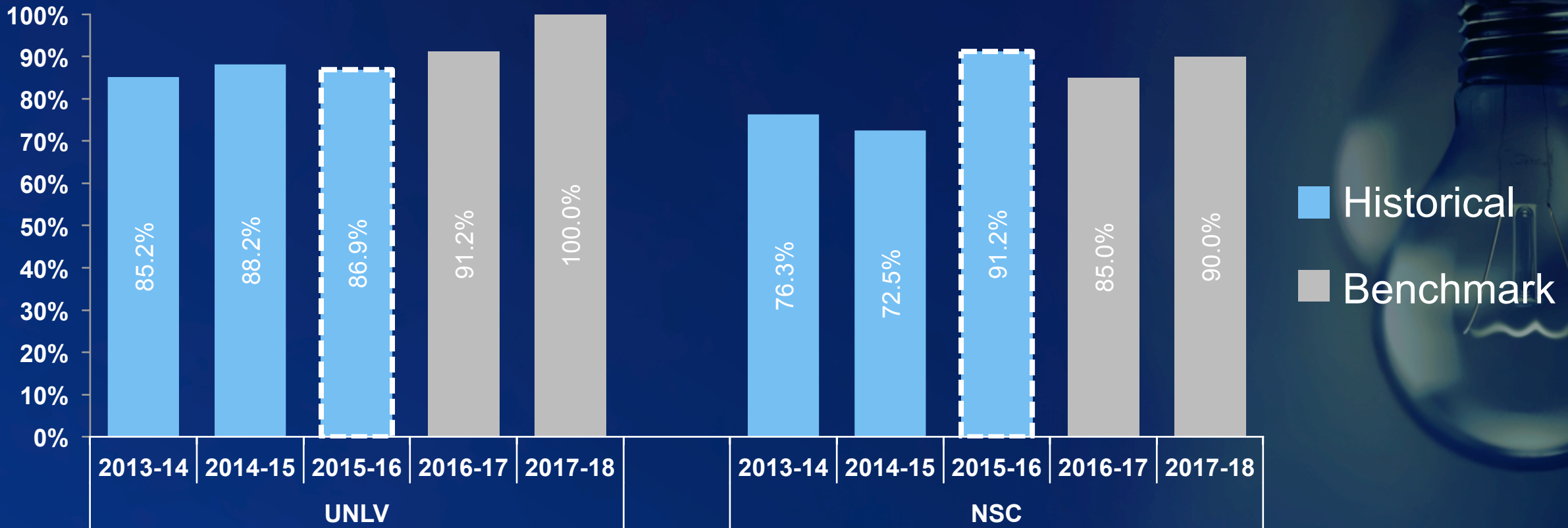
	Historical									Benchmarks			
	2012-13			2013-14			2014-15			2016-17			
	Cohort*	# Students	% Students	Cohort*	# Students	% Students	Cohort*	# Students	% Students	Estimated Cohort*	# Students	% Students	# Course Sections
UNLV	2,688	2,180	81.1%	3,121	2,659	85.2%	3,484	3,073	88.2%				
UNR	2,425	2,314	95.4%	2,596	2,478	95.5%	3,029	2,708	89.4%				
NSC	132	89	67.4%	215	164	76.3%	262	190	72.5%				
CSN	4,354	1,407	32.3%	4,964	1,539	31.0%	4,954	1,713	34.6%				
GBC	230	141	61.3%	199	135	67.8%	191	124	64.9%				
TMCC	1,231	847	68.8%	1,202	769	64.0%	1,125	715	63.6%				
WNC	598	418	69.9%	615	423	68.8%	665	484	72.8%**				

- Historical Data Considerations
- Understanding the Cohort (*first-time, degree-seeking students*)



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

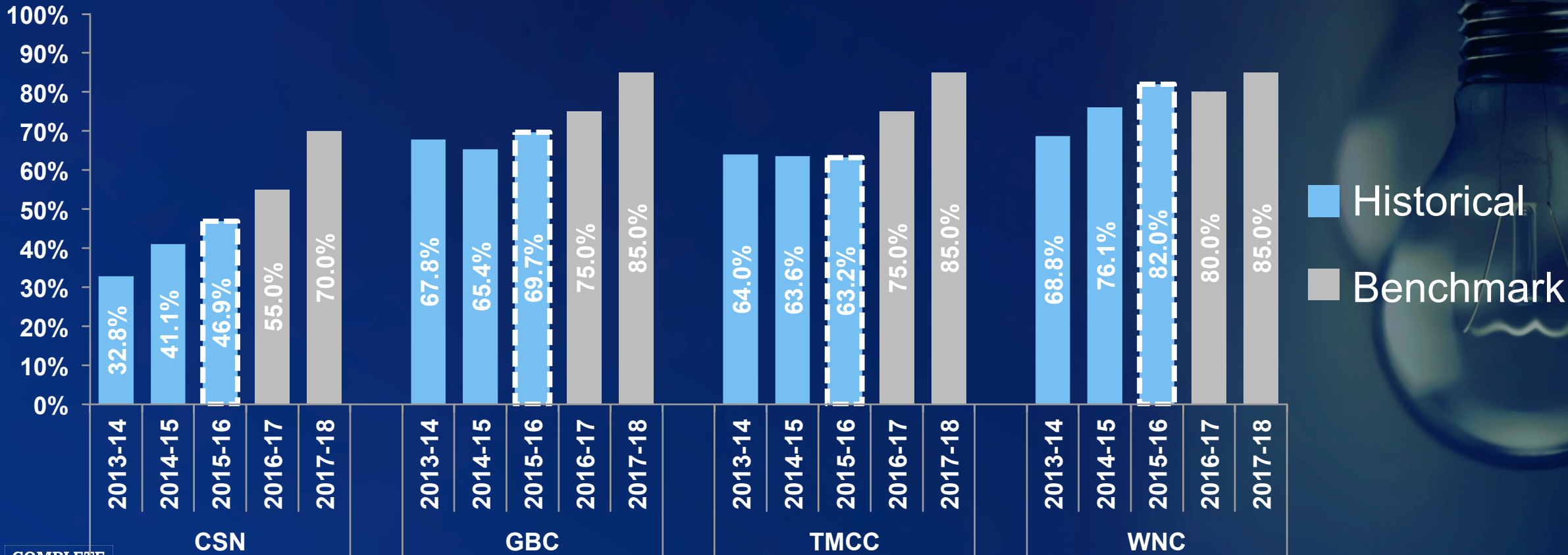
Benchmarks – 4 Year Institutions





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

Benchmarks – 2 Year Institutions



Institutional Approaches

- Believed in the data and changed culture
- Claimed to believe in the data but did not change culture
- Complacent participants



Implementation Challenges

- Institutional buy-in
 - Best plan on paper absent leadership failed
- Revolving door team approach doesn't work
- Fear of committing resources
- Fear of barriers to enrollment



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Evaluating Year One:

Game Playing & Data Outcomes



Game Playing – Increasing the Numerator

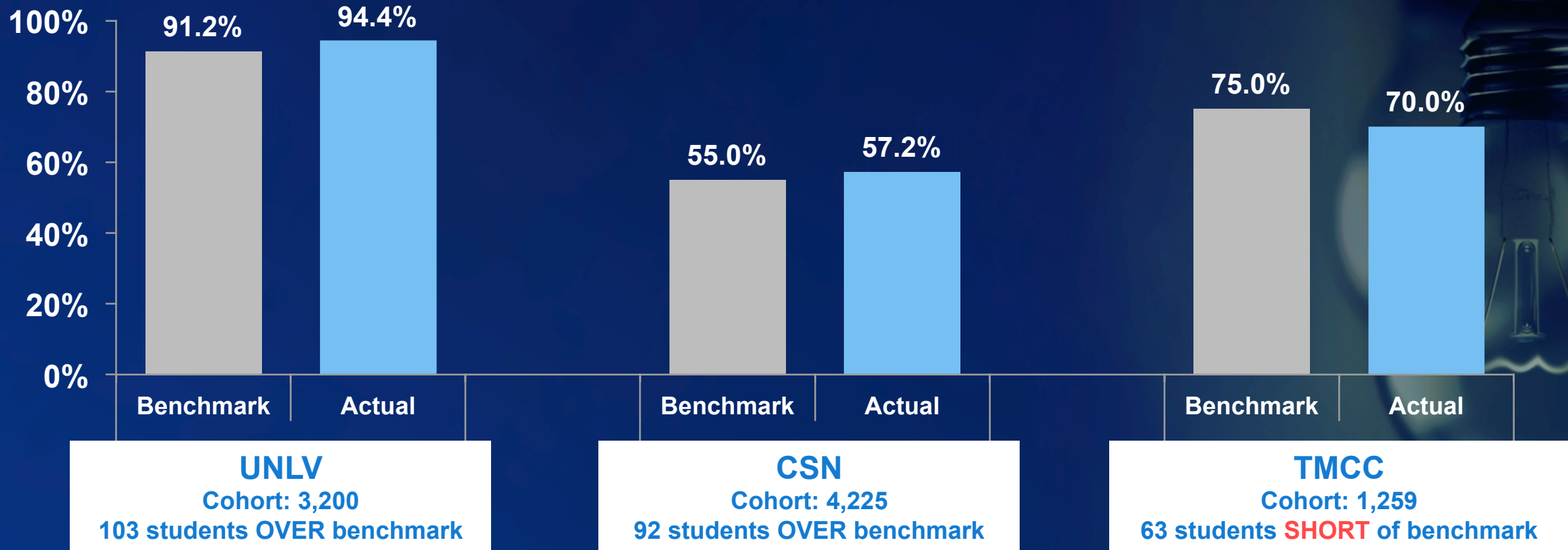
- Non-traditional gateway courses
- Embedded curriculum
- Certificates with no math requirement (ex., CNA)
- Dual enrolled students excluded (with the exception of Jump Start)

**Losing Control:
Student Success versus Data Outcomes**

Outcomes, 2016-17



Benchmark vs. Actual for Year One



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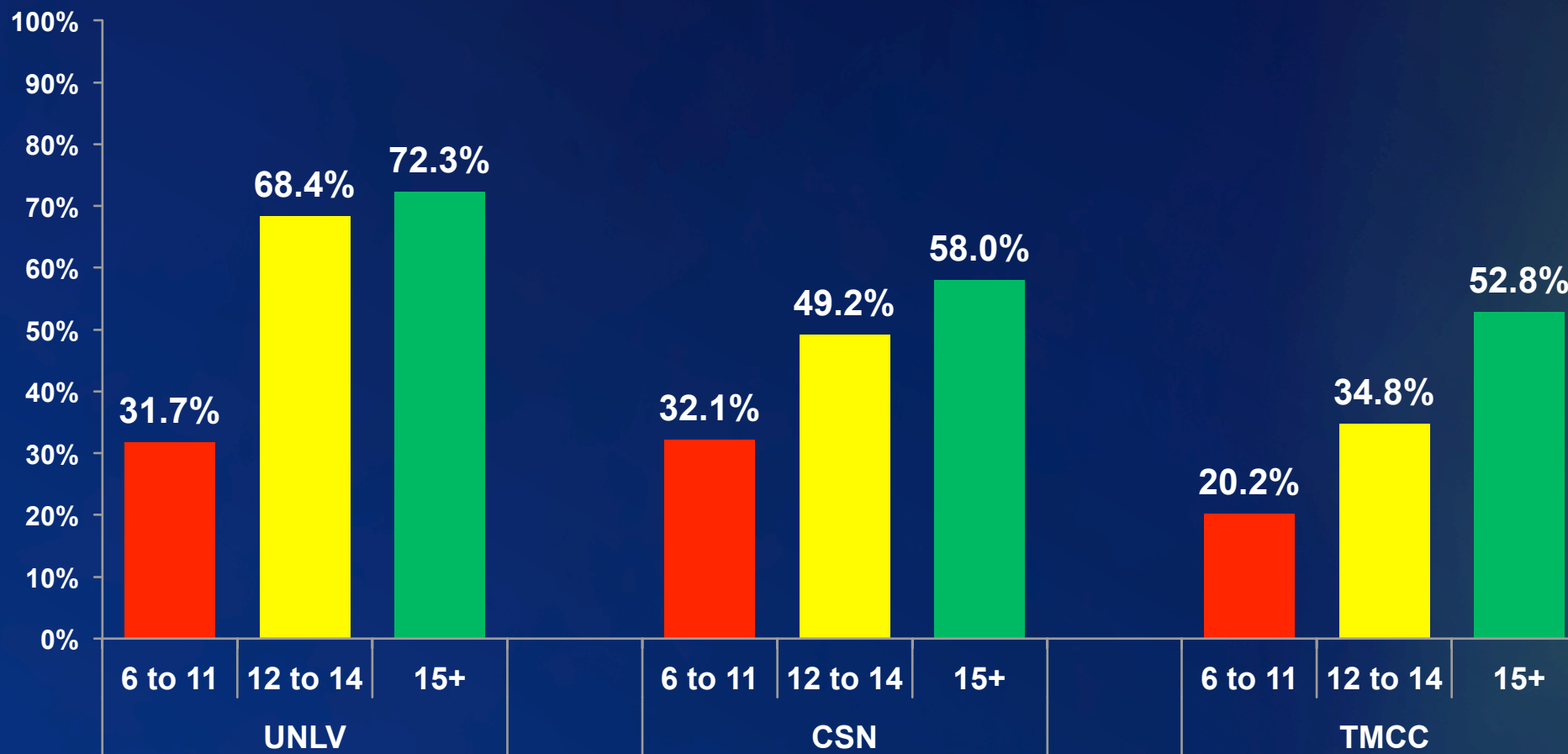


PHASE II: Course Completions





College Level Completions By First Term Enrollment Levels



Credit Load Matters!

Gateway Course Completion Challenges



- Remediated students not enrolling in gateway course
- High drop-out/withdraw rates for students who start in remedial math courses
 - TMCC: 83.3% (MATH 95, n=54)
 - CSN: 43.2% (MATH 95, n=222)
- Co-requisite remediation works
- Credit load matters in student success (15 to Finish)

Conclusion

- Gateway course success
- Actively monitoring implementation makes a difference
- Calling out institutions (good and bad) doesn't work
- You have to believe in the data – drink the Kool Aid

You can never be a prophet in your own land!



Critical Elements for Replication

- Start with the data- at least one critical data correlation that resonates
- Leadership/Board support
- Institutional buy-in through cohort development
- Data, data, data

NSHE Gateway Math Completion Dashboard
access [here](#)

Questions?

