



Gateway Course Success Initiative

Year One Outcomes Report

**For Presentation to the
Academic, Research, and Student Affairs Committee
November 30, 2017**

Gateway Success Report

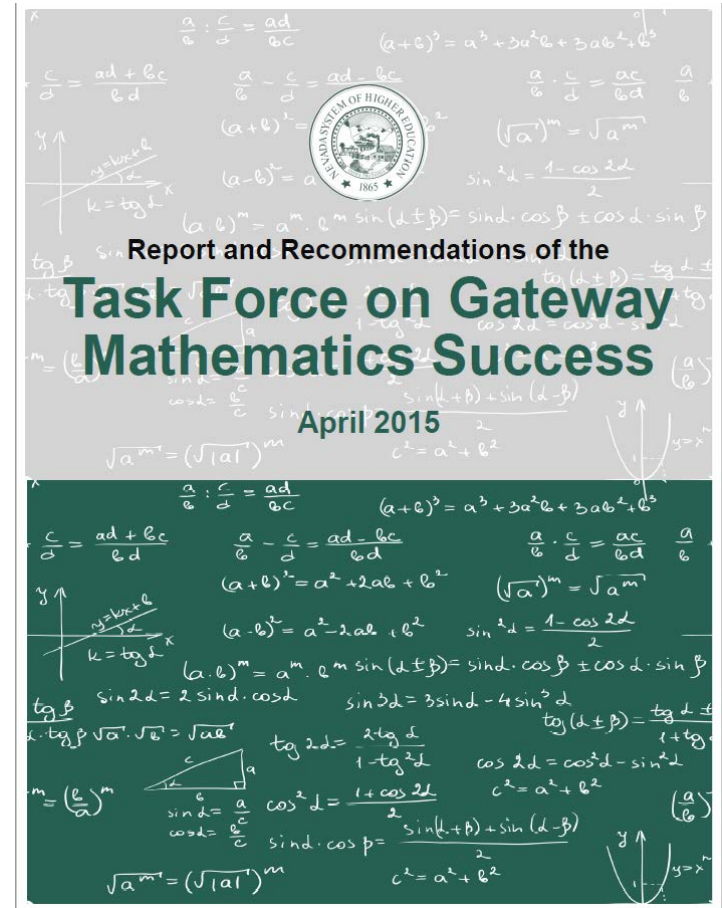
- A quick look back
 - **Phase I** – Task Force on Gateway Mathematics Success
 - Board adopted gateway course success policy in June 2015
 - **Phase II** – Implementation of Board policy

- **Phase II:** English and Mathematics enrollment benchmarks set for 2016-17 (Year One) and 2017-18 (Year Two)

- Today's report – reviewing the outcomes for Year One and setting the stage for Phase III of the project
 - **Phase III** – course completions

Phase I: The Task Force

- **October 2014** – Invited by Complete College America with six other states to participate in gateway course success project
- **November 2014** – Task Force of math faculty created
- **April 2015** – Report and Recommendations of Task Force issued
- **June 2015** – Board adopted recommendations of the Task Force



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.

The Challenge

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%

Enroll before you complete -- changing culture

Phase I: Board Policy Revision

Adopted June 2015

Title 4, Chapter 16, Section 1

- 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
- Generally, 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

Phase II: Implementation

Action Plans, Benchmarks, and Implementation

- **November 2015** and **February 2016** – statewide meetings held to begin the process of developing institutional action plans and establishing data benchmarks to measure progress towards implementation
- **June 2016** – presented institutional action plans and data benchmarks to the ARSA Committee
- **2016-17** was **Year One** of implementation
- Today's report is on **actual enrollment versus Year One benchmark** – how are we doing on implementation?

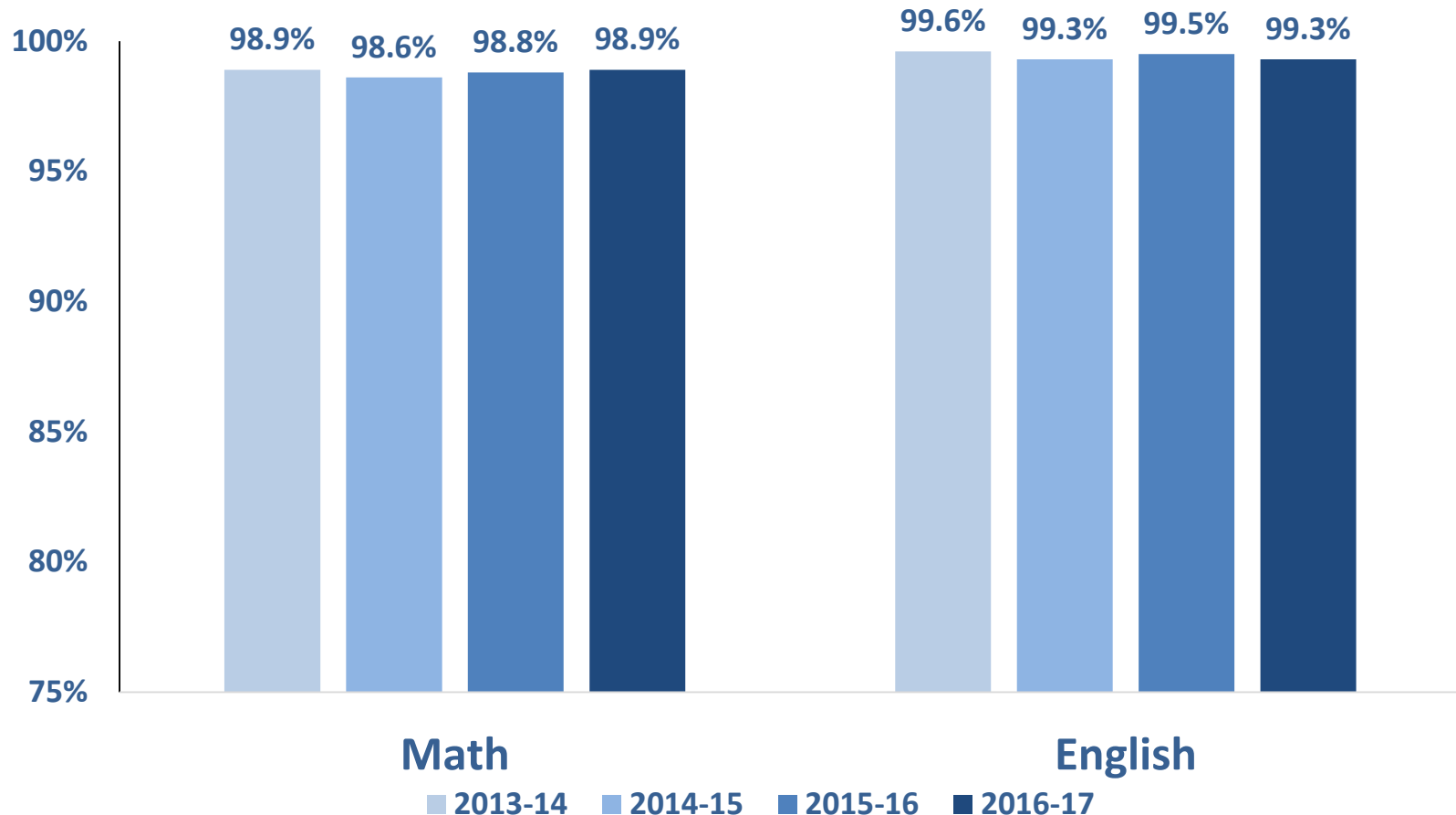
Phase II: It takes a village

- **Tapping into UNR's experience**
 - Theo Meek, Coordinator of Records and Registration, UNR Admissions and Records/Enrollment Services, provided additional support to the institutions
- **Registration Holds**
- **Workload challenges created by an often manual process**
- **Changing institutional culture**



Following UNR's Lead

UNR Gateway Path Enrollment, 2013-14 thru 2016-17

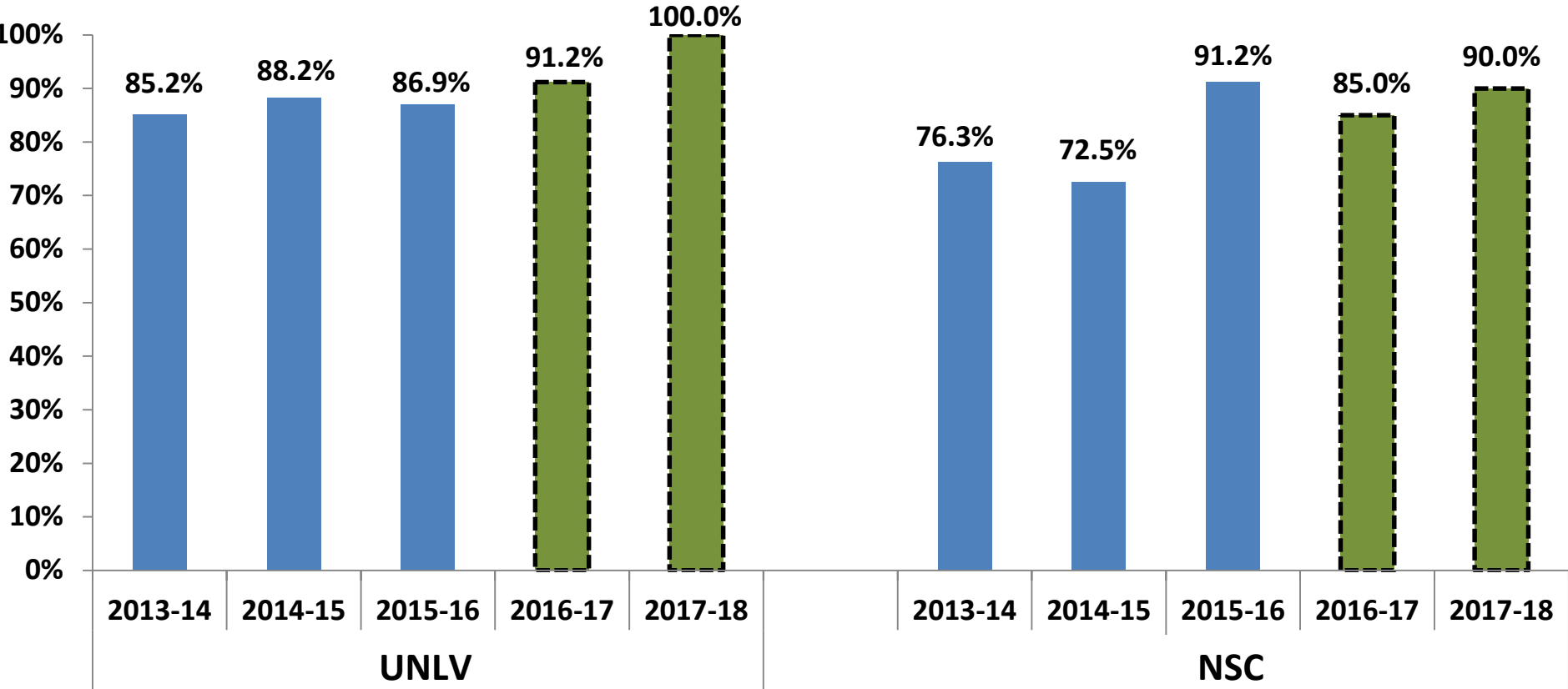


What does full implementation look like?

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

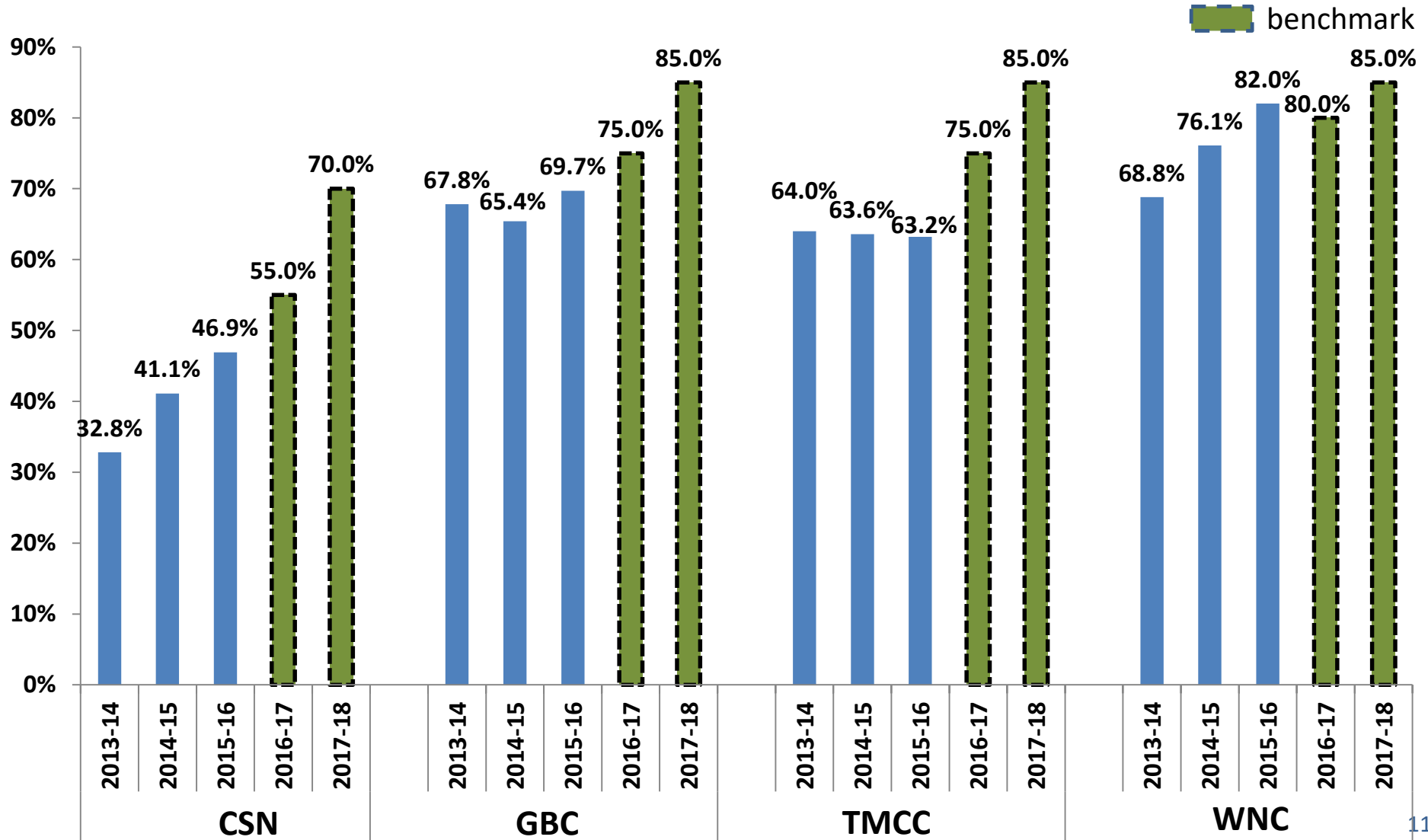
BENCHMARKS – 4 YEAR INSTITUTIONS (MATH)

 benchmark



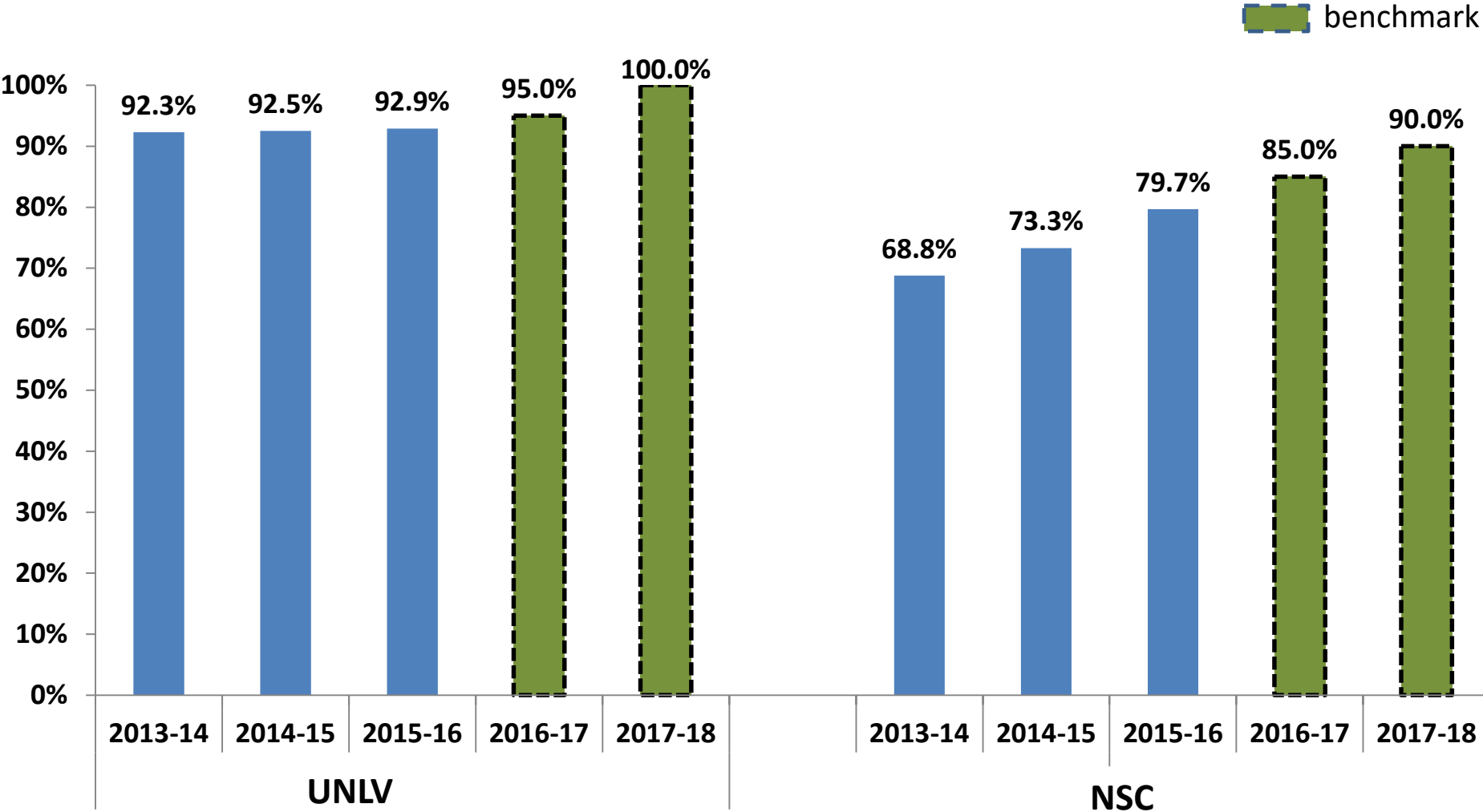
Percent of First-Time, Degree-Seeking Students that Enrolled in Math in the First Year of Enrollment

BENCHMARKS – 2 YEAR INSTITUTIONS (MATH)



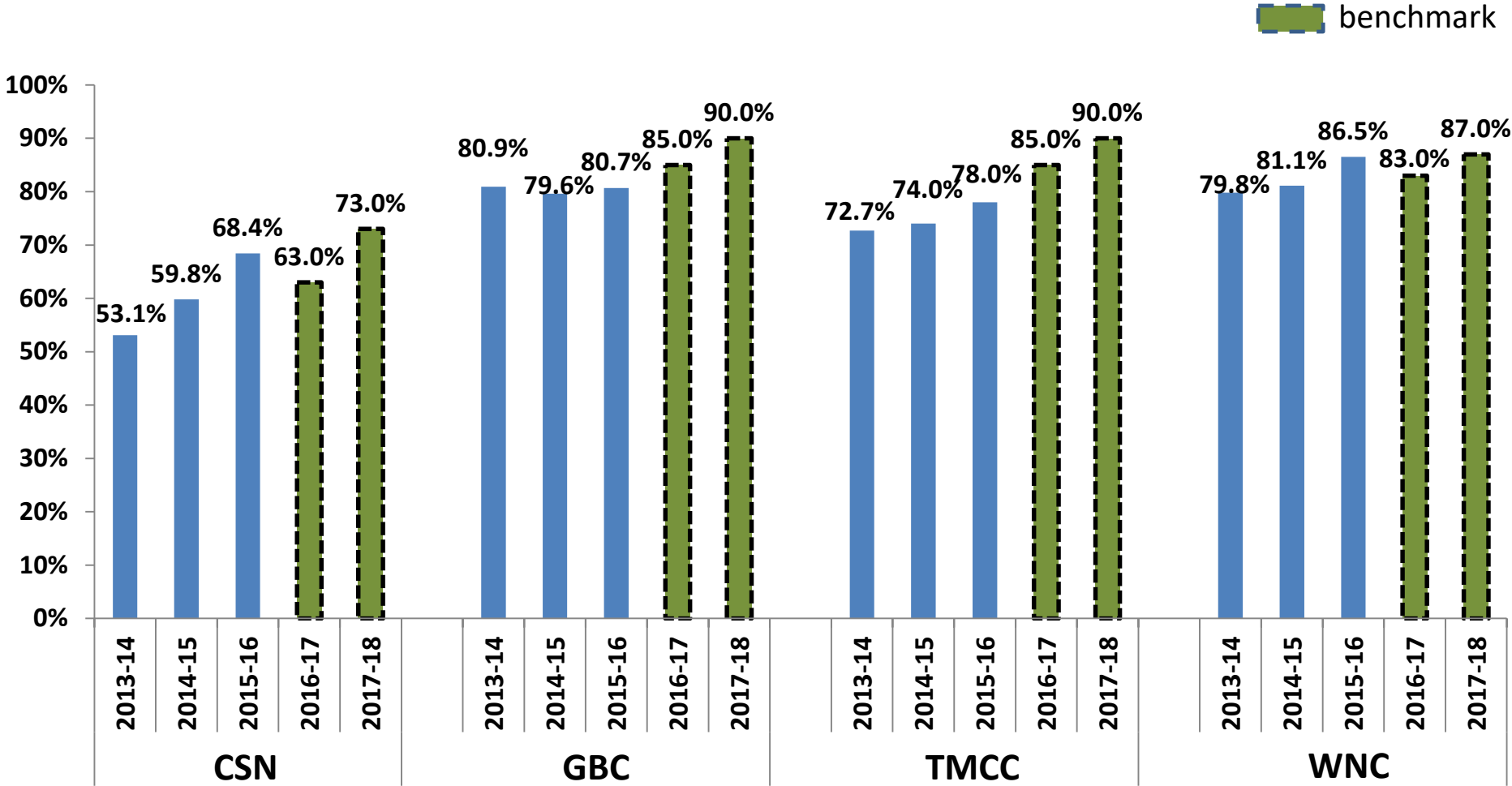
Percent of First-Time, Degree-Seeking Students that Enrolled in English in the First Year of Enrollment

BENCHMARKS – 4 YEAR INSTITUTIONS (ENGLISH)



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

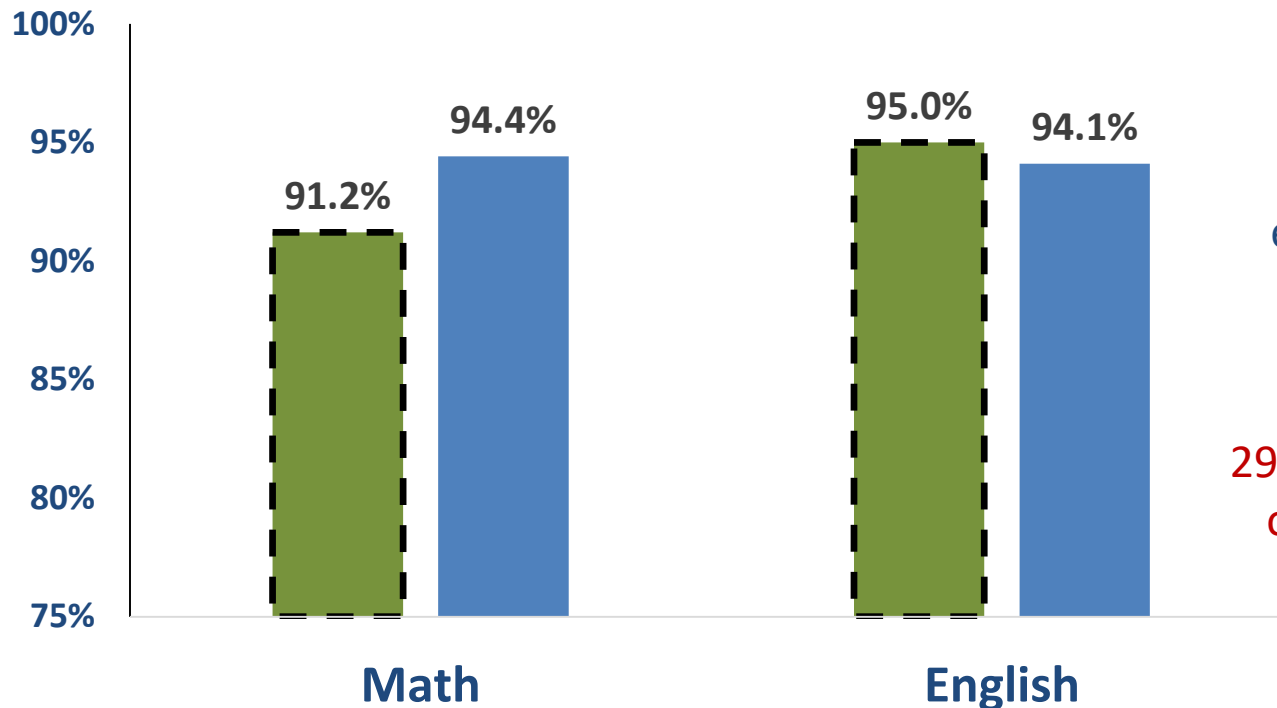
BENCHMARKS – 2 YEAR INSTITUTIONS (ENGLISH)



UNLV Outcomes

Benchmark vs. Actual for Year One

UNLV Gateway Path Enrollments, 2016-17



Cohort:
3,200
students

MATH:
103 students
enrolled **over**
benchmark

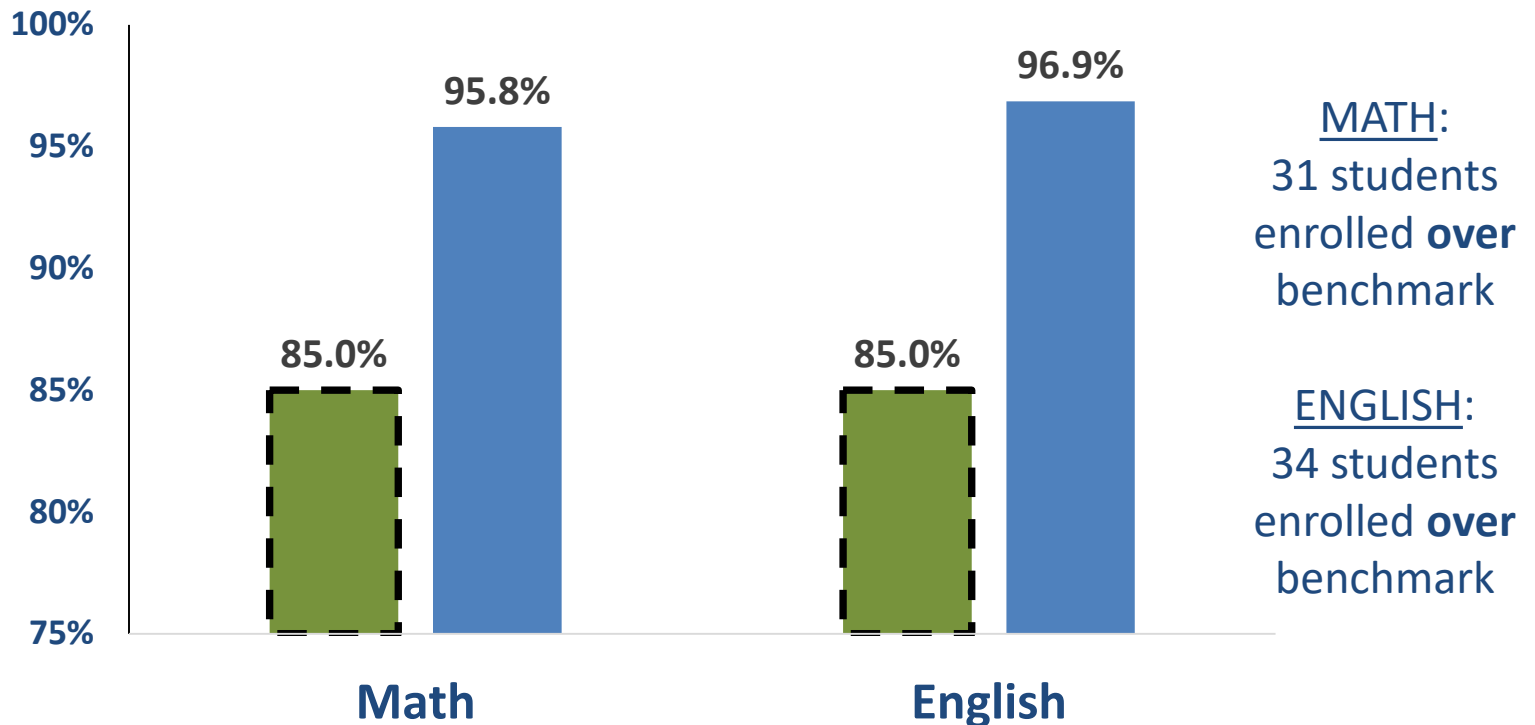
ENGLISH:
29 students **short**
of benchmark

Best Practice: Utilizing block scheduling for math enrollment

NSC Outcomes

Benchmark vs. Actual for Year One

NSC Gateway Path Enrollments, 2016-17

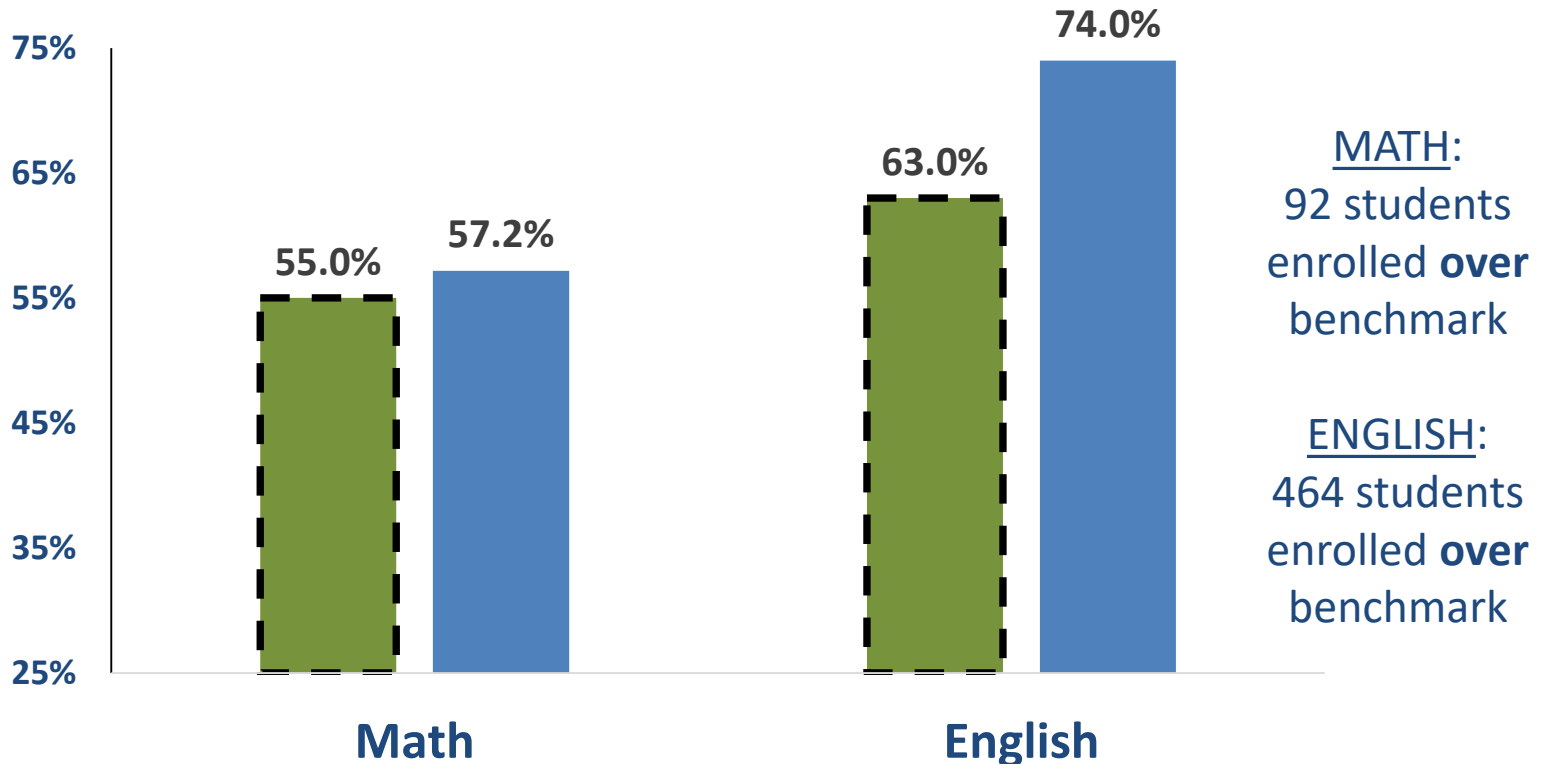


Best Practice: Intrusive Advising Holds

CSN Outcomes

Benchmark vs. Actual for Year One

CSN Gateway Path Enrollment, 2016-17

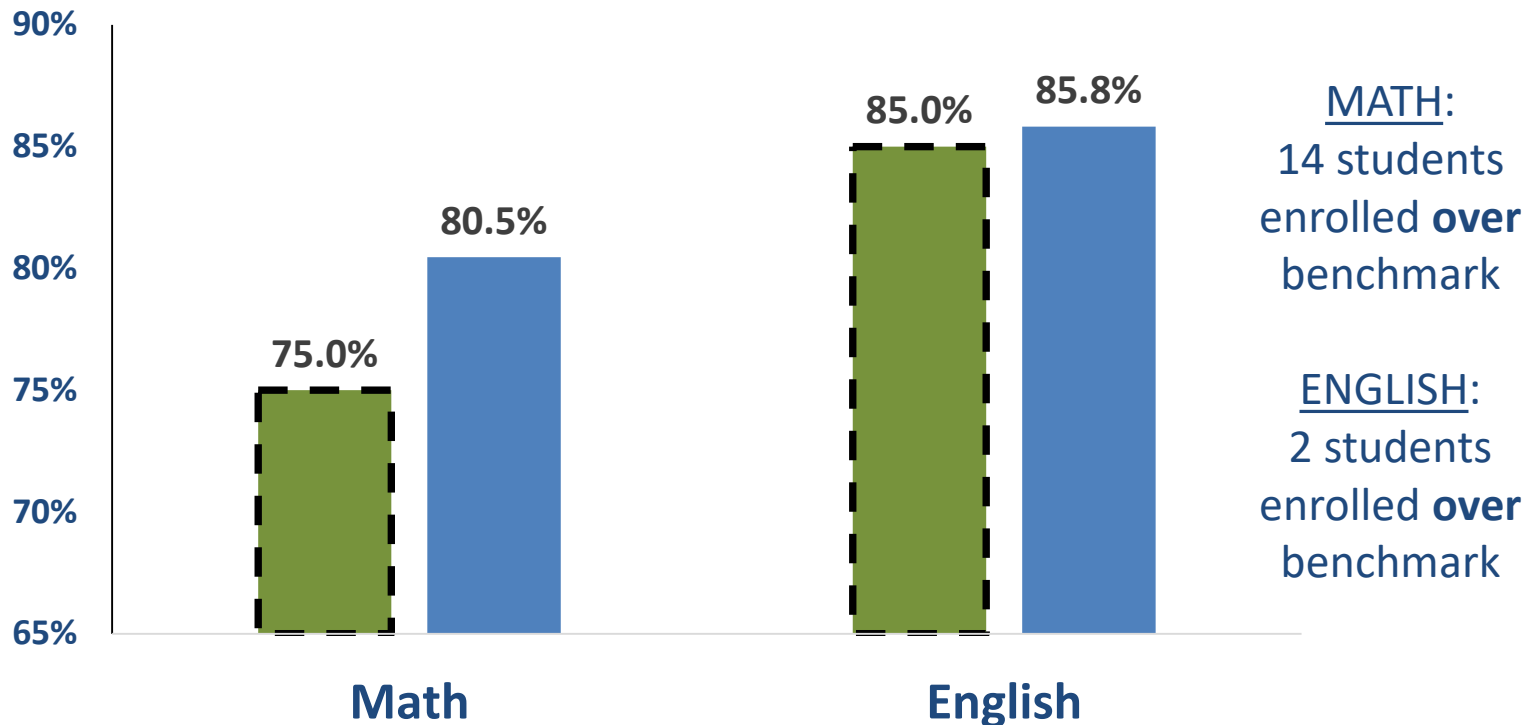


Best Practice: *First Steps* Advising and Orientation Process

GBC Outcomes

Benchmark vs. Actual for Year One

GBC Gateway Path Enrollment, 2016-17



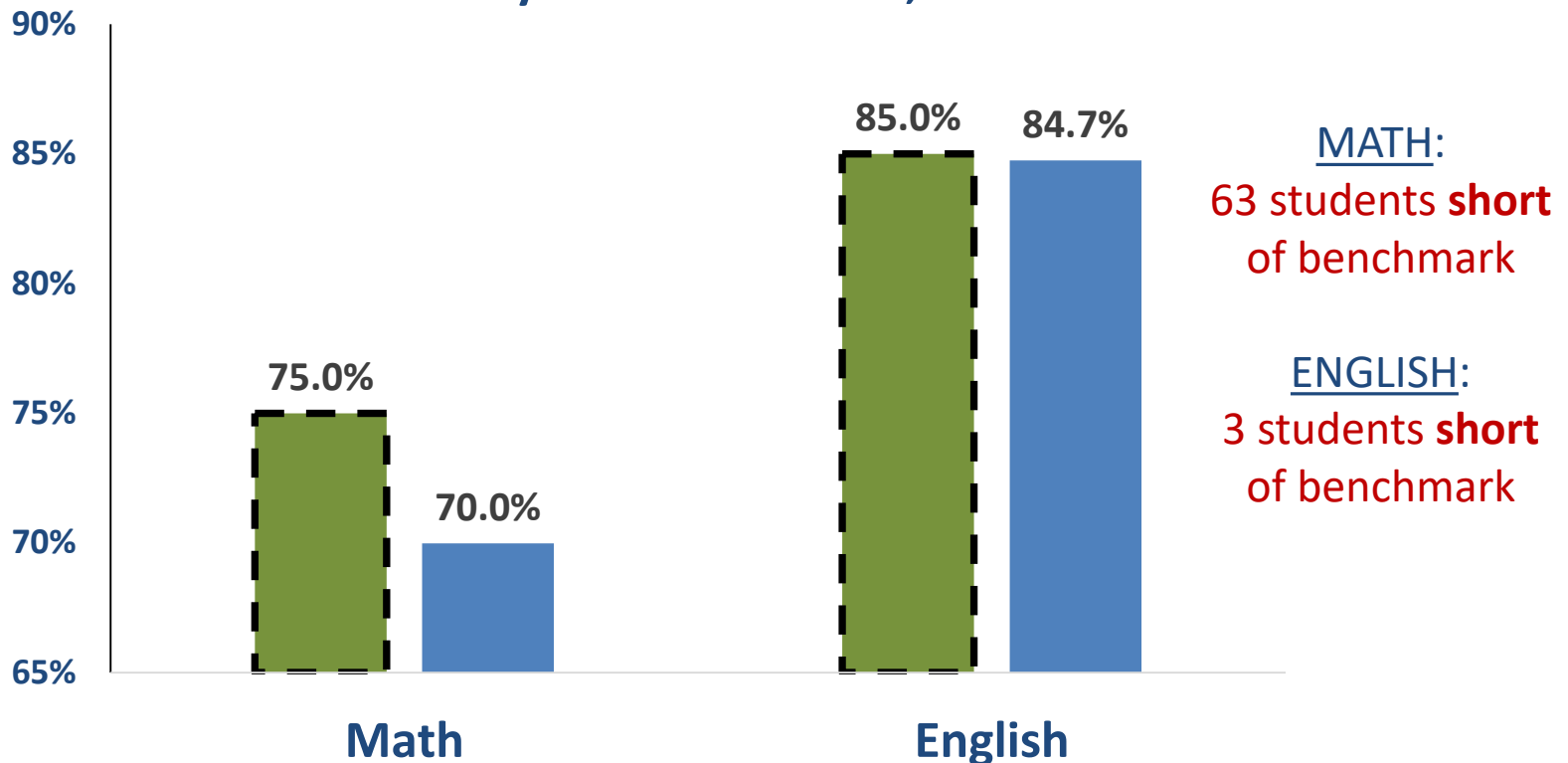
Cohort:
261
students

Best Practice: First-Year Experience Course for Cohort

TMCC Outcomes

Benchmark vs. Actual for Year One

TMCC Gateway Path Enrollment, 2016-17



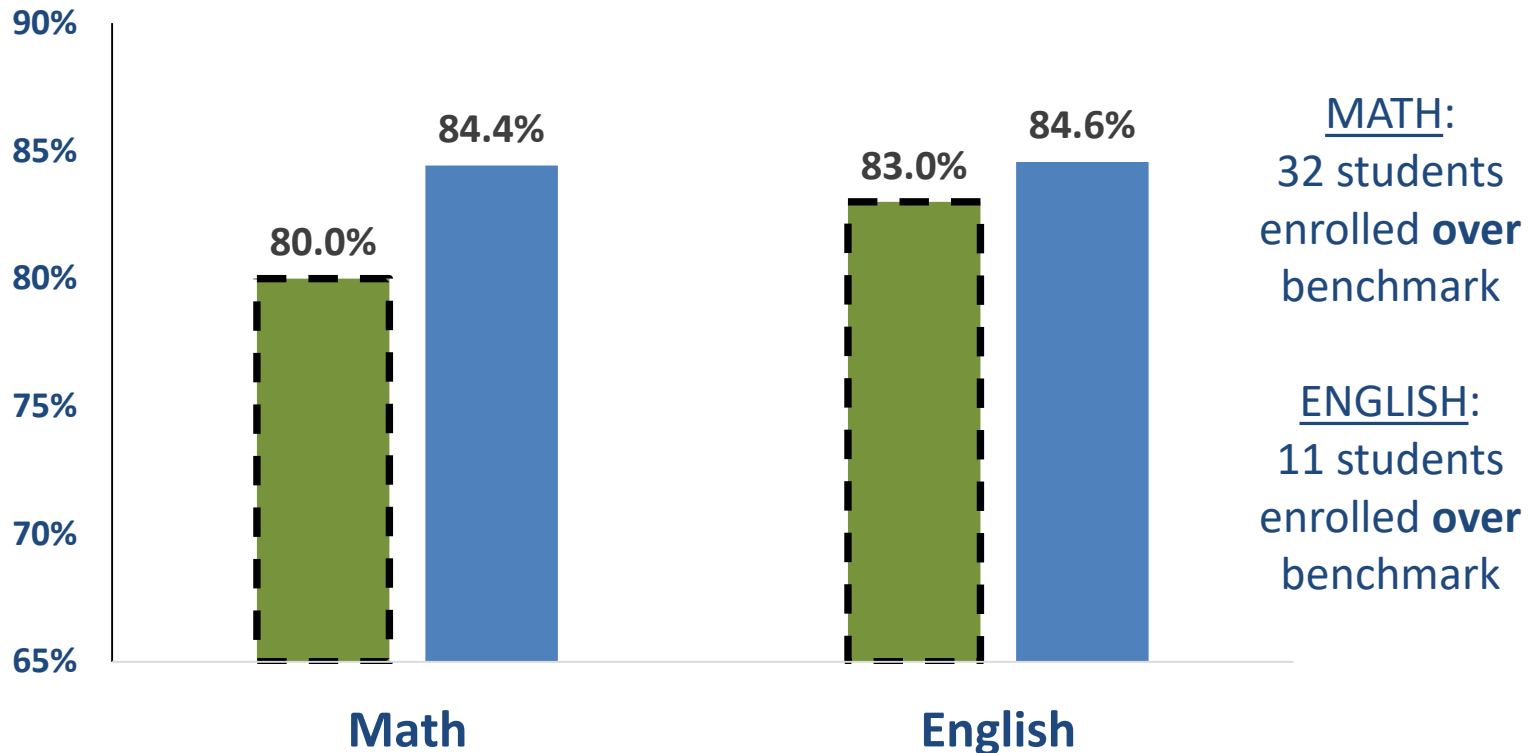
Cohort:
1,259
students

Best Practice: Faculty mentoring for students in the cohort

WNC Outcomes

Benchmark vs. Actual for Year One

WNC Gateway Path Enrollment, 2016-17



Best Practice: Specialized cohorts and block scheduling

Phase III: Course Completions

Shifting focus from enrollment to course completion

- **The Board policy focuses on putting students on a path to gateway course completion**
 - Backed by state and national data
 - Complete College America supported
- **Phase II of the project focused on enrollment and changing institutional culture – getting students on the pathway**
- **Phase III is about the end game – course completion and ultimately student success**

Next Steps



- Culture changes take time --- time and attention 😊 -- 4-Year institutions are there!
- Extend Year Two enrollment benchmarks to Year Three (2018-19) and adjust for the community colleges
- Start reviewing data on course completions percentages
- Re-establish Task Force to identify challenges to course completion

Questions?

