AY 2025 Performance Reports

State Universities

Institution: Emporia State University

Contact: Brent Thomas
Email: rthomas2@emporia.edu

AY 2025 Performance Report (AY 2026 Funding Cycle)

1. Please include: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and b. A plan to implement Math Pathways full scale in 2026-2027 *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for Fall 2025:

(MA 110 College Algebra; MA 120 Elementary Statistics; MA 156 Principles of Math)
https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-courses/class-schedules/

Link(s) showing at least one section of each gateway math course applying to degrees on campus for Spring 2026 OR
IF the Spring 2026 schedule isn't yet available, provide a statement indicating intent to offer at least one section of each of the three gateway math courses that applies to degrees on campus for Spring 2026:

Spring 2026 schedule is not yet available. Below is a plan for the three gateway Math courses we are going to offer in Spring 2026:

- Math 110 College Algebra – 3 sections
- Math 110 College Algebra with Corequisite Support – 3 sections, each paired with a Math 010 section
- Math 120 Elementary Statistics – 2 sections
- Math 120 Elementary Statistics with Corequisite Support – 1 section, paired with a Math 020 section
- Math 156 Principles of Mathematics – 1 section
- Math 156 Principles of Mathematics with Corequisite Support – 1 section, paired with a Math 056 section

b. Plan to implement math pathways full scale in 2026-2027
Are all internal approvals in place to integrate the appropriate gateway math course into each degree program on campus? (If not, please explain what is left to do.)
In Place:

1. Determined how the placement criteria for all gateway math courses will be fully implemented in Banner and Advising:

- The placement criteria are reflected as a prerequisite for each of the gateway courses in both Math and English.
- Any placement criteria associated with a standardized exam (ACT, ALEX, etc) will be maintained in our SIS within our test score tables.
- The coding behind the tables is used as a prerequisite for the gateway course.
- Students who select ESU as a school to receive their test scores will have those scores automatically loaded to the appropriate tables.
- Those placement criteria not associated to test scores (minimum grade in a HS subject), will be manually reviewed by our advising team at the time of enrollment.
- Students will be required to have an official or unofficial HS transcript on file in order to determine the appropriate placement.

2. Each academic program has made the curriculum changes and updated the corresponding gateway math course in their degree program:

   - **2025-2026 University Catalog is available at:** https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-courses/course-catalog/

   - The 2026-2027 catalog will be available in April 2026.

Left to do:

3. Ensure that these changes are reflected on all online degree maps at

   https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/degree-maps/

   - The General Education section of the 2025-2026 catalog has been updated.—see pages 25-27, pages 39-41.
   - Deans are responsible for ensuring that all degree maps are updated.

List number of course sections and number of students per course section estimated to be taught in each respective gateway math course per year when initiative is fully scaled in 2026-2027

# of College Algebra course sections: 10 # of students per course section: 25

Fall 2026
5 regular sections

Spring 2027
3 regular sections

# of Contemporary Math course sections: 2 # of students per course section: 25

Fall 2026
1 regular sections

Spring 2027
1 regular sections

# of Elementary Statistics course sections: 4 # of students per course section: 25

Fall 2026
2 regular sections

Spring 2027
2 regular sections

2. Please include: **a.** A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and **b.** A plan to implement corequisite math support developmental education full scale in 2026-2027 for each gateway math course that applies to degrees on campus *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for <u>Fall 2025</u> (technical colleges may not require one or two of these):

(MA 010 Support for College Algebra; MA 020 Support for Elementary Statistics; MA 056 Support for Principles of Math)
https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-courses/class-schedules/

Link(s) showing at least one section of corequisite support for each gateway math course applying to degrees on campus for <u>Spring 2026</u>, <u>OR</u> <u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite math support developmental education for each gateway math course applying to degrees on campus for <u>Spring 2026</u>:

Spring 2026 schedule is not yet available. Below is a tentative plan of the three gateway math courses we are going to offer in Spring 2026:

- Math 110 College Algebra – 3 sections
- Math 110 College Algebra with Corequisite Support – 3 sections, each paired with a Math 010 section
- Math 120 Elementary Statistics – 2 sections
- Math 120 Elementary Statistics with Corequisite Support – 1 section, paired with a Math 020 section
- Math 156 Principles of Mathematics – 1 section
- Math 156 Principles of Mathematics with Corequisite Support – 1 section, paired with a Math 056 section

b. Plan to implement corequisite math support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for the three gateway math courses <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for any of the three gateway math courses in AY 2026? (If you plan to continue to offer prerequisite support for any of the three gateway math courses, please describe what you will do over AY 2026 to fully implement corequisite developmental education for math by 2026-2027.)

ESU plans to implement corequisite developmental education for the three gateway math courses **full-scale** in AY 2026. We will no longer offer any prerequisite courses, such as Intermediate Algebra, in AY 2026 and beyond.

Identify number of corequisite course sections and number of students per section estimated to be taught for each respective math course per year when initiative is fully scaled in 2026-2027

# of corequisite support sections for College Algebra : 6 # of students per course section: 25

# of corequisite support sections for Contemporary Math: 2 # of students per course section: 25

# of corequisite support sections for Elementary Statistics: 2 # of students per course section: 25

3. Please provide: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite English support developmental education; and b. A plan to implement corequisite English support developmental education full-scale in 2026-2027	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite English support developmental education for Fall 2025:

(EG 009 Writing Studio)
https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-courses/class-schedules/

Link(s) showing at least one section of corequisite English support developmental education for Spring 2026
OR
IF the Spring 2026 schedule isn't yet available, provide a statement indicating intent to offer at least one section of corequisite English support developmental education for Spring 2026:

Spring 2026 schedule is not yet available. Below is a plan for the gateway Composition course we plan to offer Spring 2026:

- English 009 Writing Studio (corequisite) – 3 sections
- English 101 Composition I with Corequisite Support – 3 sections, paired with EG 009 corequisites

Plan to implement corequisite English support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for English Composition I full-scale for AY 2026 (a year early), or do you plan to continue to offer prerequisite developmental education for the course in AY 2026? (If you plan to continue to offer prerequisite support for this course, please describe what you will do over AY 2026 to fully implement corequisite developmental education for English Comp I by 2026-2027.)

- We plan to implement corequisite English support developmental education for English Composition I **full-scale** for AY 2026.
- All requirements, updates, curriculum, and sections will be in place for fall 2026. English curriculum changes were approved by the General Education Council in December to launch the corequisites fall 2025 and spring 2026.
- **2025-2026 University Catalog is available at:** https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/enrollment-registration-courses/course-catalog/
- The 2026-2027 catalog will be available in April 2026.

Identify number of students and number of course sections estimated to be taught in each corequisite English support developmental education course per year when initiative is fully scaled in 2026-2027:

# of corequisite support sections for English Composition I: 3 # of students per course section: 15

Fall 2026
- English 009 Writing Studio (corequisite) – 3 sections
- English 101 Composition I with Corequisite Support – 3 sections, paired with EG 009 corequisites

Spring 2027
- English 009 Writing Studio (corequisite) – 3 sections
- English 101 Composition I with Corequisite Support – 3 sections, paired with EG 009 corequisites

4. Please detail your institution's plan to implement the systemwide English and math course placement measures for the soft launch and full-scale in 2026-2027. **a.** Plan to implement systemwide English course placement measures (for English Composition I); and **b.** Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus. *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Plan to implement systemwide English course placement measures (for English Composition I)
Soft launch by Fall 2025 should include using the approved systemwide English course placement measures found here to place enough students into at least one section of English co-requisite to support developmental education. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025 – 2026 for English Composition I?

- We do not plan to use any institutional measures for 2025-2026

Do you plan to adopt the approved systemwide measures and the institutional measures above full-scale for AY 2026 (one year early), or do you plan to continue to place any remaining students using the placement measures you used prior to AY 2026? (If you plan to use measures used previously for AY 2026, please explain what they are and how this will work alongside the soft launch.)

- We plan to adopt the system wide measures with no previously used or institutional measures.

b. Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus

Soft launch by Fall 2025 should include using the approved systemwide math course placement measures found here for enough students to place them into at least one section of corequisite support developmental education for each of the gateway math courses. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025-2026, for

College Algebra:
The ESU Algebra Evaluation will serve as an additional placement measure. Those scoring 18 or higher need not take the corequisite course.

Contemporary Math:
The ESU Algebra Evaluation will serve as an additional placement measure. Those scoring 18 or higher need not take the corequisite course.

Elementary Statistics:
The ESU Algebra Evaluation will serve as an additional placement measure. Those scoring 18 or higher need not take the corequisite course.

Do you plan to adopt these measures full-scale for AY 2026 (a year early), or do you plan to continue to place any remaining students using the placement measures you used previously for AY 2026? (If you plan to use measures used previously, please explain what they are and how this will work alongside the soft launch.)

ESU is currently using the placement measures for both English and Math pathways as students are enrolling for Fall 2025 (and forward). There are no plans to use measures used previously.

5. Please provide a link to all academic degree maps effective for students starting in Fall 2025 or Spring 2026 (AY 2026). Degree maps should be semester-by-semester plans and should reflect the overall guidance linked here and the general education framework guidance reflected here.	**20 Points**

https://www.emporia.edu/academics-majors/academic-affairs/office-registrar/degree-maps/

Degree maps are being updated to reflect all curriculum changes made for the 2025-2026 year.

Institution: Fort Hays State University

Contact: Jill Arensdorf
Email: jrarensdorf@fhsu.edu

AY 2025 Performance Report (AY 2026 Funding Cycle)

Due by July 1, 2025

1. Please include: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and b. A plan to implement Math Pathways full scale in 2026-2027 *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

Link(s) showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for Fall 2025:

The public course schedule is available at: https://webapps.fhsu.edu/semestercoursesearch

Fall 2025:

MATH 110 COLLEGE ALGEBRA | 3.0 Credit Hours

Course Description: A study of equations, graphs, and inequalities for linear, quadratic, polynomial, rational, logarithmic, exponential, and absolute value functions. Transformations on graphs, complex numbers, circles, systems of inequalities, and systems of equations including matrices.

Section	Location	Dates	Days	Times	Status	Instructor
A	Rarick Hall 107	08/18-12/12	M, W, F	8:30 AM-9:20 AM	21 of 30 seats taken; Open	Dreiling, Dr. Keith M
B	Rarick Hall 107	08/18-12/12	M, W, F	10:30 AM-11:20 AM	30 of 30 seats taken; Waitlist	Dreiling, Dr. Keith M
C	Rarick Hall 122	08/18-12/12	M, W, F	1:30 PM-2:20 PM	22 of 30 seats taken; Open	Bhoumik, Dr. Soumya
VA	N/A	08/18-12/12	N/A	N/A	9 of 25 seats taken; Open	,
Section Notes: Online Proctoring Capabilities Required						
VB	N/A	08/18-12/12	N/A	N/A	12 of 25 seats taken; Open	Ray, Erin K
Section Notes: Online Proctoring Capabilities Required						
VC	N/A	08/18-12/12	N/A	N/A	11 of 25 seats taken; Open	Haskett, Chelsea M
Section Notes: Online Proctoring Capabilities Required						
VD	N/A	08/18-12/12	N/A	N/A	12 of 25 seats taken; Open	Broxterman, Thomas P
Section Notes: Online Proctoring Capabilities Required						

MATH 101 CONTEMPORARY MATHEMATICS | 3.0 Credit Hours

Course Description: This course offers a survey of various mathematical topics for the non-math/science major. In addition to skill development, mathematics will be studied with an emphasis on real-world application spanning many disciplines to support the concept that math impacts much of our everyday lives.; Topics may include algebra, geometry, probability and statistics, the real number system, and logic.

Section	Location	Dates	Days	Times	Status	Instructor
A	Rarick Hall 122	08/18-12/12	M, W, F	10:30 AM-11:20 AM	16 of 25 seats taken; Open	,
B	Rarick Hall 107	08/18-12/12	Tu, Th	10:30 AM-11:45 AM	7 of 25 seats taken; Open	Zeng, Michelle H
VA	N/A	08/18-12/12	N/A	N/A	7 of 25 seats taken; Open	Abukhodair, Bader M
Section Notes: Online Proctoring Capabilities Required						
VB	N/A	08/18-12/12	N/A	N/A	21 of 25 seats taken; Open	Ray, Erin K

MATH 250 ELEMENTS OF STATISTICS | 3.0 Credit Hours

Course Description: A study of sampling methods, distributions, measures of central tendency and dispersion, probability, binomial and normal distributions, Central Limit Theorem, confidence intervals, hypothesis testing for means and proportion, correlation, and regression.

Section	Location	Dates	Days	Times	Status	Instructor
A	Rarick Hall 122	08/18-12/12	M, W, F	8:30 AM-9:20 AM	21 of 32 seats taken; Open	Rehmert, Dr. Jonathan D
B	Rarick Hall 122	08/18-12/12	M, W, F	9:30 AM-10:20 AM	32 of 32 seats taken; Waitlist	Rehmert, Dr. Jonathan D
C	Rarick Hall 122	08/18-12/12	Tu, Th	9:00 AM-10:15 AM	29 of 32 seats taken; Open	Flesher, Dr. Paul M

D	Rarick Hall 122	08/18-12/12	Tu, Th	10:30 AM-11:45 AM	32 of 32 seats taken; Waitlist	Flesher, Dr. Paul M
E	Rarick Hall 122	08/18-12/12	Tu, Th	12:00 PM-1:15 PM	32 of 32 seats taken; Waitlist	Weber, Dr. Bill
F	Rarick Hall 122	08/18-12/12	Tu, Th	1:30 PM-2:45 PM	31 of 32 seats taken; Open	Weber, Dr. Bill
VA	N/A	08/18-12/12	N/A	N/A	24 of 25 seats taken; Open	Weber, Dr. Bill
Section Notes: Online Proctoring Capabilities Required						
VB	N/A	08/18-12/12	N/A	N/A	23 of 25 seats taken; Open	Flesher, Dr. Paul M
Section Notes: Online Proctoring Capabilities Required						
VC	N/A	08/18-12/12	N/A	N/A	25 of 25 seats taken; Waitlist	Lennertz, Kathie I
Section Notes: Online Proctoring Capabilities Required						
VD	N/A	08/18-12/12	N/A	N/A	20 of 25 seats taken; Open	Lennertz, Kathie I
Section Notes: Online Proctoring Capabilities Required						
VE	N/A	08/18-12/12	N/A	N/A	25 of 25 seats taken; Waitlist	Pahls, Dr. Mark C
Section Notes: Online Proctoring Capabilities Required						
VF	N/A	08/18-12/12	N/A	N/A	6 of 25 seats taken; Open	Pahls, Dr. Mark C
Section Notes: Online Proctoring Capabilities Required						
VG	N/A	08/18-12/12	N/A	N/A	18 of 25 seats taken; Open	Feril, Meagan
Section Notes: Online Proctoring Capabilities Required						

Link(s) showing at least one section of each gateway math course applying to degrees on campus for Spring 2026
OR
IF the Spring 2026 schedule isn't yet available, provide a statement indicating intent to offer at least one section of each of the three gateway math courses that applies to degrees on campus for Spring 2026:

The Spring 2026 schedule is not yet available; however, Fort Hays State University (FHSU) intends to offer at least one section of each gateway math course during the Spring 2026 term with a schedule similar to the Fall 2025 schedule.

a. Plan to implement math pathways full scale in 2026-2027

Are all internal approvals in place to integrate the appropriate gateway math course into each degree program on campus? (If not, please explain what is left to do.)

All gateway math courses and their respective corequisite math support developmental education versions have been approved by FHSU's curriculum committee / shared governance bodies.

List number of course sections and number of students per course section estimated to be taught in each respective gateway math course per year when initiative is fully scaled in 2026-2027

# of College Algebra course sections: **# of students per course section:**

3 on-campus sections (30 students each) and 3 online sections (25 students each) of MATH 110 College Algebra each semester

# of Contemporary Math course sections: **# of students per course section:**

2 on-campus sections (30 students each) and 3 online sections (25 students each) of MATH 101 Contemporary Mathematics each semester

# of Elementary Statistics course sections: **# of students per course section:**

4 on-campus sections (30 students each) and 5 online sections (25 students each) of MATH 250 Elements of Statistics each semester

2. Please include: **a.** A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and **b.** A plan to implement corequisite math support developmental education full scale in 2026-2027 for each gateway math course that applies to degrees on campus *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for Fall 2025 (technical colleges may not require one or two of these):

The Fall 2025 schedule is available at: https://webapps.fhsu.edu/semestercoursesearch

As shown below, each of our gateway math courses includes a corequisite math support developmental education version:

- MATH 100 Contemporary Mathematics with Review is offered for 4 Credit Hours, which includes 1 CH of developmental support.
- MATH 105 College Algebra with Review is offered for 5 Credit Hours, which includes 2 CH of developmental support. (Online sections of MATH 105 will also be offered in Fall 2025 [sections VA-VC].)
- MATH 245 Elements of Statistics with Review is offered for 5 Credit Hours, which includes 2 CH of developmental support.

Fall 2025:

MATH 100 Contemporary Mathematics with Review | 4.0 Credit Hours

Course Description: For non-math/science majors only. This course offers a survey of various mathematical topics for the non-math/science major. In addition to skill development, mathematics will be studied with an emphasis on real-world application spanning many disciplines to support the concept that math impacts much of our everyday lives. Topics may include algebra, geometry, probability and statistics, the real number system, and logic.

Section	Location	Dates	Days	Times	Status	Instructor
A	Rarick Hall 107	08/18-12/12	M, Tu, W, Th	12:30 PM-1:20 PM	23 of 25 seats taken; Open	Zeng, Michelle H

MATH 105 College Algebra with Review | 5.0 Credit Hours

Course Description: A study of equations, graphs, and inequalities for linear, quadratic, polynomial, rational, logarithmic, exponential, and absolute value functions. Transformations on graphs, complex numbers, circles, systems of inequalities, and systems of equations including matrices.

Section	Location	Dates	Days	Times	Status	Instructor
A	Rarick Hall 367	08/18-12/12	M, Tu, W, Th, F	9:30 AM-10:20 AM	20 of 20 seats taken; Waitlist	Goetz, Jayme L
B	Rarick Hall 367	08/18-12/12	M, Tu, W, Th, F	11:30 AM-12:20 PM	20 of 20 seats taken; Waitlist	Schoepf, Melissa
C	Rarick Hall 367	08/18-12/12	M, Tu, W, Th, F	12:30 PM-1:20 PM	20 of 20 seats taken; Waitlist	Goetz, Jayme L
D	Rarick Hall 107	08/18-12/12	M, Tu, W, Th, F	1:30 PM-2:20 PM	20 of 20 seats taken; Waitlist	Schoepf, Melissa
VA	N/A	08/18-12/12	N/A	N/A	25 of 25 seats taken; Waitlist	Garrett, Elaina R

VB	N/A	08/18-12/12	N/A	N/A	25 of 25 seats taken; Waitlist	Brungardt, Elle N
VC	N/A	08/18-12/12	N/A	N/A	22 of 25 seats taken; Open	Buckland, Aimee G

MATH 245 Elements of Statistics with Review | 5.0 Credit Hours

Course Description: A study of sampling methods, distributions, measures of central tendency and dispersion, probability, binomial and normal distributions, Central Limit Theorem, confidence intervals, hypothesis testing for means and proportion, correlation, and regression.

Section	Location	Dates	Days	Times	Status	Instructor
A	Rarick Hall 367	08/18-12/12	M, Tu, W, Th, F	1:30 PM-2:20 PM	9 of 25 seats taken; Open	Goetz, Jayme L

Link(s) showing at least one section of corequisite support for each gateway math course applying to degrees on campus for Spring 2026, OR IF the Spring 2026 schedule isn't yet available, provide a statement indicating intent to offer at least one section of corequisite math support developmental education for each gateway math course applying to degrees on campus for Spring 2026:

The Spring 2026 schedule is not yet available; however, each of our gateway math courses will have at least one corequisite math support developmental education version.

b. Plan to implement corequisite math support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for the three gateway math courses full-scale for AY 2026 (a year early), or do you plan to continue to offer prerequisite developmental education for any of the three gateway math courses in AY 2026? (If you plan to continue to offer prerequisite support for any of the three gateway math courses, please describe what you will do over AY 2026 to fully implement corequisite developmental education for math by 2026-2027.)

Corequisite support will be fully implemented at FHSU in Fall 2026 (on campus and online). No prerequisite courses will be offered starting with the fall 2025 semester. As noted in 2a, online versions of MATH 105 will be offered beginning Fall 2025. Online versions of MATH 100 and MATH 245 will be offered beginning in Fall 2026.

Identify number of corequisite course sections and number of students per section estimated to be taught for each respective math course per year when initiative is fully scaled in 2026-2027

# of corequisite support sections for College Algebra : **# of students per course section:**

4 on-campus sections (25 students each) and 3 online sections (25 students each) of MATH 105 College Algebra with Review each semester

# of corequisite support sections for Contemporary Math: **# of students per course section:**

2 on-campus sections (25 students each) and 2 online sections (25 students each) of MATH 100 Contemporary Mathematics with Review each semester

# of corequisite support sections for Elementary Statistics: **# of students per course section:**

2 on-campus sections (25 students each) and 3 online sections (25 students each) of MATH 245 Elements of Statistics with Review each semester

3. Please provide: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite English support developmental education; and b. A plan to implement corequisite English support developmental education full-scale in 2026-2027	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite English support developmental education for Fall 2025:

The Fall 2025 schedule is available at: https://webapps.fhsu.edu/semestercoursesearch

Fall 2025:

ENG 012 WRITING STUDIO I | 3.0 Credit Hours

Course Description: Co-requisite course taken alongside ENG 101 designed to boost student confidence and develop writing skills through scaffolded activities, increased instructor feedback, and focus on practical skills. Students enrolling in ENG 012 must also enroll in the designated co-requisite section of ENG 101.

Course Eligibility: ENG101 Corequisite Course

Section	Location	Dates	Days	Times	Status	Instructor
A	Albertson Hall 206	08/18-12/12	Tu, Th	10:30 AM-11:45 AM	18 of 18 seats taken; Waitlist	Bannister, Allison C
Section Notes: Corequisite course requirement: ENG 101M						
B	Rarick Hall 342	08/18-12/12	Tu, Th	10:30 AM-11:45 AM	18 of 18 seats taken; Waitlist	Chalfant, Morgan
Section Notes: Corequisite course requirement: ENG 101N						
C	Rarick Hall 311	08/18-12/12	Tu, Th	1:30 PM-2:45 PM	18 of 18 seats taken; Waitlist	Bell, Lisa K

Section Notes: Corequisite course requirement: ENG 101O

VA	N/A	08/18-12/12	N/A	N/A	18 of 18 seats taken; Waitlist	Bell, Lisa K

Section Notes: Corequisite course requirement: ENG 101VB

Link(s) showing at least one section of corequisite English support developmental education for Spring 2026 OR
IF the Spring 2026 schedule isn't yet available, provide a statement indicating intent to offer at least one section of corequisite English support developmental education for Spring 2026:

The Spring 2026 schedule is not yet available; however, FHSU intends to offer more than one section of ENG 012 – Writing Studio.

b. Plan to implement corequisite English support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for English Composition I full-scale for AY 2026 (a year early), or do you plan to continue to offer prerequisite developmental education for the course in AY 2026? (If you plan to continue to offer prerequisite support for this course, please describe what you will do over AY 2026 to fully implement corequisite developmental education for English Comp I by 2026-2027.)

Fort Hays State University has already implemented corequisite English support developmental education full-scale.

Identify number of students and number of course sections estimated to be taught in each corequisite English support developmental education course per year when initiative is fully scaled in 2026-2027:

# of corequisite support sections for English Composition I: **# of students per course section:**

FHSU expects to offer 7-8 sections of corequisite English support developmental education (ENG 012 – Writing Studio) per year with 18 students per section.

4. Please detail your institution's plan to implement the systemwide English and math course placement measures for the soft launch and full-scale in 2026-2027. **a.** Plan to implement systemwide English course placement measures (for English Composition I); and **b.** Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus. *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Plan to implement systemwide English course placement measures (for English Composition I)
Soft launch by Fall 2025 should include using the approved systemwide English course placement measures found here to place enough students into at least one section of English corequisite support developmental education. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025 – 2026 for English Composition I?

FHSU will not be using additional institutional measures alongside the approved measures. Effective Fall 2025, FHSU's English placement measures mirror the approved systemwide placement measures:

Student has satisfied any of the following:

- Greater than or equal to 18 in ACT Reading AND ACT English

OR

- Greater than or equal to 500 on SAT ERW (Evidence-Based Reading & Writing)

OR

- Concurrently enrolled in ENG 012 – Writing Studio

OR

Departmental permission for ENG 101 based on:

- Accuplacer Reading and Writing score greater than or equal to 255

OR

- Greater than or equal to 3.0 HS Cumulative unweighted GPA after five or more semesters

OR

- Greater than or equal to 16 ACT Reading AND ACT English AND B or higher (not B-) in most recent HS English course

OR

- Greater than or equal to 2.7 HS Cumulative unweighted GPA after 5 or more semesters AND B or higher (not B-) in most recent HS English course

Do you plan to adopt the approved systemwide measures and the institutional measures above <u>full-scale for AY 2026</u> (one year early), or do you plan to continue to place any remaining students using the placement measures you used prior to AY 2026? (If you plan to use measures used previously for AY 2026, please explain what they are and how this will work alongside the soft launch.)

FHSU is implementing English placement measures effective Fall 2025.

b. Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus

Soft launch by Fall 2025 should include using the approved systemwide math course placement measures found here for enough students to place them into at least one section of corequisite support developmental education for each of the gateway math courses. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025-2026, for

College Algebra:

Student has satisfied any of the following:

- Greater than or equal to 22 on ACT Math

OR

- Greater than or equal to 540 on SAT Math

OR

- Math placement score greater than or equal to 15

OR

- Has completed or currently enrolled in MATH010 with a grade greater than or equal to C

OR

Departmental permission for MATH 110 based on:

- ALEKS PPL score greater than or equal to 46

OR

- Accuplacer QAS score greater than or equal to 263

OR

- Greater than or equal to 3.25 HS Cumulative unweighted GPA AND B- or higher in Second semester Algebra 2 or Integrated Math 3

Elementary Statistics and/or Contemporary Math:

Student has satisfied any of the following:

- Greater than or equal to 19 on ACT Math

OR

- Greater than or equal to 510 on SAT Math

OR

- Math placement score greater than or equal to 12

OR

Departmental permission for MATH 101 or MATH 250 based on:

- ALEKS PPL score greater than or equal to 30

OR

- Accuplacer QAS score greater than or equal to 255

OR

- Greater than or equal to 3.00 HS Cumulative unweighted GPA AND C- or higher in Second semester Algebra 2 or Integrated Math 3

Do you plan to adopt these measures full-scale for AY 2026 (a year early), or do you plan to continue to place any remaining students using the placement measures you used previously for AY 2026? (If you plan to use measures used previously, please explain what they are and how this will work alongside the soft launch.)

FHSU is implementing Math placement measures effective Fall 2025.

5. Please provide a link to all academic degree maps effective for students starting in Fall 2025 or Spring 2026 (AY 2026). Degree maps should be semester-by-semester plans and should reflect the overall guidance linked here and the general education framework guidance reflected here.	**20 Points**

https://catalog.fhsu.edu/academic-information/program-degree-map-list/

Institution: Kansas State University

Contact: Jesse Mendez
Email: jpmendez@ksu.edu

AY 2025 Performance Report (AY 2026 Funding Cycle)

Due by July 1, 2025

1. Please include: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and b. A plan to implement Math Pathways full scale in 2026-2027 *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for <u>Fall 2025:</u>

https://courses.k-state.edu/fall2025/MATH/

- MATH 100 College Algebra – 42 sections
- MATH 160 – Contemporary Mathematics – 4 sections

https://courses.k-state.edu/fall2025/STAT/

- STAT 225 Introduction to Statistics – 14 sections

Link(s) showing at least one section of each gateway math course applying to degrees on campus for <u>Spring 2026</u>
<u>OR</u>
<u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of each of the three gateway math courses that applies to degrees on campus for <u>Spring 2026</u>:

We will offer at least 1 section, each, of MATH 100, MATH 160, and STAT 225 in Spring 2026. Our spring 2026 schedule goes live September 22, 2025 and enrollment for spring 2026 begins on Monday, October 27, 2025.

b. Plan to implement math pathways full scale in 2026-2027

Are all internal approvals in place to integrate the appropriate gateway math course into each degree program on campus? (If not, please explain what is left to do.)

All internal approvals are in place for the appropriate gateway mathematics courses for each degree program. Each degree map has been approved by the faculty senate. Each support course has already been approved by faculty senate and is live and enrolling for Fall 2025. We are doing a full pilot with our incoming class of Fall 2025, meaning we are fully implementing the gateway math courses for Fall 2025 already.

List number of course sections and number of students per course section estimated to be taught in each respective gateway math course per year when initiative is fully scaled in 2026-2027

# of College Algebra course sections: 61 **# of students per course section: 30 – 100 (depends on type)**

# of Contemporary Math course sections: 5 **# of students per course section: 35**

# of Elementary Statistics course sections: 26 **# of students per course section: 30 – 46 (depends on type)**

2. Please include: **a.** A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and **b.** A plan to implement corequisite math support developmental education full scale in 2026-2027 for each gateway math course that applies to degrees on campus *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for <u>Fall 2025</u> (technical colleges may not require one or two of these):

https://courses.k-state.edu/fall2025/MATH/

- MATH 101 College Algebra Support – 6 sections
- MATH 161 – Contemporary Mathematics Support – 1 section, possibly 2 if need arises

https://courses.k-state.edu/fall2025/STAT/

- STAT 226 Introduction to Statistics Support – 7 sections

Link(s) showing at least one section of corequisite support for each gateway math course applying to degrees on campus for <u>Spring 2026</u>, <u>OR</u> <u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite math support developmental education for each gateway math course applying to degrees on campus for <u>Spring 2026</u>:

We will offer at least 1 section, each, of MATH 101, MATH 161, and STAT 226 in Spring 2026. Our spring 2026 schedule goes live September 22, 2025 and enrollment for spring 2026 begins on Monday, October 27, 2025.

b. Plan to implement corequisite math support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for the three gateway math courses <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for any of the three gateway math courses in AY 2026? (If you plan to continue to offer prerequisite support for any of the three gateway math courses, please describe what you will do over AY 2026 to fully implement corequisite developmental education for math by 2026-2027.)

We are full-scale implementing the three gateway math courses, with their corequisite developmental courses, for AY2026, a year early.

Identify number of corequisite course sections and number of students per section estimated to be taught for each respective math course per year when initiative is fully scaled in 2026-2027

# of corequisite support sections for College Algebra : 9 **# of students per course section: 15 - 35**

# of corequisite support sections for Contemporary Math: 3 **# of students per course section: 25**

# of corequisite support sections for Elementary Statistics: 12 **# of students per course section: 25**

3. Please provide: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite English support developmental education; and b. A plan to implement corequisite English support developmental education full-scale in 2026-2027	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite English support developmental education for <u>Fall 2025</u>:

https://courses.k-state.edu/fall2025/ENGL/

Link(s) showing at least one section of corequisite English support developmental education for <u>Spring 2026</u>
<u>OR</u>
<u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite English support developmental education for <u>Spring 2026</u>:

Fall 2025 – the corequisite course is being piloted this fall as ENGL 170. The new number for the co-req course is not available until the spring. A targeted student population was enrolled in this course based on desire to get support in ENGL 100 and also systemwide placement measures for English Composition I. One section of ENGL 170 is being offered this fall.

Spring 2026 - ENGL 101 will be offered in Spring 2026. It is the corequisite course and at least 1 section will be offered in Spring 2026. The course catalog for Spring 2026 will be live on September 22, 2025. The course is fully approved by the Faculty Senate.

b. Plan to implement corequisite English support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for English Composition I <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for the course in AY 2026? (If you plan to continue to offer prerequisite support for this course, please describe what you will do over AY 2026 to fully implement corequisite developmental education for English Comp I by 2026-2027.)

We will be full-scale implementing the corequisite English support development education in Spring 2026, one semester early of the required AY2027. We plan to offer at least 1 support section of ENGL 101, but will add additional courses as needed.

Identify number of students and number of course sections estimated to be taught in each corequisite English support developmental education course per year when initiative is fully scaled in 2026-2027:

# of corequisite support sections for English Composition I: 3 **# of students per course section: 25**

4. Please detail your institution's plan to implement the systemwide English and math course placement measures for the soft launch and full-scale in 2026-2027. **a.** Plan to implement systemwide English course placement measures (for English Composition I); and **b.** Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus. *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Plan to implement systemwide English course placement measures (for English Composition I)
Soft launch by Fall 2025 should include using the approved systemwide English course placement measures found here to place enough students into at least one section of English corequisite support developmental education. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025 – 2026 for English Composition I?

We will be following the KBOR policy for multiple measures placement decisions for English Composition I. We are not adding additional institutional measures alongside the approved systemwide placement measures for AY2026 and beyond.

Do you plan to adopt the approved systemwide measures and the institutional measures above full-scale for AY 2026 (one year early), or do you plan to continue to place any remaining students using the placement measures you used prior to AY 2026? (If you plan to use measures used previously for AY 2026, please explain what they are and how this will work alongside the soft launch.)

We will be enforcing systemwide placement measures for English Composition I full-scale for AY2027. We are doing a soft launch for systemwide placement measures for English Composition I for AY2026. This means we identified the students who did not meet systemwide placement measures and pre-enrolled them in the support course. They were able to drop the course if they did not feel like they wanted or needed it. For AY2027, it will not be optional to take the support course if they do not meet systemwide placement measures for English Composition I.

b. Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus

Soft launch by Fall 2025 should include using the approved systemwide math course placement measures found here for enough students to place them into at least one section of corequisite support developmental education for each of the gateway math courses. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025-2026, for

College Algebra: Only using Approved systemwide placement measures

Contemporary Math: Only using Approved systemwide placement measures

Elementary Statistics: approved systemwide placement measures; OR successful completion of MATH 100 (college algebra)

Do you plan to adopt these measures full-scale for AY 2026 (a year early), or do you plan to continue to place any remaining students using the placement measures you used previously for AY 2026? (If you plan to use measures used previously, please explain what they are and how this will work alongside the soft launch.)

We have adopted the systemwide placement measures full-scale for AY 2026 and they are being enforced for course enrollment (e.g., not an eligible course to be dropped).

https://www.k-state.edu/general-education/students/math-pathways.html

5. Please provide a link to all academic degree maps effective for students starting in Fall 2025 or Spring 2026 (AY 2026). Degree maps should be semester-by-semester plans and should reflect the overall guidance linked here and the general education framework guidance reflected here.	**20 Points**

https://catalog.k-state.edu/content.php?catoid=62&navoid=13180

Institution: Pittsburg State University

Contact: Susan Bon
Email: sbon@pittstate.edu

AY 2025 Performance Report (AY 2026 Funding Cycle)

Due by July 1, 2025

1. Please include: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and b. A plan to implement Math Pathways full scale in 2026-2027 *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for Fall 2025:

25WF Course Schedule for Department of Math and Physics

MATH 113 College Algebra (4 sections with varying seat capacity)
MATH 133 Quantitative Reasoning (2 sections with varying seat capacity)
MATH 143 Elementary Statistics (5 sections with varying seat capacity)

Link(s) showing at least one section of each gateway math course applying to degrees on campus for Spring 2026 OR
IF the Spring 2026 schedule isn't yet available, provide a statement indicating intent to offer at least one section of each of the three gateway math courses that applies to degrees on campus for Spring 2026:

The Spring 2026 course schedule will be published online on Friday, September 12, 2025. At least one section of each Math Gateway course will be offered.

b. Plan to implement math pathways full scale in 2026-2027

Are all internal approvals in place to integrate the appropriate gateway math course into each degree program on campus? (If not, please explain what is left to do.)

Yes. The PSU Undergraduate Curriculum Committee made the decision to integrate the Math Gateway courses into all undergraduate programs without the need for individual program legislation. Math Gateway courses will be identified for each bachelor's degree in the University Catalog released in August 2025. In addition, the 25-26 degree maps reflect the appropriate Math Gateway course for Bucket #3 for each bachelor's degree. Programs have also been consulted on appropriate substitutions in the cases of transfer or a major change. These substitutions have been provided to the Professional Advisors in the Academic Advising Center and to the Degree Checking Office. Estimates below are based on the AY 2026 incoming freshman class.

List number of course sections and number of students per course section estimated to be taught in each respective gateway math course per year when initiative is fully scaled in 2026-2027

# of College Algebra course sections: 5 **# of students per course section: 48**

# of Contemporary Math course sections: 2 **# of students per course section: 48**

# of Elementary Statistics course sections: 5 **# of students per course section: 35**

2. Please include: **a.** A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and **b.** A plan to implement corequisite math support developmental education full scale in 2026-2027 for each gateway math course that applies to degrees on campus *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for <u>Fall 2025</u> (technical colleges may not require one or two of these):

25WF Course Schedule for Department of Math and Physics

MATH 033 Quantitative Reasoning Supplement (1 section with 10 seat capacity)
MATH 043 Elementary Statistics Supplement (1 section with 15 seat capacity)
MATH 110 College Algebra with Review (1 section with 48 seat capacity)

Link(s) showing at least one section of corequisite support for each gateway math course applying to degrees on campus for <u>Spring 2026</u>, <u>OR</u> <u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite math support developmental education for each gateway math course applying to degrees on campus for <u>Spring 2026</u>:

The Spring 2026 course schedule will be published online on Friday, September 12, 2025. At least one section of each corequisite Math support developmental course will be offered.

b. Plan to implement corequisite math support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for the three gateway math courses <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for any of the three gateway math courses in AY 2026? (If you plan to continue to offer prerequisite support for any of the three gateway math courses, please describe what you will do over AY 2026 to fully implement corequisite developmental education for math by 2026-2027.)

Pittsburg State plans to implement corequisite Math support developmental education full-scale in AY 2026 with our pilot courses. Pittsburg State does not offer prerequisite support. However, PSU has offered corequisite support for MATH 113 College Algebra for many years. Previously, MATH 110 College Algebra with Review had been a <u>recommended</u> course for some students based on Math high school course grades and the MATH ACT subscore. The pilot courses in AY 2026 will be filled with a group of select students using the approved systemwide placement measures and institutional placement measures. AY 2026 will be used to assess the pilot courses and confirm number of sections and seats per section needed for AY 2027 when all students are evaluated on the approved systemwide and institutional placement measures. Estimates below are based on the AY 2026 incoming freshman class.

Identify number of corequisite course sections and number of students per section estimated to be taught for each respective math course per year when initiative is fully scaled in 2026-2027

# of corequisite support sections for College Algebra : 2 **# of students per course section: 48**

# of corequisite support sections for Contemporary Math: 1 **# of students per course section: 48**

# of corequisite support sections for Elementary Statistics: 1 **# of students per course section: 48**

3. Please provide: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite English support developmental education; and b. A plan to implement corequisite English support developmental education full-scale in 2026-2027	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite English support developmental education for <u>Fall 2025</u>:

25WF Course Schedule for Department of English and Modern Languages

ENGL 011 College Reading and Writing Workshop (2 sections, each with 12 seat capacity)

Link(s) showing at least one section of corequisite English support developmental education for <u>Spring 2026</u>
OR
<u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite English support developmental education for <u>Spring 2026</u>:

The Spring 2026 course schedule will be published online on Friday, September 12, 2025. At least one section of the corequisite English support developmental course will be offered.

b. Plan to implement corequisite English support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for English Composition I <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for the course in AY 2026? (If you plan to continue to offer prerequisite support for this course, please describe what you will do over AY 2026 to fully implement corequisite developmental education for English Comp I by 2026-2027.)

Pittsburg State plans to implement corequisite English support developmental education full-scale in AY 2026 with our pilot courses. Pittsburg State does not offer prerequisite support. The pilot courses in AY 2026 will be filled with a group of select students using the approved systemwide placement measures. AY 2026 will be used to assess the pilot courses and confirm number of sections and seats per section needed for AY 2027 when all students are evaluated on the approved systemwide placement measures. Estimates below are based on the AY 2026 incoming freshman class.

Identify number of students and number of course sections estimated to be taught in each corequisite English support developmental education course per year when initiative is fully scaled in 2026-2027:

# of corequisite support sections for English Composition I: 8 **# of students per course section: 12**

4. Please detail your institution's plan to implement the systemwide English and math course placement measures for the soft launch and full-scale in 2026-2027. **a.** Plan to implement systemwide English course placement measures (for English Composition I); and **b.** Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus. *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Plan to implement systemwide English course placement measures (for English Composition I)

Soft launch by Fall 2025 should include using the approved systemwide English course placement measures found here to place enough students into at least one section of English corequisite support developmental education. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025 – 2026 for English Composition I?

Pittsburg State will administer a short essay during the first week of class in ENGL 011 College Reading and Writing Workshop. However, this exercise will be used for course assessment only and not for placement. For AY 2026, only the approved systemwide placement measures will be used to place a student in ENGL 011 College Reading and Writing Workshop.

Do you plan to adopt the approved systemwide measures and the institutional measures above full-scale for AY 2026 (one year early), or do you plan to continue to place any remaining students using the placement measures you used prior to AY 2026? (If you plan to use measures used previously for AY 2026, please explain what they are and how this will work alongside the soft launch.)

Pittsburg State has adopted the approved systemwide measures full-scale for AY 2026 for the pilot course. Previously, PSU did not use placement measures for ENGL 101 English Composition.

Based on course assessment results from AY 2026, the short essay noted above may be used in AY 2027 during the first week of class (ENGL 011 College Reading and Writing Workshop) to move successfully screened students out of the corequiste English support developmental course.

b. Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus

Soft launch by Fall 2025 should include using the approved systemwide math course placement measures found here for enough students to place them into at least one section of corequisite support developmental education for each of the gateway math courses. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025-2026, for

College Algebra:
3.25 unweighted cumulative high school grade point average **OR**
B- or higher in second semester Algebra II or Integrated Math III

Contemporary Math:
3.00 unweighted cumulative high school grade point average **OR**
C- or higher in second semester Algebra II or Integrated Math III

Elementary Statistics:
3.00 unweighted cumulative high school grade point average **OR**
C- or higher in second semester Algebra II or Integrated Math III

Do you plan to adopt these measures full-scale for AY 2026 (a year early), or do you plan to continue to place any remaining students using the placement measures you used previously for AY 2026? (If you plan to use measures used previously, please explain what they are and how this will work alongside the soft launch.)

Pittsburg State has adopted the approved systemwide measures and the institutional measures above full-scale for AY 2026 for the pilot courses. Previously, PSU did not use placement measures for any of the Math Gateway courses outside of providing recommendations based on Math high school course grades and the Math ACT subscore. The recommended placement measures have been discontinued for the Math Gateway courses.

5. Please provide a link to all academic degree maps effective for students starting in Fall 2025 or Spring 2026 (AY 2026). Degree maps should be semester-by-semester plans and should reflect the overall guidance linked here and the general education framework guidance reflected here.	**20 Points**

25-26 Degree Maps

Institution: University of Kansas/University of Kansas Medical Center
Contact: Jean Redeker
Email: jredeker@ku.edu

AY 2025 Performance Report (AY 2026 Funding Cycle)

Due by July 1, 2025

1. Please include: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and b. A plan to implement Math Pathways full scale in 2026-2027 *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for <u>Fall 2025:</u>

All three courses are being offered:
Math 101 – College Algebra
Math 105 – Introduction to Quantitative Reasoning (Contemporary Math)
Math 107 – Introductory Statistics
It is not possible to link directly to a specific course in the KU Schedule of Classes. You may view the courses and sections by going to https://classes.ku.edu/, selecting Fall 2025, and searching for Math 101, Math 105 and Math 107 respectively.

Link(s) showing at least one section of each gateway math course applying to degrees on campus for <u>Spring 2026</u>
<u>OR</u>
<u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of each of the three gateway math courses that applies to degrees on campus for <u>Spring 2026</u>:

The complete Spring 2026 schedule of classes is not yet available. However, plans are in place to offer all three math gateway courses in Spring 2026.

b. Plan to implement math pathways full scale in 2026-2027
Are all internal approvals in place to integrate the appropriate gateway math course into each degree program on campus? (If not, please explain what is left to do.)

All Pathway courses and co-requisite course workshops are fully approved, and departments are prepared to make the necessary catalog updates during Fall 2025, in preparation for the launch of Math Pathways with the 2026-2027 catalog.

During Fall 2024, the chair of the mathematics department and the Assistant Vice Provost for Academic Affairs met with the University Core Curriculum Committee (UCCC), KU's general education governing body, to discuss math pathways and corequisite courses. The UCCC approved MATH 107: Introduction to Statistics for addition to KU Core 34. The other math pathways courses were already included in the general education curriculum.

During Spring 2025, staff from Academic Affairs and the Office of the University Registrar hosted a series of meetings with department chairs and program directors to review the implementation of Math Pathways, review the selected Math Pathway courses for each major, and provide instruction on necessary catalog updates. The Registrar will utilize the list of identified Math Pathway courses to populate degree requirement and degree map pages in the catalog with the correct Math Pathway course for each major. Departments will have the opportunity to review these for accuracy during the regular catalog update cycle. The KU Registrar is coordinating with the Registrar at KU Medical Center (KUMC) to ensure KUMC catalog pages for 2026-2027 also reflect the new gateway math courses.

List number of course sections and number of students per course section estimated to be taught in each respective gateway math course per year when initiative is fully scaled in 2026-2027

# of College Algebra course sections: 95 **# of students per course section: 20**

# of Contemporary Math course sections: 18 **# of students per course section: 20**

# of Elementary Statistics course sections: 12 **# of students per course section: 20**

2. Please include: **a.** A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and **b.** A plan to implement corequisite math support developmental education full scale in 2026-2027 for each gateway math course that applies to degrees on campus *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for <u>Fall 2025</u> (technical colleges may not require one or two of these):

Co-requisite support courses are being offered for each gateway math course in the form of 2 credit hour workshops, but it is not possible to link directly to a specific course in the KU Schedule of Classes. You may view the courses by going to https://classes.ku.edu/, selecting Fall 2025, and searching for "Math." This will result in a full list of Math offerings for the Fall. Look for Math 1W, Math 5W, and Math 7W near the top of the full list.

Link(s) showing at least one section of corequisite support for each gateway math course applying to degrees on campus for <u>Spring 2026</u>, <u>OR</u> <u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite math support developmental education for each gateway math course applying to degrees on campus for <u>Spring 2026</u>:

The complete Spring 2026 schedule of classes is not yet available. However, plans are in place to continue offer co-requisite support workshop courses for all three math gateway courses during Spring 2026.

b. Plan to implement corequisite math support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for the three gateway math courses <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for any of the three gateway math courses in AY 2026? (If you plan to continue to offer prerequisite support for any of the three gateway math courses, please describe what you will do over AY 2026 to fully implement corequisite developmental education for math by 2026-2027.)

We will continue to offer prerequisite development education in the form of Math 2, Intermediate Mathematics through Spring 2026. Plans are in place to phase out Math 2 after 2025-2026, in anticipation of a full implementation of the three co-requisite workshop courses. Academic programs and undergraduate advising staff are receiving information about this phase out at the same time that we are providing orientation and training on the implementation of co-requisite support education.

In Spring 2026, we will use findings from the Fall and updated enrollment information to fine tune our estimates of co-requisite course needs and ensure we are prepared to offer sufficient sections of each co-requisite workshop course beginning in Fall 2026. The Department of Mathematics is working with leadership in the College of Liberal Arts & Sciences to fine tune staffing plans to meet all instructional needs.

Identify number of corequisite course sections and number of students per section estimated to be taught for each respective math course per year when initiative is fully scaled in 2026-2027

# of corequisite support sections for College Algebra : 17 **# of students per course section: 20**

# of corequisite support sections for Contemporary Math: 2 **# of students per course section: 20**

# of corequisite support sections for Elementary Statistics: 1 **# of students per course section: 20**

3. Please provide: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite English support developmental education; and b. A plan to implement corequisite English support developmental education full-scale in 2026-2027	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite English support developmental education for <u>Fall 2025</u>:

A co-requisite support course is being offered for English Composition I (English 101) in the form of a 2 credit hour workshop, but it is not possible to link directly to a specific course in the KU Schedule of Classes. You may view the course by going to https://classes.ku.edu/, selecting Fall 2025, and searching for "ENGL." This will result in a full list of English offerings for the Fall. ENGL 1W will appear at the top of the list.

Link(s) showing at least one section of corequisite English support developmental education for <u>Spring 2026</u>
<u>OR</u>
<u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite English support developmental education for <u>Spring 2026</u>:

The complete Spring 2026 schedule of classes is not yet available. However, plans are in place to continue to offer a co-requisite support workshop course for English Composition I.

b. Plan to implement corequisite English support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for English Composition I <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for the course in AY 2026? (If you plan to continue to offer prerequisite support for this course, please describe what you will do over AY 2026 to fully implement corequisite developmental education for English Comp I by 2026-2027.)

KU does not currently offer prerequisite developmental education for English Composition I. Students who require additional support are directed to the services of Wingspan, KU's Center for Learning and Writing Support. Wingspan offers individual appointments with writing consultants both in-person and on Zoom, tutoring options that provide feedback on written work via email, and undergraduate writing groups. Wingspan is closely involved in planning for implementation of English co-requisite support education, and the Center's services will continue as an additional support for students after the full scale implementation of co-requisite support in Fall 2026.

In Spring 2026, we will use findings from the Fall and updated enrollment information to fine tune our estimates of co-requisite course needs and ensure we are prepared to offer sufficient sections of the English Composition I co-requisite workshop course beginning in Fall 2026. This will include an assessment of the effectiveness of Guided Self Placement as a tool to help identify students who may wish to opt in to co-requisite support in future years. The Department of English is working with leadership in the College of Liberal Arts & Sciences to fine tune staffing plans to meet all instructional needs.

Identify number of students and number of course sections estimated to be taught in each corequisite English support developmental education course per year when initiative is fully scaled in 2026-2027:

# of corequisite support sections for English Composition I: 8 **# of students per course section: 20**

4. Please detail your institution's plan to implement the systemwide English and math course placement measures for the soft launch and full-scale in 2026-2027. **a.** Plan to implement systemwide English course placement measures (for English Composition I); and **b.** Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus. *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Plan to implement systemwide English course placement measures (for English Composition I)

Soft launch by Fall 2025 should include using the approved systemwide English course placement measures found here to place enough students into at least one section of English corequisite support developmental education. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025 – 2026 for English Composition I?

Weighted GPA – Currently, KU reviews both the weighted and unweighted GPA a student has but only records the highest GPA a student has earned, either weighted or unweighted, in the student information system. We will use weighted GPA as an institutional measure when this is higher than the unweighted GPA

Do you plan to adopt the approved systemwide measures and the institutional measures above full-scale for AY 2026 (one year early), or do you plan to continue to place any remaining students using the placement measures you used prior to AY 2026? (If you plan to use measures used previously for AY 2026, please explain what they are and how this will work alongside the soft launch.)

Currently, all students entering KU may enroll in English Composition I upon entry. There is no remedial offering and no placement measures for this purpose. Therefore, KU does not plan to implement full-scale for AY 2025-2026.

To recruit students for co-requisite English courses during AY 2025-2026 we are utilizing a combination of:

1) Systemwide placement measures, with the exception of the HS English course grade. KU faces significant logistical challenges in capturing data for individual course grades for all incoming students. Work is underway to determine how this can be addressed for full implementation.
2) Guided Self-Placement (GSP). Initial estimates of students requiring co-requisite support for English 101 suggest we will have fewer than 100 students who require this support. Given that we cannot compel students to take co-requisite support during Ay 2025-2026 year and instead must recruit students, we are implementing a guided self-placement measure to encourage students to take advantage of the opportunity for additional support. This self-assessment tool asks students to reflect on their prior reading and writing experiences, confidence in writing, and understanding of college-level writing expectations. After completing the GSP survey, students will receive advising support to supplement their results to determine if they would benefit from co-requisite support. GSP allows for a more personalized approach to placement, considering individual learning needs and goals and strengthening student investment in the co-requisite course

b. Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus

Soft launch by Fall 2025 should include using the approved systemwide math course placement measures found here for enough students to place them into at least one section of corequisite support developmental education for each of the gateway math courses. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025-2026, for

College Algebra:

Weighted GPA – Currently, KU reviews both the weighted and unweighted GPA a student has but only records the highest GPA a student has earned, either weighted or unweighted, in the student information system. We will use weighted GPA as an institutional measure when this is higher than the unweighted GPA

Contemporary Math:

Weighted GPA – Currently, KU reviews both the weighted and unweighted GPA a student has but only records the highest GPA a student has earned, either weighted or unweighted, in the student information system. We will use weighted GPA as an institutional measure when this is higher than the unweighted GPA.

Elementary Statistics:

Weighted GPA – Currently, KU reviews both the weighted and unweighted GPA a student has but only records the highest GPA a student has earned, either weighted or unweighted, in the student information system. We will use weighted GPA as an institutional measure when this is higher than the unweighted GPA

Do you plan to adopt these measures full-scale for AY 2026 (a year early), or do you plan to continue to place any remaining students using the placement measures you used previously for AY 2026? (If you plan to use measures used previously, please explain what they are and how this will work alongside the soft launch.)

To recruit for AY 2025-2026 year, we are utilizing a combination of:

1) Systemwide placement measures, with the exception of the HS math course grade. KU faces significant logistical challenges in capturing data for individual course grades for all incoming students. Work is underway to determine how this can be addressed for full implementation.
2) Existing placement measures. Using only the new systemwide measures, we are unlikely to generate sufficient numbers to successfully pilot a co-requisite course, given that for AY 2025-2026 enrollment will be optional. This is especially the case for Elementary Statistics (projected 10 students who will require the co-requisite) and Contemporary Math (projected 23 students who will require the co-requisite). Currently, KU students must meet a minimum score on the ACT, SAT, or ALEKS Placement Test to enroll in College Algebra or Quantitative Reasoning (ACT: 22, SAT: 540, ALEKS: 46). We will therefore continue to use our current, more stringent placement measures to identify a larger pool of potential co-requisite students. These students will be given the option to enroll in the co-requisite course as an alternative to Math 2, until such time as the co-requisite courses are at capacity.

5. Please provide a link to all academic degree maps effective for students starting in Fall 2025 or Spring 2026 (AY 2026). Degree maps should be semester-by-semester plans and should reflect the overall guidance linked here and the general education framework guidance reflected here.	**20 Points**

Links to all of KU's undergraduate degree maps, published in the 2025-2026 academic catalog, may be found here: https://registrar.ku.edu/degree-maps

Institution: Wichita State University

Contact: Monica Lounsbery
Email: monica.lousbery@wichita.edu

AY 2025 Performance Report (AY 2026 Funding Cycle)

Due by July 1, 2025

1. Please include: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and b. A plan to implement Math Pathways full scale in 2026-2027 *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

Abbreviations Key
MATH 011 Beginning Algebra (Developmental)
MATH 013 College Algebra (Developmental)
MATH 012 Intermediate Algebra (Developmental)
MATH 111 College Algebra
- MATH 111A **(**2-hour co-requisite supplement companion to MATH 111)

MATH 131 Contemporary Mathematics
- MATH 131A (2-hour co-requisite supplement companion to MATH 131)

STAT 171 Introductory Statistics
- STAT 171A (2-hour co-requisite supplement companion to STAT 171)

ENGL 011 Syntax, Logic and Organization (Developmental)
ENGL 013 Basic Skills for ESL I (Developmental)
ENGL 015 Basic Skills for ESL II) (Developmental)
ENGL 100 English Composition (college English for non-native-speaking students)
- ENGL 100A (2-hour co-requisite supplement companion to ENGL 100)

ENGL 101 (College English I)
- ENGL 101A (2-hour co-requisite supplement companion to ENGL 101)

a. Link(s) showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for <u>Fall 2025:</u>
For Fall 2025, WSU is offering 13 sections of College Algebra (MATH 111), one section of Contemporary Math (MATH 131), and one section of Introduction to Statistics (STAT 171, our title for the KBOR required Elementary Statistics).
https://www.wichita.edu/schedule/

Once on this website, select WSU Custom Schedule Search
Select Fall 2025
Select Math from Subject dropdown (click in subject field to make drop down close)
Enter 13897 in CRN box under Advanced Search and click "Search Courses" – Math 111

Change CRN to 13764 and click "Search Courses" – MATH 131

Change subject to STAT and CRN to 14386 and click "Search Courses" – STAT 171

Link(s) showing at least one section of each gateway math course applying to degrees on campus for <u>Spring 2026</u>
<u>OR</u>
<u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of each of the three gateway math courses that applies to degrees on campus for <u>Spring 2026</u>:

Spring 2026 courses are still being planned. At this time, we are planning to offer 12 sections of College Algebra, one section of Contemporary Mathematics and one section of Introduction to Statistics.

b. Plan to implement math pathways full scale in 2026-2027

Are all internal approvals in place to integrate the appropriate gateway math course into each degree program on campus? (If not, please explain what is left to do.)

Math Pathway courses are fully implemented starting Fall 2025. Degree Maps for fall 2025 are updated to indicate the math pathway course for each degree program. Because the catalog for Fall 2025 did not correspond with the development of math co-requisite courses for all three math courses, some students starting in fall 2025 are enrolled in MATH 111 (College Algebra) rather than the pathway course for their major. Advisors were provided a list of students who could be switched to the pathway course for their major, but not all students could accommodate the schedule changes. However, all three courses will meet the general education requirement. Starting in Spring 2026, all students needing math will be advised to enroll in the specific math course for their major.

List number of course sections and number of students per course section estimated to be taught in each respective gateway math course per year when initiative is fully scaled in 2026-2027

# of College Algebra course sections: 26 sections for Fall and Spring	**# of students per course section:** 32
# of Contemporary Math course sections: 2 sections for Fall and Spring	**# of students per course section:** 29
# of Elementary Statistics course sections: 2 sections for Fall and Spring	**# of students per course section:** 29

2. Please include: **a.** A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and **b.** A plan to implement corequisite math support developmental education full scale in 2026-2027 for each gateway math course that applies to degrees on campus *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for <u>Fall 2025</u> (technical colleges may not require one or two of these):

We are offering support for 10 Algebra sections (MATH 111/111A) and one each for the Contemporary Math (MATH 131/131A) and Statistics (STAT 171/171A).
https://www.wichita.edu/schedule/

Once on this website, select WSU Custom Schedule Search
Select Fall 2025
Select Math from Subject dropdown (click in subject field to make drop down close)
Enter 14786 in CRN box under Advanced Search and click "Search Courses" – Math 111A

Change CRN to 14781 and click "Search Courses" – MATH 131A

Change subject to STAT and CRN to 14782 and click "Search Courses" – STAT 171A

Link(s) showing at least one section of corequisite support for each gateway math course applying to degrees on campus for Spring 2026, OR IF the Spring 2026 schedule isn't yet available, provide a statement indicating intent to offer at least one section of corequisite math support developmental education for each gateway math course applying to degrees on campus for Spring 2026:

We plan to offer nine (9) sections of CollegeAlgebra with co-requisite support and one each for the Contemporary Math and Statistics courses.

b. Plan to implement corequisite math support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for the three gateway math courses full-scale for AY 2026 (a year early), or do you plan to continue to offer prerequisite developmental education for any of the three gateway math courses in AY 2026? (If you plan to continue to offer prerequisite support for any of the three gateway math courses, please describe what you will do over AY 2026 to fully implement corequisite developmental education for math by 2026-2027.)

Math support developmental education is fully implemented starting Fall 2025. There is a change planned to the way the sections are offered and displayed in the schedule to make it more student friendly. Currently advisors assign students to the respective math course and then separately to the co-requisite (additional 2 hours of instruction at no additional cost) and students stay together as a cohort in the combined classes. Moving forward in Fall 2026, the Algebra/Stat/Contemporary math courses without support will be numbered as normal, but the courses with support will no longer be listed as separate math and co-req (Math 111/111A) but rather be designated by a single course that includes the support. We have not made the final decision on course numbering but it could be Math 111S, Math 131S, Stat 171S, for example. We believe this will be easier for students and advisors to understand and enroll in.

Identify number of corequisite course sections and number of students per section estimated to be taught for each respective math course per year when initiative is fully scaled in 2026-2027

# of corequisite support sections for College Algebra : 19 sections for Fall and Spring	**# of students per course section:** 32
# of corequisite support sections for Contemporary Math: 2 sections for Fall and Spring	**# of students per course section:** 29
# of corequisite support sections for Elementary Statistics: 2 sections for Fall and Spring	**# of students per course section:** 29

3. Please provide: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite English support developmental education; and b. A plan to implement corequisite English support developmental education full-scale in 2026-2027	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite English support developmental education for Fall 2025:

For Fall 25, WSU is offering one section each of English Composition (ENGL 100, for non-native speakers) and College English 1 (ENGL 101) with developmental education support (ENGL 100A, 101A).
https://www.wichita.edu/schedule/

Once on this website, select WSU Custom Schedule Search
Select Fall 2025
Select ENGL from Subject dropdown (click in subject field to make drop down close)
Enter 14150 in CRN box under Advanced Search and click "Search Courses" – ENGL 101A

Link(s) showing at least one section of corequisite English support developmental education for Spring 2026
OR
IF the Spring 2026 schedule isn't yet available, provide a statement indicating intent to offer at least one section of corequisite English support developmental education for Spring 2026:

We will offer at least one section of corequisite English support in Spring 2026. Based on the experience of offering the course this fall (2025), this course may be modified to strengthen the co-requistie part of the courses.

b. Plan to implement corequisite English support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for English Composition I full-scale for AY 2026 (a year early), or do you plan to continue to offer prerequisite developmental education for the course in AY 2026? (If you plan to continue to offer prerequisite support for this course, please describe what you will do over AY 2026 to fully implement corequisite developmental education for English Comp I by 2026-2027.)

We are partially implementing the co-requisite English course (one section each of ENGL 101A and ENGL 100A) in Fall 2025. We will fully implement corequisite developmental education for English Composition I (ENGL 101 and ENGL 100) in the 2026-2027 academic year. In 2025/26 academic year we will continue to offer our developmental courses along with the co-requisite model course. In Fall 2026 (full implementation) we will offer our ENGL 101A & 100A co-requisite courses only in place of our developmental courses, ENGL 013 & ENGL 015. Initial data from our pilot, though modest in scale, indicate positive outcomes and readiness for full-scale implementation. Additionally, the revision of our curriculum has strengthened the co-requisite model, ensuring that it provides robust support for students while maintaining the rigor of college-level coursework.

During the 2025-2026 academic year, we will take the following steps to ensure a smooth and successful transition:

1. **Expand Pilot Programs:** We will continue to gather and analyze data from existing co-requisite sections to refine our approach and address any challenges. We will also consider online options at the behest of campus advisors.
2. **Professional Development:** Faculty and staff will participate in targeted training to ensure they are fully prepared to deliver the co-requisite curriculum effectively.
3. **Student Outreach and Advising:** We will work closely with advisors to communicate the benefits of the co-requisite model to students and ensure they are placed in the appropriate courses based on their needs.
4. **Resource Development:** We will finalize and distribute updated course materials, including syllabi, assignments, and support resources, to align with the co-requisite model.
5. **Instructor Training:** We will train graduate students and faculty how to best instruct students placed in these classes.

Identify number of students and number of course sections estimated to be taught in each corequisite English support developmental education course per year when initiative is fully scaled in 2026-2027:

# of corequisite support sections for English Composition I: **# of students per course section:**

When fully scaled in the 2026-2027 academic year, we anticipate offering corequisite support sections for English Composition I as follows:

- **Number of Corequisite Support Sections for English Composition I:**
  Based on historical enrollment data, we typically offer approximately 17 sections of ENGL 011, 2 sections of ENGL 013, and 2 sections of ENGL 015. To align with the corequisite model, we plan to offer a proportional number of corequisite sections:
  - **ENGL 100 & 100A (replacing ENGL 013 & ENGL 015):** 4 sections
  - **ENGL 101 & 101A (replacing ENGL 011):** 17 sections

- **Number of Students per Course Section:**
  To ensure better outcomes and more personalized support, we aim to maintain a slightly lower enrollment cap of 15 students per section for all corequisite courses.

- **Total Number of Anticipated Students:**
  - ENGL 100 & 100A: 4 sections × 15 students = **60 students**
  - ENGL 101 & 101A: 17 sections × 15 students = **255 students**
  - **Total Students:** 60 + 255 = **315 students**

- **Number of GTAs Needed:**
  Unlike the previous model, where one GTA could teach two sections of a prerequisite course, each corequisite section will require a dedicated GTA due to the increased instructional demands of the 1:1 support model. Therefore:
  - **ENGL 100 & 100A:** 4 sections = **4 GTAs**
  - **ENGL 101 & 101A:** 17 sections = **17 GTAs**
  - **Total GTAs Needed:** 4 + 17 = **21 GTAs**

Summary Table:

Course	Number of Sections	Students per Section	Total Students	GTAs Needed
ENGL 100 & 100A	4	15	60	4
ENGL 101 & 101A	17	15	255	17
Total	**21**	**15**	**315**	**21**

This plan reflects our commitment to maintaining smaller class sizes to enhance student outcomes while addressing the staffing challenges posed by the 1:1 corequisite model. We will work closely with our administration to secure the necessary resources, including the recruitment and training of additional GTAs, to ensure the successful implementation of this initiative.

There is a change planned to the way the sections are offered and displayed in the schedule to make it more student friendly. The English courses without support will be numbered as normal; the courses with support will no longer be co-req (101/101A) but rather be designated by a single course that includes the support. Similar to the Math course renumbering, we may use a course numbering approach that indicates co-requisite support (ENGL 101S, for example).

4. Please detail your institution's plan to implement the systemwide English and math course placement measures for the soft launch and full-scale in 2026-2027. **a.** Plan to implement systemwide English course placement measures (for English Composition I); and **b.** Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus. *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Plan to implement systemwide English course placement measures (for English Composition I)

Soft launch by Fall 2025 should include using the approved systemwide English course placement measures found here to place enough students into at least one section of English corequisite support developmental education. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025 – 2026 for English Composition I?

For 2025-26, the systemwide placement measures are being used to place students in the two sections of ENGL 100 and ENGL 101 with the co-requsite support. Other ENGL courses are still using ACT/SAT or institutional placement exam for this year.

Do you plan to adopt the approved systemwide measures and the institutional measures above <u>full-scale for AY 2026</u> (one year early), or do you plan to continue to place any remaining students using the placement measures you used prior to AY 2026? (If you plan to use measures used previously for AY 2026, please explain what they are and how this will work alongside the soft launch.)

For the launch of systemwide English course placement measures in Fall 2026, we will use the approved KBOR placement measures to place students into English Composition I and corequisite support courses. To ensure comprehensive placement accuracy, we will also implement the following institutional measures:

Safety Net Placement Exam: For students who arrive at WSU without corresponding placement scores, we will administer our current placement exam to determine appropriate course placement.
Diagnostic Exam: During the first week of the semester, all students enrolled in English Composition I (without co-requisite) and the ENGL I with corequisite support courses will take a diagnostic exam. This will help confirm proper placement (as student scores may not always reflect their actual writing skills) and provide valuable data for ongoing assessment and support. We will meet with students whose exams indicate a different placement to help them understand their options. Those qualifying for a move to the regular course will be accommodated and rescheduled. We will also meet with students who met placement scores but have concerning diagnostic scores to tell them how a move to co-requisite support might be smart long-term. We have done this with students in the previous developmental course model, but we have found that only about half accept the move. However, the new model of 100A/101A may be more attractive to students.

b. Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus

Soft launch by Fall 2025 should include using the approved systemwide math course placement measures found here for enough students to place them into at least one section of corequisite support developmental education for each of the gateway math courses. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025-2026, for

College Algebra:
ALEKS PPL (Minimum 46)

Contemporary Math:
ALEKS PPL (Minimum 30)

Elementary Statistics:
ALEKS PPL (Minimum 30)

The ALEKS is WSU's preferred/recommended placement measure and will replace our institutional placement exam. All systemwide measures are being accepted for fall 2025 forward. We will use the systemwide minimum scores for the three math courses.

Do you plan to adopt these measures full-scale for AY 2026 (a year early), or do you plan to continue to place any remaining students using the placement measures you used previously for AY 2026? (If you plan to use measures used previously, please explain what they are and how this will work alongside the soft launch.)

All systemwide measures are currently in place for AY 2025 (Fall 2025/Spring 2026) and are full-scale.

5. Please provide a link to all academic degree maps effective for students starting in Fall 2025 or Spring 2026 (AY 2026). Degree maps should be semester-by-semester plans and should reflect the overall guidance linked here and the general education framework guidance reflected here.	**20 Points**

Landing page with explanatory text: www.wichita.edu/degreemaps

Degree maps by academic year: https://www.wichita.edu/academics/majors/degree_maps/maps.php

Municipal University

Institution: Washburn University & Washburn Institute of Technology
Contact: Beth O'Neill
Email: beth.oneill@washburn.edu

AY 2025 Performance Report (AY 2026 Funding Cycle)

Due by July 1, 2025

1. Please include: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and b. A plan to implement Math Pathways full scale in 2026-2027 *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for Fall 2025:

Term: Fall 2025 **Subject:** Mathematics **Course Number:** 112

Title	Subject Description	Course Nun	Section	Hours	CRN	Term	Instructor
Contemp Col Math—Pilot Section	Mathematics	112	AA	3	31394	Fall 2025	Sarah V Cook (Primary)

Term: Fall 2025 **Subject:** Mathematics **Course Number:** 113

Title	Subject Description	Course Nun	Section	Hours	CRN	Term	Instructor
Elementary Statistics	Mathematics	113	AA	3	32895	Fall 2025	Angela Crumer (Primary)

Term: Fall 2025 **Subject:** Mathematics **Course Number:** 116

Title	Subject Description	Course Nun	Section	Hours	CRN	Term	Instructor
College Algebra	Mathematics	116	B	3	30006	Fall 2025	Stephanie Herbster (Primary)

Link(s) showing at least one section of each gateway math course applying to degrees on campus for Spring 2026 OR
IF the Spring 2026 schedule isn't yet available, provide a statement indicating intent to offer at least one section of each of the three gateway math courses that applies to degrees on campus for Spring 2026:

The Spring 2026 schedule is not yet available. Washburn University will offer at least one section of each of the three gateway math courses (MA 112: Contemporary College Mathematics; MA 113: Elementary Statistics; and MA 116: College Algebra) for Spring 2026.

b. Plan to implement math pathways full scale in 2026-2027

Are all internal approvals in place to integrate the appropriate gateway math course into each degree program on campus? (If not, please explain what is left to do.)

Contemporary Math and College Algebra have been offered at Washburn University in prior academic years. The new gateway statistics course, MA 113 Elementary Statistics, has been fully approved through Washburn curricula processes and governance. The integration of the required gateway math course into the degree requirements for individual programs will take place in Fall 2025, to be effective Fall 2026. Additionally, we will update the corequisite requirements for College Algebra and Contemporary College Mathematics to align with the approved statewide placement measures in Fall 2025, to be effective Fall 2026.

List number of course sections and number of students per course section estimated to be taught in each respective gateway math course per year when initiative is fully scaled in 2026-2027

# of College Algebra course sections: 22—to be comingled coreq/non-coreq **# of students per course section:** 30

# of Contemporary Math course sections: 18—to be comingled coreq/non-coreq **# of students per course section:** 25

# of Elementary Statistics course sections: 10—to be comingled coreq/non-coreq **# of students per course section:** 30

Washburn plans to offer comingled non-coreq and co-req sections of each gateway math course, with some students required to attend additional class time or time in our math lab (depending on level of coreq support needed). We estimate the total number of seats in each respective gateway math course for 2026-2027 is as follows:

College Algebra	660
Contemporary Mathematics	450
Elementary Statistics	300

2. Please include: — 20 Points

a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and — (a = 10 pts)

b. A plan to implement corequisite math support developmental education full scale in 2026-2027 for each gateway math course that applies to degrees on campus — (b = 10 pts)

(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)

a. Link(s) showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for Fall 2025 (technical colleges may not require one or two of these):

Term: Fall 2025 **Subject:** Mathematics **Course Number:** 112

ContempCollegeMA-CoReq Pilot	Mathematics	112	AC	3	30747	Fall 2025	Sarah V Cook (Primary)

Term: Fall 2025 **Subject:** Mathematics **Course Number:** 113 **Monday:** True **Tuesday:** True **Wednesday:** True **Thursday:** True **Friday:** True

Title	Subject Description	Course Nur	Section	Hours	CRN	Term	Instructor
Elementary Statistcs Coreq Req	Mathematics	113	AC	3	32896	Fall 2025	Angela Crumer (Primary)

Term: Fall 2025 **Subject:** Mathematics **Course Number:** 116

Title	Subject Description	Course Nur	Section	Hours	CRN	Term	Instructor
College Algebra-CoReqWkRequire	Mathematics	116	A	3	30005	Fall 2025	Stephanie Herbster (Primary)

Link(s) showing at least one section of corequisite support for each gateway math course applying to degrees on campus for Spring 2026, OR IF the Spring 2026 schedule isn't yet available, provide a statement indicating intent to offer at least one section of corequisite math support developmental education for each gateway math course applying to degrees on campus for Spring 2026:

The Spring 2026 schedule is not yet available. Washburn University will offer at least one section of corequisite support for each of the three gateway math courses (MA 112: Contemporary College Mathematics; MA 113: Elementary Statistics; and MA 116: College Algebra) for Spring 2026.

b. Plan to implement corequisite math support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for the three gateway math courses full-scale for AY 2026 (a year early), or do you plan to continue to offer prerequisite developmental education for any of the three gateway math courses in AY 2026? (If you plan to continue to offer prerequisite support for any of the three gateway math courses, please describe what you will do over AY 2026 to fully implement corequisite developmental education for math by 2026-2027.)

Washburn University will continue to offer prerequisite developmental education for Contemporary Mathematics and College Algebra during the 2025–2026 academic year as we transition to a full corequisite developmental education model. We have also offered a corequisite model for Contemporary College Mathematics (MA 112) since Fall 2019, and this model will continue in AY 2026. We will additionally offer a pilot section of Contemporary Mathematics that is aligned with the new statewide placement measures in Fall 2025 and Spring 2026. We will also pilot a corequisite model of College Algebra using the approved statewide placement measures in Fall 2025 and Spring 2026.

Elementary Statistics will be offered for the first time in AY 2026. There is no prerequisite developmental education for this course. Instead, we will implement a corequisite model from the outset (i.e., Fall 2025 and Spring 2026) that is aligned with the new statewide placement measures.

Throughout AY 2026, we will evaluate the corequisite pilots across all three courses and make any necessary adjustments in preparation for full implementation in Fall 2026.

Identify number of corequisite course sections and number of students per section estimated to be taught for each respective math course per year when initiative is fully scaled in 2026-2027

# of College Algebra course sections: 22—to be comingled coreq/non-coreq **# of students per course section:** 30

# of Contemporary Math course sections: 18—to be comingled coreq/non-coreq **# of students per course section:** 25

# of Elementary Statistics course sections: 10—to be comingled coreq/non-coreq **# of students per course section:** 30

Washburn will offer co-mingled sections that include both corequisite and non-corequisite students in each gateway math course. The level of support provided to students determined to need corequisite support will be tiered within the prescribed placement system. Students identified as needing corequisite support will be required to attend extra class sessions or spend time in the math lab, depending on their assigned support tier. This structure is designed to ensure that the most vulnerable students receive the targeted assistance they need to succeed. We estimate the total number of coreq seats in each respective gateway math course for 2026-2027 is as follows:

College Algebra	420
Contemporary Mathematics	300
Elementary Statistics	180

3. Please provide: 20 Points

a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite English support developmental education; and (a = 10 pts)

b. A plan to implement corequisite English support developmental education full-scale in 2026-2027 (b = 10 pts)

a. Link(s) showing at least one section of corequisite English support developmental education for <u>Fall 2025</u>:

Term: Fall 2025 **Subject:** English **Course Number:** 101

Into. College Writing - CoReq	English	101	EC	3	32922	Fall 2025	Kara L Kendall-Morwick (Pr...

Link(s) showing at least one section of corequisite English support developmental education for <u>Spring 2026</u>
OR
<u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite English support developmental education for <u>Spring 2026</u>:

The Spring 2026 schedule is not yet available. Washburn University will continue to offer multiple sections of corequisite English support in EN 101: First Year Composition for Spring 2026.

b. Plan to implement corequisite English support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for English Composition I <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for the course in AY 2026? (If you plan to continue to offer prerequisite support for this course, please describe what you will do over AY 2026 to fully implement corequisite developmental education for English Comp I by 2026-2027.)

Washburn University eliminated prerequisite developmental education for English Composition I in 2019 and first implemented corequisite developmental education in 2015. We will continue to offer and refine our current model of providing corequisite developmental education in AY 26. Our model uses a system of tiered placement that falls within the approved statewide placement agreement in order to provide more support to the most vulnerable students.

Identify number of students and number of course sections estimated to be taught in each corequisite English support developmental education course per year when initiative is fully scaled in 2026-2027:

# of corequisite support sections for English Composition I: 51—to be comingled coreq/non-coreq; if the sections were not to be co-mingled, we would need 11 co-req support sections.

# of students per course section: 20 seats total to be co-mingled coreq/non-coreq. We limit the number of coreq students/section to 10.

Washburn will offer comingled non-coreq and coreq sections of first year composition, with some students required to attend additional class time or tutoring in our writing center, depending on their assigned support tier. We estimate the total number of coreq student seats for 2026-2027 to be 214.

4. Please detail your institution's plan to implement the systemwide English and math course placement measures for the soft launch and full-scale in 2026-2027. **a.** Plan to implement systemwide English course placement measures (for English Composition I); and **b.** Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus. *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Plan to implement systemwide English course placement measures (for English Composition I)

Soft launch by Fall 2025 should include using the approved systemwide English course placement measures found here to place enough students into at least one section of English corequisite support developmental education. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025 – 2026 for English Composition I?

Alongside the approved systemwide placement measures, Washburn will continue to utilize advisor assisted directed self-placement (DSP). We have developed a rubric to guide advisors in placing students into the correct pathway that we will continue to use and refine in AY 2026.

Do you plan to adopt the approved systemwide measures and the institutional measures above full-scale for AY 2026 (one year early), or do you plan to continue to place any remaining students using the placement measures you used prior to AY 2026? (If you plan to use measures used previously for AY 2026, please explain what they are and how this will work alongside the soft launch.)

Washburn already utilizes the approved systemwide measures in terms of ACT score and overall high school GPA, alongside our institutional measure. Washburn does not currently use the other approved statewide placement measures, including Accuplacer score or grade in most recent high school English class. Washburn plans to integrate these additional statewide approved measures—as they are self-reported by students—for AY 2026.

b. Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus

Soft launch by Fall 2025 should include using the approved systemwide math course placement measures found here for enough students to place them into at least one section of corequisite support developmental education for each of the gateway math courses. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025-2026, for:

College Algebra: Washburn has been using an internal placement test. We will continue to use this test for placement in College Algebra.

Contemporary Math: Washburn has been using an internal placement test. We will continue to use this test for placement in Contemporary College Mathematics.

Elementary Statistics: Since this is a new course, we do not have an institutional placement measure in place for Elementary Statistics. However, Washburn plans to implement a placement test for Elementary Statistics MA 113 that is similar to the test used for Contemporary College Mathematics, beginning in Fall 2026.

Do you plan to adopt these measures full-scale for AY 2026 (a year early), or do you plan to continue to place any remaining students using the placement measures you used previously for AY 2026? (If you plan to use measures used previously, please explain what they are and how this will work alongside the soft launch.)

Washburn will continue to utilize our existing placement measures for AY 2026 for College Algebra and Contemporary College Mathematics for AY 2026. We are piloting sections of College Algebra and Contemporary College Mathematics that utilize the approved systemwide placement measures in Fall 2025 and Spring 2026. We will submit pre-requisite/corequisite changes for these courses through the curricular governance system in Fall 2025, which will align the courses with the systemwide placement measures to be effective Fall 2026.

Elementary Statistics will use the approved systemwide placement measures in AY 2026. During AY 2026, we will additionally develop an institutional placement test similar to the one we use for Contemporary College Mathematics, to be used alongside the systemwide placement measures beginning in Fall 2026.

5. Please provide a link to all academic degree maps effective for students starting in Fall 2025 or Spring 2026 (AY 2026). Degree maps should be semester-by-semester plans and should reflect the overall guidance linked here and the general education framework guidance reflected here.	**20 Points**

Degree maps that comply with Systemwide General Education framework, using the required bucket notations, can be found here: https://www.washburn.edu/academics/degree-maps/index.html A degree map is provided for all associate and bachelor degrees, as well as required certificate programs.

Community Colleges

Institution: Allen County Community College

Contact: Kara Wheeler
Email: wheeler@allencc.edu

AY 2025 Performance Report (AY 2026 Funding Cycle)

Due by July 1, 2025

1. Please include: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and b. A plan to implement Math Pathways full scale in 2026-2027 *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for <u>Fall 2025:</u>

https://www.allencc.edu/academics/course-schedule
(MAT 105 College Algebra; MAT 115 Elementary Statistics; MAT 130 Contemporary Math)

Link(s) showing at least one section of each gateway math course applying to degrees on campus for <u>Spring 2026</u>
<u>OR</u>
<u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of each of the three gateway math courses that applies to degrees on campus for <u>Spring 2026</u>:

Allen Community College intends to offer at least one section of each of the three gateway math courses in the Spring of 2026, just as we are for the fall 2025 session.

b. Plan to implement math pathways full scale in 2026-2027

Are all internal approvals in place to integrate the appropriate gateway math course into each degree program on campus? (If not, please explain what is left to do.)

Yes.

List number of course sections and number of students per course section estimated to be taught in each respective gateway math course per year when initiative is fully scaled in 2026-2027

# of College Algebra course sections: 13 # of students per course section: 20

# of Contemporary Math course sections: 2 # of students per course section: 20

# of Elementary Statistics course sections: 2 # of students per course section: 20

2. Please include: **a.** A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and **b.** A plan to implement corequisite math support developmental education full scale in 2026-2027 for each gateway math course that applies to degrees on campus *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for <u>Fall 2025</u> (technical colleges may not require one or two of these):

https://www.allencc.edu/academics/course-schedule
(MAT 105R College Algebra with Review; MAT 115R Elementary Statistics with Review; MAT 130R Contemporary Math with Review)

Link(s) showing at least one section of each gateway math course applying to degrees on campus for <u>Spring 2026</u>
<u>OR</u>
<u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite math support developmental education for each gateway math course applying to degrees on campus for <u>Spring 2026</u>:

Allen Community College intends to offer at least one section of each of the three corequiste math support sections for each gateway math course in the Spring of 2026, just as we are for the Fall 2025 session.

b. Plan to implement corequisite math support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for the three gateway math courses <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for any of the three gateway math courses in AY 2026? (If you plan to continue to offer prerequisite support for any of the three gateway math courses, please describe what you will do over AY 2026 to fully implement corequisite developmental education for math by 2026-2027.)

Allen Community College is planning on full-scale implementation in AY 2026. We do not plan on offering prerequisite developmental education beginning Fall 2025.

Identify number of corequisite course sections and number of students per section estimated to be taught for each respective math course per year when initiative is fully scaled in 2026-2027

# of corequisite support sections for College Algebra : 8 **# of students per course section: 15**

# of corequisite support sections for Contemporary Math: 2 **# of students per course section: 12**

# of corequisite support sections for Elementary Statistics: 2 **# of students per course section: 12**

3. Please provide: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite English support developmental education; and b. A plan to implement corequisite English support developmental education full-scale in 2026-2027	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite English support developmental education for <u>Fall 2025</u>:

https://www.allencc.edu/academics/course-schedule (COL 101R Composition I with Review)

Link(s) showing at least one section of corequisite English support developmental education for <u>Spring 2026</u>
<u>OR</u>
<u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite English support developmental education for <u>Spring 2026</u>:

Allen Community College intends to offer at least one section of corequisite English support for Spring 2026.

b. Plan to implement corequisite English support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for English Composition I <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for the course in AY 2026? (If you plan to continue to offer prerequisite support for this course, please describe what you will do over AY 2026 to fully implement corequisite developmental education for English Comp I by 2026-2027.)

Allen Community College is planning on full-scale implementation in AY 2026. We do not plan on offering prerequisite developmental education beginning Fall 2025.

Identify number of students and number of course sections estimated to be taught in each corequisite English support developmental education course per year when initiative is fully scaled in 2026-2027:

# of corequisite support sections for English Composition I: 6 # of students per course section: 15

4. Please detail your institution's plan to implement the systemwide English and math course placement measures for the soft launch and full-scale in 2026-2027. **a.** Plan to implement systemwide English course placement measures (for English Composition I); and **b.** Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus. *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Plan to implement systemwide English course placement measures (for English Composition I)

Soft launch by Fall 2025 should include using the approved systemwide English course placement measures found here to place enough students into at least one section of English corequisite support developmental education. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025 – 2026 for English Composition I?

Allen Community College does not intend to use any other institutional measures for English course placement.

Do you plan to adopt the approved systemwide measures and the institutional measures above full-scale for AY 2026 (one year early), or do you plan to continue to place any remaining students using the placement measures you used prior to AY 2026? (If you plan to use measures used previously for AY 2026, please explain what they are and how this will work alongside the soft launch.)

Allen Community College has already approved and implemented the systemwide measures approved by KBOR to begin in Fall 2025.

b. Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus

Soft launch by Fall 2025 should include using the approved systemwide math course placement measures found here for enough students to place them into at least one section of corequisite support developmental education for each of the gateway math courses. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025-2026, for

College Algebra: None

Contemporary Math: None

Elementary Statistics: None

Do you plan to adopt these measures full-scale for AY 2026 (a year early), or do you plan to continue to place any remaining students using the placement measures you used previously for AY 2026? (If you plan to use measures used previously, please explain what they are and how this will work alongside the soft launch.)

Allen Community College has already approved and implemented the systemwide measures approved by KBOR to begin in Fall 2025.

5. Please provide a link to all academic degree maps effective for students starting in Fall 2025 or Spring 2026 (AY 2026). Degree maps should be semester-by-semester plans and should reflect the overall guidance linked here and the general education framework guidance reflected here.	**20 Points**
https://www.allencc.edu/academics	

Institution: Barton Community College

Contact: Elaine Simmons
Email: simmonse@bartonccc.edu

AY 2025 Performance Report (AY 2026 Funding Cycle)

Due by July 1, 2025

1. Please include: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and b. A plan to implement Math Pathways full scale in 2026-2027 *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for <u>Fall 2025:</u>

Barton's course search tool, https://bartonccc.edu/enrollment/classes, shows multiple sections of gateway math courses . College Algebra (MATH 1828), Contemporary Math (QMAT 1828), and Elements of Statistics (STAT 1828) are scheduled on multiple campus locations including online.

Link(s) showing at least one section of corequisite support for each gateway math course applying to degrees on campus for <u>Spring 2026</u>, <u>OR</u> <u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of gateway math course applying to degrees on campus for <u>Spring 2026</u>:

Barton has not yet published a schedule for Spring 2026; however, we maintain sufficient faculty and scheduling practices to continue offering multiple sections of gateway math courses, namely College Algebra (MATH 1828), Contemporary Math (QMAT 1828), and Elements of Statistics (STAT 1828), at multiple locations including online within the spring term.

b. Plan to implement math pathways full scale in 2026-2027

Are all internal approvals in place to integrate the appropriate gateway math course into each degree program on campus? (If not, please explain what is left to do.)

During Academic Year 2025, Barton successfully implemented the math pathways into our current degree programs. Degree Maps are reviewed annually in the fall. As a part of our review process during the fall of 2025 (and annually thereafter), program faculty and coordinators will verify KBOR's gateway math course designations as a part of the review process to ensure accuracy.

List number of course sections and number of students per course section estimated to be taught in each respective gateway math course per year when initiative is fully scaled in 2026-2027

The estimates below are based on anticipated course offerings on Barton's Great Bend, Ft. Riley, Ft. Leavenworth and Online campuses as well as through partnered, dual-credit course offerings with local highschools.

# of College Algebra course sections:
49 Sections of MATH 1828

# of students per course section:
between 15 and 30
- # is based on course locations & min and max enroll limits

# of Contemporary Math course sections:
34 Sections of QMAT 1828

# of students per course section:
between 15 and 30
- # is based on course locations & min and max enroll limits

# of Elementary Statistics course sections:
35 Sections of STAT 1828

# of students per course section:
between 15 and 30
- # is based on course locations & min and max enroll limits

2. Please include: **a.** A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and **b.** A plan to implement corequisite math support developmental education full scale in 2026-2027 for each gateway math course that applies to degrees on campus *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for <u>Fall 2025</u> (technical colleges may not require one or two of these):

Barton's course search tool, https://bartonccc.edu/enrollment/classes, shows multiple sections of corequisite math support courses. College Algebra Corequisite (MATH 1826) and Contemporary Math Corequisite (QMAT 1826) are currently scheduled for Fall 2025 on multiple campuses and online; and Elements of Statistics Corequisite (STAT 1826) is currently scheduled for Fall 2025 on the Great Bend campus and online.

Link(s) showing at least one section of corequisite support for each gateway math course applying to degrees on campus for <u>Spring 2026,</u> <u>OR</u>
<u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite math support developmental education for each gateway math course applying to degrees on campus for <u>Spring 2026</u>:

Barton has not yet published a schedule for Spring 2026; however, we maintain sufficient faculty and scheduling practices to continue offering multiple sections of corequisite support math courses, namely College Algebra Corequisite (MATH 1826) and Contemporary Math Corequisite (QMAT 1826) at multiple locations and online within the spring term. While Barton's instructional team is still investigating enrollment needs for the Elements of Statistics corequisite course (STAT 1826) at all campuses for the Spring 2026, it is certain it will be scheduled as an online offering.

b. Plan to implement corequisite math support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for the three gateway math courses <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for any of the three gateway math courses in AY 2026? (If you plan to continue to offer prerequisite support for any of the three gateway math courses, please describe what you will do over AY 2026 to fully implement corequisite developmental education for math by 2026-2027.)

Barton has fully implemented corequisite support for gateway math courses for AY26 as we have removed all prerequisite course requirements for the Fall 2025 term and will be using the corequisite support model for students who do not meet placement guidelines for gateway math courses. We will still offer access to developmental math courses through the Fall 2025 term based on a student's desire to take the developmental math course; however, it will not be a prerequisite developmental course.

Identify number of corequisite course sections and number of students per section estimated to be taught for each respective math course per year when initiative is fully scaled in 2026-2027

The estimates below are based on anticipated course offerings on Barton's Great Bend, Ft. Riley, Ft. Leavenworth and Online campuses. Numbers below are based on course locations and minimum and maximum enrollment limits.

# of corequisite support sections for College Algebra :
20-25 sections of College Algebra Corequisite (MATH 1826)

# of students per course section:
between 15 and 30

# of corequisite support sections for Contemporary Math:
10-15 sections of Contemporary Math Corequisite (QMAT 1826)

# of students per course section:
between 15 and 30

# of corequisite support sections for Elementary Statistics:
7-12 sections of Elements of Statistics Corequisite (STAT 1826)

# of students per course section:
between 15 and 30

3. Please provide: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite English support developmental education; and b. A plan to implement corequisite English support developmental education full-scale in 2026-2027	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite English support developmental education for <u>Fall 2025</u>:

Barton's course search tool, https://bartonccc.edu/enrollment/classes, shows multiple sections of corequisite English course sections. Corequisite English (ENGL 1209) is scheduled on the Great Bend Campus and online.

Link(s) showing at least one section of corequisite English support developmental education for <u>Spring 2026</u>
<u>OR</u>
<u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite English support developmental education for <u>Spring 2026</u>:

Barton has not yet published a schedule for Spring 2026; however, we maintain sufficient faculty and scheduling practices to continue offering multiple sections of corequisite English courses, namely Corequisite English (ENGL 1209) on the Great Bend and online campus locations, and are currently developing the Corequisite English course to be offered on the Ft. Riley and Ft. Leavenworth campuses by Spring 2026.

b. Plan to implement corequisite English support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for English Composition I <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for the course in AY 2026? (If you plan to continue to offer prerequisite support for this course, please describe what you will do over AY 2026 to fully implement corequisite developmental education for English Comp I by 2026-2027.)

Barton has fully implemented corequisite English courses for AY26 as we have removed all prerequisite course requirements for the Fall 2025 term and will be using the corequisite support model for students who do not meet placement guidelines for English Composition I. We will still offer access to developmental English courses online through the Fall 2025 term based on a student's desire to take the developmental course; however, it will not be a prerequisite developmental course.

Identify number of students and number of course sections estimated to be taught in each corequisite English support developmental education course per year when initiative is fully scaled in 2026-2027:

# of corequisite support sections for English Composition I:	**# of students per course section:**
15-20 sections of Corequisite English (ENGL 1209)	between 15 and 30 (based on course locations & min and max enrollment limits

4. Please detail your institution's plan to implement the systemwide English and math course placement measures for the soft launch and full-scale in 2026-2027. **a.** Plan to implement systemwide English course placement measures (for English Composition I); and **b.** Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus. *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

Plan to implement systemwide English course placement measures (for English Composition I)
Soft launch by Fall 2025 should include using the approved systemwide English course placement measures found here to place enough students into at least one section of English corequisite support developmental education. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025 – 2026 for English Composition I?

Barton will also accept a GED Score of 165 or higher for enrollment into English Composition I

Do you plan to adopt the approved systemwide measures and the institutional measures above full-scale for AY 2026 (one year early), or do you plan to continue to place any remaining students using the placement measures you used prior to AY 2026? (If you plan to use measures used previously for AY 2026, please explain what they are and how this will work alongside the soft launch.)

Barton will be implementing the KBOR systemwide measures along with the institutional measure of a GED score at full scale for AY2026, beginning in the Fall 2025.

a. Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus

Soft launch by Fall 2025 should include using the approved systemwide math course placement measures found here for enough students to place them into at least one section of corequisite support developmental education for each of the gateway math courses. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025-2026, for

College Algebra:

Barton will also accept a GED Score of 165 or higher for enrollment into College Algebra.

Contemporary Math:

Barton will also accept a GED Score of 155 or higher for enrollment into Contemporary Math.

Elementary Statistics:

Barton will also accept a GED Score of 155 or higher for enrollment into Elements of Statistics.

Do you plan to adopt these measures full-scale for AY 2026 (a year early), or do you plan to continue to place any remaining students using the placement measures you used previously for AY 2026? (If you plan to use measures used previously, please explain what they are and how this will work alongside the soft launch.)

Barton will be implementing the KBOR systemwide measures along with the institutional measure of a GED score at full scale for AY2026, beginning in the Fall 2025.

5. Please provide a link to all academic degree maps effective for students starting in Fall 2025 or Spring 2026 (AY 2026). Degree maps should be semester-by-semester plans and should reflect the overall guidance linked here and the general education framework guidance reflected here.	**20 Points**

All active academic degree maps can be located on the Barton Community College website at this location: https://bartonccc.edu/programs/guides-maps.

Institution: Butler Community College

Contact: Barry Robinson
Email: brobinson17@butlercc.edu

AY 2025 Performance Report (AY 2026 Funding Cycle)

Due by July 1, 2025

1. Please include: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and b. A plan to implement Math Pathways full scale in 2026-2027 *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for Fall 2025:

BCC Student Registration

MA132/MA133/MA134 - College Algebra 1 (Module 10)/College Algebra 2 (Module 11)/College Algebra 3 (Module 12) or MA135 College Algebra
MA130 Contemporary Math
MA210 Applied Statistics

Link(s) showing at least one section of each gateway math course applying to degrees on campus for Spring 2026 OR
IF the Spring 2026 schedule isn't yet available, provide a statement indicating intent to offer at least one section of each of the three gateway math courses that applies to degrees on campus for Spring 2026:

We teach each of the gateway math courses every semester. At this time, MA130 Contemporary Math has only been offered online because there has not been enough enrollment to offer it face-to-face. As the pathways adopt the new math pathway course, we will convert some of the college algebra sections which are face-to-face to contemporary math. We already offer MA210 Applied Statistics, both face-to-face and online. That will continue.

b. Plan to implement math pathways full scale in 2026-2027

Are all internal approvals in place to integrate the appropriate gateway math course into each degree program on campus? (If not, please explain what is left to do.)

All internal approvals are in place. We will change pre-requisites at the catalog level and the CRN level once the Fall 2026 schedule rolls. At that time, we will convert some of the college algebra sections to contemporary math. I don't believe there will be a need to add any applied statistic courses.

List number of course sections and number of students per course section estimated to be taught in each respective gateway math course per year when initiative is fully scaled in 2026-2027

# of College Algebra course sections: 70 **# of students per course section:** 24

# of Contemporary Math course sections: 20 **# of students per course section:** 24

# of Elementary Statistics course sections: 20 **#of students per course section: 2**4

2. Please include: **a.** A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and **b.** A plan to implement corequisite math support developmental education full scale in 2026-2027 for each gateway math course that applies to degrees on campus *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for Fall 2025 (technical colleges may not require one or two of these):

BCC Student Registration

MA032 College Algebra 1 Corequisite/MA132 College Algebra 1 (Module 10)
MA033 College Algebra 2 Corequisite/MA133 College Algebra 2 (Module 11)
MA034 College Algebra 3 Corequisite/MA134 College Algebra 3 (Module 12)

MA118 Contemporary Math with Guided Support

MA208 Applied Statistics with Guided Support

Link(s) showing at least one section of corequisite support for each gateway math course applying to degrees on campus for Spring 2026, OR IF the Spring 2026 schedule isn't yet available, provide a statement indicating intent to offer at least one section of corequisite math support developmental education for each gateway math course applying to degrees on campus for Spring 2026:

The current plan is to offer one section of each corequisite math course face-to-face in El Dorado and Andover. It will be similar, if not identical, to what we did in Fall 2025.

b. Plan to implement corequisite math support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for the three gateway math courses full-scale for AY 2026 (a year early), or do you plan to continue to offer prerequisite developmental education for any of the three gateway math courses in AY 2026? (If you plan to continue to offer prerequisite support for any of the three gateway math courses, please describe what you will do over AY 2026 to fully implement corequisite developmental education for math by 2026-2027.)

We do not plan to implement corequisite math support full scale until 2026-2027. We will change pre-requisites at the catalog level and the CRN level once the Fall 2026 schedule rolls. We will convert the developmental math courses to corequisite classes. We will need to add the corequisite applied statistics and contemporary math courses.

Identify number of corequisite course sections and number of students per section estimated to be taught for each respective math course per year when initiative is fully scaled in 2026-2027

# of corequisite support sections for College Algebra : 50 **# of students per course section: 24**

# of corequisite support sections for Contemporary Math: 10 **# of students per course section: 24**

# of corequisite support sections for Elementary Statistics: 10 **# of students per course section: 24**

3. Please provide: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite English support developmental education; and b. A plan to implement corequisite English support developmental education full-scale in 2026-2027	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite English support developmental education for <u>Fall 2025</u>:

BCC Student Registration

Link(s) showing at least one section of corequisite English support developmental education for <u>Spring 2026</u>
<u>OR</u>
<u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite English support developmental education for <u>Spring 2026</u>:

The spring 2026 schedule has not currently rolled; however, Butler will be offering approximately 14 sections our corequisite, or ALP (Accelerated Learning Program), English sections which pair English Comp I and developmental English. This is the same model we have been utilizing since 2013. By fall 2026 we will no longer be offering any standalone developmental English sections.

b. Plan to implement corequisite English support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for English Composition I <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for the course in AY 2026? (If you plan to continue to offer prerequisite support for this course, please describe what you will do over AY 2026 to fully implement corequisite developmental education for English Comp I by 2026-2027.)

As stated above, Butler has been offering the corequisite design for more than 12 years now. It has been a very successful model and by AY 26 we will be full scale.

Identify number of students and number of course sections estimated to be taught in each corequisite English support developmental education course per year when initiative is fully scaled in 2026-2027:

48 of corequisite support sections for English Composition I: 12 of students per course section for a total of 208

4. Please detail your institution's plan to implement the systemwide English and math course placement measures for the soft launch and full-scale in 2026-2027. **a.** Plan to implement systemwide English course placement measures (for English Composition I); and **b.** Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus. *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Plan to implement systemwide English course placement measures (for English Composition I)
Soft launch by Fall 2025 should include using the approved systemwide English course placement measures found here to place enough students into at least one section of English corequisite support developmental education. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025 – 2026 for English Composition I?

Our current placement measures for Accuplacer and ACT match the KBOR approved systemwide measures. Our current high school cumulative unweighted GPA is lower than the approved systemwide measures, set at 2.6 (which we have piloted since Fall '24 semester based on national research) for high school juniors/seniors or graduates and 3.0 for high school sophomores. In our current policy, these GPA placement levels expire after 6 years.

We will adopt the KBOR approved systemwide measures fully for the Fall '26 enrollment or sooner.

Do you plan to adopt the approved systemwide measures and the institutional measures above full-scale for AY 2026 (one year early), or do you plan to continue to place any remaining students using the placement measures you used prior to AY 2026? (If you plan to use measures used previously for AY 2026, please explain what they are and how this will work alongside the soft launch.)

We will adopt the KBOR approved systemwide measures fully for the Fall '26 enrollment or sooner.

b. Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus

Soft launch by Fall 2025 should include using the approved systemwide math course placement measures found here for enough students to place them into at least one section of corequisite support developmental education for each of the gateway math courses. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025-2026, for

College Algebra: Our own math placement exam, which is called the MyMathPlan Assessment (MMPA)

Contemporary Math: Our own math placement exam, which is called the MyMathPlan Assessment (MMPA)

Elementary Statistics: Our own math placement exam, which is called the MyMathPlan Assessment (MMPA)

Do you plan to adopt these measures full-scale for AY 2026 (a year early), or do you plan to continue to place any remaining students using the placement measures you used previously for AY 2026? (If you plan to use measures used previously, please explain what they are and how this will work alongside the soft launch.)

For students enrolling the pilot corequisite classes, we are using the new measures outlined by the state. In Fall 2026, we will use the state placement measures and also have an MMPA which can place students in any of the three math pathway courses if they demonstrate mastery on the MMPA designed for the new math pathway courses and do not have current ACT, SAT, or Accuplacer scores set at the state level nor are able to place using Multiple Measures outlined by the state.

Current Butler Placement Scores
College Algebra/Contemporary Math/Applied Statistics
Math ACT: 21 or higher OR
Math SAT: 530 or higher OR
Accuplacer QAS: 263 or higher OR
HS GPA and Course Grade: 3.70 cumulative GPA (unweighted) **and A** in Algebra 2 or higher OR
Institutional Measure* MMPA

5. Please provide a link to all academic degree maps effective for students starting in Fall 2025 or Spring 2026 (AY 2026). Degree maps should be semester-by-semester plans and should reflect the overall guidance linked here and the general education framework guidance reflected here.	**20 Points**

Here is the alphabetical list for our academic degree maps which includes the general education framework:

https://catalog.butlercc.edu/content.php?catoid=12&navoid=696

Institution: Cloud County Community College

Contact: Brandon Galm
Email: brandon.galm@cloud.edu

AY 2025 Performance Report (AY 2026 Funding Cycle)

Due by July 1, 2025

1. Please include: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and b. A plan to implement Math Pathways full scale in 2026-2027 *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for Fall 2025:

The following link provides access to the Fall 2025 course schedule: https://www.cloud.edu/academics/course-schedulescalendars/

Either click on "Searchable, Real-time Course Schedules" or the "Fall 2025" course links under Concordia and Geary to see Math pathway offerings. The estimated offerings and enrollments noted at the bottom of this question include offerings on both campuses. (MA 108 Contemporary Math; MA 111 College Algebra; MA 114 Elementary Statistics)

Link(s) showing at least one section of each gateway math course applying to degrees on campus for Spring 2026 OR
IF the Spring 2026 schedule isn't yet available, provide a statement indicating intent to offer at least one section of each of the three gateway math courses that applies to degrees on campus for Spring 2026:

The Spring 2026 schedule will not be finalized and available until October 2026. However, Cloud intends to offer a similar schedule to the Fall offerings (multiple sections of Contemporary Math and College Algebra; one section of Elementary Statistics), adjusted based on anticipated enrollments and/or any data gained from Fall 2025 enrollment trends.

b. Plan to implement math pathways full scale in 2026-2027

Are all internal approvals in place to integrate the appropriate gateway math course into each degree program on campus? (If not, please explain what is left to do.)

All internal approvals have been made, and Cloud is implementing Math Pathways fully in Fall 2025 as a pilot year to determine any adjustments that need to be made before KBOR's full scale implementation in Fall 2026. This full-scale implementation includes using the 25-26 school year to develop/review effective online offerings for all pathway courses.

List number of course sections and number of students per course section estimated to be taught in each respective gateway math course per year when initiative is fully scaled in 2026-2027

# of College Algebra course sections: 7 (3 in Fall; 3 in Spring; 1 in Summer)	**# of students per course section:** 30
# of Contemporary Math course sections: 7 (4 in Fall; 4 in Spring; 1 in Summer)	**# of students per course section:** 20
# of Elementary Statistics course sections: 3 (2 in Fall; 2 in Spring; 1 in Summer)	**# of students per course section:** 20

2. Please include: **a.** A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and **b.** A plan to implement corequisite math support developmental education full scale in 2026-2027 for each gateway math course that applies to degrees on campus *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for <u>Fall 2025</u> (technical colleges may not require one or two of these):

The following link provides access to the Fall 2025 course schedule: https://www.cloud.edu/academics/course-schedulescalendars/

Either click on "Searchable, Real-time Course Schedules" or the "Fall 2025" course links under Concordia and Geary to see Math pathway offerings. The estimated offerings and enrollments noted at the bottom of this question include offerings on both campuses. (MA 088 Contemporary Math Applications; MA 090 Elementary Statistics Applications; MA 092 College Algebra Applications)

Link(s) showing at least one section of corequisite support for each gateway math course applying to degrees on campus for <u>Spring 2026</u>, <u>OR</u> <u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite math support developmental education for each gateway math course applying to degrees on campus for <u>Spring 2026</u>:

The Spring 2026 schedule will not be finalized and available until October 2026. However, Cloud intends to offer a similar schedule to the Fall offerings (multiple sections of co-requisite course Contemporary Math and College Algebra; one section of Elementary Statistics), adjusted based on anticipated enrollments and/or any data gained from Fall 2025 enrollment trends.

b. Plan to implement corequisite math support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for the three gateway math courses <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for any of the three gateway math courses in AY 2026? (If you plan to continue to offer prerequisite support for any of the three gateway math courses, please describe what you will do over AY 2026 to fully implement corequisite developmental education for math by 2026-2027.)

Cloud is fully implementing co-requisite support courses for all three math pathway courses in Fall 2025 (a year early). Elementary and Intermediate Algebra will no longer be offered beginning Fall 2025. This full-scale implementation includes using the 25-26 school year to develop/review effective online offerings for all pathway co-requisite courses.

Identify number of corequisite course sections and number of students per section estimated to be taught for each respective math course per year when initiative is fully scaled in 2026-2027

# of corequisite support sections for College Algebra : 5 (2 in Fall; 2 in Spring; 1 in Summer*)	**# of students per course section:** 15
# of corequisite support sections for Contemporary Math: 5 (2 in Fall; 2 in Spring; 1 in Summer*)	**# of students per course section:** 15
# of corequisite support sections for Elementary Statistics: 5 (2 in Fall; 2 in Spring; 1 in Summer*)	**# of students per course section:** 15

*Summer offerings are dependent upon online modality approval and availability.

3. Please provide: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite English support developmental education; and b. A plan to implement corequisite English support developmental education full-scale in 2026-2027	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite English support developmental education for <u>Fall 2025</u>:

The following link provides access to the Fall 2025 course schedule: https://www.cloud.edu/academics/course-schedulescalendars/

Either click on "Searchable, Real-time Course Schedules" or the "Fall 2025" course links under Concordia and Geary to see English pathway offerings. English courses are under the Communications course moniker at Cloud. The estimated offerings and enrollments noted at the bottom of this question include offerings on both campuses. (CM 101 English Comp I; CM 094 Composition Workshop)

Link(s) showing at least one section of corequisite English support developmental education for <u>Spring 2026</u>
<u>OR</u>
<u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite English support developmental education for <u>Spring 2026</u>:

The Spring 2026 schedule will not be finalized and available until October 2026. However, Cloud has offered a co-requisite support course for its Composition I class since 2018, so it will continue to offer its co-requisite course as usual in the spring semester.

b. Plan to implement corequisite English support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for English Composition I <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for the course in AY 2026? (If you plan to continue to offer prerequisite support for this course, please describe what you will do over AY 2026 to fully implement corequisite developmental education for English Comp I by 2026-2027.)

Cloud intends to offer its pre-requisite developmental English course (Transitional English) for one additional year. The Communications department is ready to implement co-requisite English support this year, due to the aforementioned history of offering that course, but it would like one more year to collect data based on KBOR's placement scores, so that it can adjust the co-requisite support course to better serve students who will enroll in it beginning in Fall 2026. Additionally, the Communications department would like to explore development of an online offering for the co-requisite course to be ready for the full launch in Fall 2026, but also a pilot potentially in Summer 2026.

Identify number of students and number of course sections estimated to be taught in each corequisite English support developmental education course per year when initiative is fully scaled in 2026-2027:

# of corequisite support sections for English Composition I:	**# of students per course section:**
7 (4 in Fall; 2 in Spring; 1 in Summer*)	18

*Summer offering is dependent upon online modality approval and availability.

4. Please detail your institution's plan to implement the systemwide English and math course placement measures for the soft launch and full-scale in 2026-2027. **a.** Plan to implement systemwide English course placement measures (for English Composition I); and **b.** Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus. *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Plan to implement systemwide English course placement measures (for English Composition I)

Soft launch by Fall 2025 should include using the approved systemwide English course placement measures found here to place enough students into at least one section of English corequisite support developmental education. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025 – 2026 for English Composition I?

Cloud plans to fully utilize the systemwide placement measures beginning Fall 2025. It will use those scores to place students directly into Composition I or to Composition I with co-requisite support. No institutional measures will be used in the 25-26 school year, as Cloud wants to gather data to determine what any institutional measure(s) might be.

Because Cloud is planning to still offer a pre-requisite support course in the 25-26 school year, it has left in a cut score for placement into Transitional English (pre-requisite) vs. Composition I with Workshop (co-requisite). This would be the closest thing that the college has to an institutional measure. That cut score of placement into Transitional English instead of Composition I with Workshop reads as follows:

A student who does not meet any of the placement requirements for English Composition I will be eligible to enroll in English Composition I with Composition Workshop unless their scores fall in the below ranges. If scores fall in the below ranges, they will need to take Transitional English first.

- ACT English: 13 or lower, OR
- SAT EBWR: 359 or lower, OR
- Accuplacer Reading ***AND*** Writing: 236 or lower, OR
- HS GPA**: 1.4 or lower (cumulative, unweighted, after 5 or more semesters)

**HS GPA valid for domestic high schools only.

Do you plan to adopt the approved systemwide measures and the institutional measures above full-scale for AY 2026 (one year early), or do you plan to continue to place any remaining students using the placement measures you used prior to AY 2026? (If you plan to use measures used previously for AY 2026, please explain what they are and how this will work alongside the soft launch.)

As noted above, due to Cloud still offering its pre-requisite support course for one more year, it will utilize one measure outside of the systemwide measures and it is comparable to the measures previously used to place students into the pre-requisite course. Otherwise, Cloud is implementing the systemwide measures fully in the 25-26 school year for placement into Composition I vs. Composition I with Workshop.

b. Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus

Soft launch by Fall 2025 should include using the approved systemwide math course placement measures found here for enough students to place them into at least one section of corequisite support developmental education for each of the gateway math courses. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025-2026, for

College Algebra:

No institutional measures will be used in 25-26. Only systemwide placement measures will be used, so Cloud can collect data and determine if any institutional measures are necessary and what those might look like.

Contemporary Math:

No institutional measures will be used in 25-26. Only systemwide placement measures will be used, so Cloud can collect data and determine if any institutional measures are necessary and what those might look like.

Elementary Statistics:

No institutional measures will be used in 25-26. Only systemwide placement measures will be used, so Cloud can collect data and determine if any institutional measures are necessary and what those might look like.

Do you plan to adopt these measures full-scale for AY 2026 (a year early), or do you plan to continue to place any remaining students using the placement measures you used previously for AY 2026? (If you plan to use measures used previously, please explain what they are and how this will work alongside the soft launch.)

Cloud plans to fully adopt the systemwide placement measures for math pathway and math co-requisite courses beginning in the 25-26 school year. No prior placement scores will be used.

5. Please provide a link to all academic degree maps effective for students starting in Fall 2025 or Spring 2026 (AY 2026). Degree maps should be semester-by-semester plans and should reflect the overall guidance linked here and the general education framework guidance reflected here.	**20 Points**

Academic maps can be found here: https://www.cloud.edu/academics/advising/academic-maps-and-planning-guides/

Click on the link labeled “Academic Map” next to each program. These all reflect the guidance and general education notations.

The “Planning Guide” is a slightly different document that gives a holistic look at the degree and is used for advising purposes.

Institution: Coffeyville Community College

Contact: Aron Potter
Email: potter.aron@coffeyville.edu

AY 2025 Performance Report (AY 2026 Funding Cycle)

Due by July 1, 2025

1. Please include: — 20 Points

a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and (a = 10 pts)

b. A plan to implement Math Pathways full scale in 2026-2027 (b = 10 pts)

(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)

a. Link(s) showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for Fall 2025:

https://coffey-ss.colleague.elluciancloud.com/Student/Student/Courses/Search?Terms=2025FA

Report Run: 5/15/2025

Schedule by Course
2025FA

Course	Credit Clock	Course Title	Days	Start Time	End Time	Start Date	End Date	Bldg	Room	Instructor
MATH										
MATH-103-01	3	Contemporary Math	MWF	08:00 AM	08:50 AM	08/18/2025	12/11/2025	A/S	319	Sykora, Jenny
MATH-105-01	3	College Algebra	MWF	09:00 AM	09:50 AM	08/18/2025	12/11/2025	A/S	311	Eytcheson, Harold
MATH-250-01	3	Elementary Statistics	MWF	11:00 AM	11:50 AM	08/18/2025	12/11/2025	A/S	310	Payne, Kendall

Link(s) showing at least one section of each gateway math course applying to degrees on campus for Spring 2026 OR
IF the Spring 2026 schedule isn't yet available, provide a statement indicating intent to offer at least one section of each of the three gateway math courses that applies to degrees on campus for Spring 2026:

Report Run: 5/15/2025

Schedule by Course
2026SP

Course	Credit Clock	Course Title	Days	Start Time	End Time	Start Date	End Date	Bldg	Room	Instructor
MATH										
MATH-103-01	3	Contemporary Math	MWF	08:00 AM	08:50 AM	01/07/2026	05/07/2026	A/S	319	Sykora, Jenny
MATH-105-02	3	College Algebra	MWF	09:00 AM	09:50 AM	01/07/2026	05/07/2026	A/S	310	Payne, Kendall
MATH-250-01	3	Elementary Statistics	MWF	11:00 AM	11:50 AM	01/07/2026	05/07/2026	A/S	310	Payne, Kendall

b. Plan to implement math pathways full scale in 2026-2027
Are all internal approvals in place to integrate the appropriate gateway math course into each degree program on campus? (If not, please explain what is left to do.)
Yes

List number of course sections and number of students per course section estimated to be taught in each respective gateway math course per year when initiative is fully scaled in 2026-2027

# of College Algebra course sections: 7 # of students per course section: 30
# of Contemporary Math course sections: 6 # of students per course section: 30
# of Elementary Statistics course sections: 2 # of students per course section: 30

2. Please include: **a.** A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and **b.** A plan to implement corequisite math support developmental education full scale in 2026-2027 for each gateway math course that applies to degrees on campus *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for <u>Fall 2025</u> (technical colleges may not require one or two of these):

College Algebra w/ Review has the corequisite option and "lab" is the resource course for the students who are not gateway ready.

Report Run: 5/15/2025

Schedule by Course

2025FA

Course	Credit Clock	Course Title	Days	Start Time	End Time	Start Date	End Date	Bldg	Room	Instructor
MATH										
L indicates the resource class for the corequisite & with Review.										
MATH-103-L1	3	Contemporary Math	MWF	08:00 AM	08:50 AM	08/18/2025	12/11/2025	A/S	319	Walker, Mona
			TTh	08:00 AM	08:50 AM	08/18/2025	12/11/2025	A/S	319	Sykora, Jenny
MATH-104-01	5	College Algebra w/ Review	MTWThF	11:00 AM	11:50 AM	08/18/2025	12/11/2025	A/S	311	Eytcheson, Harold
MATH-105-L2	3	College Algebra	MWF	09:00 AM	09:50 AM	08/18/2025	12/11/2025	A/S	310	Payne, Kendall
MATH-105-L2	3	College Algebra	MWF	09:00 AM	09:50 AM	08/18/2025	12/11/2025	A/S	310	Payne, Lisa
MATH-250-L1	3	Elementary Statistics	MWF	11:00 AM	11:50 AM	08/18/2025	12/11/2025	A/S	310	Payne, Lisa
			TTh	11:00 AM	11:50 AM	08/18/2025	12/11/2025	A/S	220	Payne, Kendall

Link(s) showing at least one section of corequisite support for each gateway math course applying to degrees on campus for Spring 2026, OR IF the Spring 2026 schedule isn't yet available, provide a statement indicating intent to offer at least one section of corequisite math support developmental education for each gateway math course applying to degrees on campus for Spring 2026:

Report Run: 5/15/2025

Schedule by Course
2026SP

Course	Credit Clock	Course Title	Days	Start Time	End Time	Start Date	End Date	Bldg	Room	Instructor
MATH										
L indicates the resource class for the corequisite & with Review.										
MATH-103-L3	3	Contemporary Math	MWF	01:00 PM	01:50 PM	01/07/2026	05/07/2026	A/S	319	Walker, Mona
			TTh	01:00 PM	01:50 PM	01/07/2026	05/07/2026	A/S	319	Sykora, Jenny
MATH-104-01	5	College Algebra w/ Review	MTWThF	11:00 AM	11:50 AM	01/07/2026	05/07/2026	A/S	311	Eytcheson, Harold
MATH-105-L2	3	College Algebra	MWF	09:00 AM	09:50 AM	01/07/2026	05/07/2026	A/S	310	Payne, Lisa
			TTh	09:30 AM	10:20 AM	01/07/2026	05/07/2026	A/S	310	Payne, Kendall
MATH-250-L1	3	Elementary Statistics	MWF	11:00 AM	11:50 AM	01/07/2026	05/07/2026	A/S	310	Payne, Lisa
			TTh	11:00 AM	11:50 AM	01/07/2026	05/07/2026	A/S	220	Payne, Kendall

b. Plan to implement corequisite math support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for the three gateway math courses full-scale for AY 2026 (a year early), or do you plan to continue to offer prerequisite developmental education for any of the three gateway math courses in AY 2026? (If you plan to continue to offer prerequisite support for any of the three gateway math courses, please describe what you will do over AY 2026 to fully implement corequisite developmental education for math by 2026-2027.)

- Beginning in Fall 2025

Identify number of corequisite course sections and number of students per section estimated to be taught for each respective math course per year when initiative is fully scaled in 2026-2027

# of corequisite support sections for College Algebra: 5 # of students per course section: 15/20

# of corequisite support sections for Contemporary Math: 3 # of students per course section: 15

# of corequisite support sections for Elementary Statistics: 1 # of students per course section: 15

3. Please provide: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite English support developmental education; and b. A plan to implement corequisite English support developmental education full-scale in 2026-2027	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite English support developmental education for <u>Fall 2025</u>:

https://coffey-ss.colleague.elluciancloud.com/Student/Student/Courses/Search?Terms=2025FA

Report Run: 5/15/2025

Schedule by Course
2025FA

Course	Credit	Clock	Course Title	Days	Start Time	End Time	Start Date	End Date	Bldg	Room	Instructor
ENGL											
ENGL-100-01	4		English Comp W/ Review	MTWTh	08:00 AM	08:50 AM	08/18/2025	12/11/2025	A/S	314	Meek, Salina
ENGL-101-01	3		English Composition I	MWF	08:00 AM	08:50 AM	08/18/2025	12/11/2025	A/S	306	Butcher, Ryan

Link(s) showing at least one section of corequisite English support developmental education for <u>Spring 2026</u>
<u>OR</u>
<u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite English support developmental education for <u>Spring 2026</u>:

Report Run: 5/15/2025

Schedule by Course
2026SP

Course	Credit	Clock	Course Title	Days	Start Time	End Time	Start Date	End Date	Bldg	Room	Instructor
ENGL											
ENGL-100-01	4		English Comp W/ Review	MTWTh	08:00 AM	08:50 AM	01/07/2026	05/07/2026	A/S	314	Meek, Salina
ENGL-101-01	3		English Composition I	MWF	08:00 AM	08:50 AM	01/07/2026	05/07/2026	A/S	306	Butcher, Ryan

b. Plan to implement corequisite English support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for English Composition I <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for the course in AY 2026? (If you plan to continue to offer prerequisite support for this course, please describe what you will do over AY 2026 to fully implement corequisite developmental education for English Comp I by 2026-2027.)

- Beginning in Fall 2025

Identify number of students and number of course sections estimated to be taught in each corequisite English support developmental education course per year when initiative is fully scaled in 2026-2027:

# of corequisite support sections for English Composition I: 8 # of students per course section: 20

4. Please detail your institution's plan to implement the systemwide English and math course placement measures for the soft launch and full-scale in 2026-2027. **a.** Plan to implement systemwide English course placement measures (for English Composition I); and **b.** Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus. *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Plan to implement systemwide English course placement measures (for English Composition I)

Soft launch by Fall 2025 should include using the approved systemwide English course placement measures found here to place enough students into at least one section of English corequisite support developmental education. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025 – 2026 for English Composition I?

CCC will be using the systemwide placement for English

Do you plan to adopt the approved systemwide measures and the institutional measures above full-scale for AY 2026 (one year early), or do you plan to continue to place any remaining students using the placement measures you used prior to AY 2026? (If you plan to use measures used previously for AY 2026, please explain what they are and how this will work alongside the soft launch.)

Adopted for the 25-26 AY.

b. Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus

Soft launch by Fall 2025 should include using the approved systemwide math course placement measures found here for enough students to place them into at least one section of corequisite support developmental education for each of the gateway math courses. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025-2026, for

Contemporary Math, College Algebra and Statistics
Math ACT: 18 or higher
Math SAT: 510 or higher
ALEKS PPL: 30 or higher
Accuplacer: 255 or higher
Multiple Measures:

- HS GPA and Course Grade- 3.0 GPA and C- or higher in the Second semester Algebra 2 or equivalent course

Do you plan to adopt these measures full-scale for AY 2026 (a year early), or do you plan to continue to place any remaining students using the placement measures you used previously for AY 2026? (If you plan to use measures used previously, please explain what they are and how this will work alongside the soft launch.)

Summer of 2025 and AY 25-26 will be assessed to guide the faculty on changes that may be needed to improve student success regarding the placement scores.

5. Please provide a link to all academic degree maps effective for students starting in Fall 2025 or Spring 2026 (AY 2026). Degree maps should be semester-by-semester plans and should reflect the overall guidance linked here and the general education framework guidance reflected here.	**20 Points**

https://coffeyville.catalog.acalog.com/content.php?catoid=5&navoid=137

Institution: Colby Community College

Contact: Seth Carter
Email: seth.carter@colbycc.edu

AY 2025 Performance Report (AY 2026 Funding Cycle)

Due by July 1, 2025

1. Please include: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and b. A plan to implement Math Pathways full scale in 2026-2027 *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for <u>Fall 2025:</u>

Colby Community College is offering at least three sections each of College Algebra, Contemporary Math, and Elementary Statistics during Fall 2025. The full schedule, including course details, is available at https://www.colbycc.edu/academics/schedules/fall-schedule1.pdf (MA170 Contemporary Math; MA 178 College Algebra; MA 205 Elements of Statistics)

Link(s) showing at least one section of each gateway math course applying to degrees on campus for <u>Spring 2026</u>
<u>OR</u>
<u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of each of the three gateway math courses that applies to degrees on campus for <u>Spring 2026</u>:

While the Spring 2026 course schedule is not yet finalized, Colby Community College affirms its intent to offer at least one section of each gateway math course—College Algebra, Contemporary Math, and Elementary Statistics—that applies to degree programs on campus. These courses are consistently part of the college's semester offerings and will be included in the final Spring 2026 schedule. Each of these gateway math courses was also offered during the Spring and Summer 2025 terms, demonstrating the college's ongoing commitment to providing accessible pathways to degree completion. The most recent course schedule is published on the CCC website: https://www.colbycc.edu/academics/class-finals-schedules/index.html

b. Plan to implement math pathways full scale in 2026-2027

Are all internal approvals in place to integrate the appropriate gateway math course into each degree program on campus? (If not, please explain what is left to do.)

All internal approvals are in place to integrate the appropriate gateway math courses into each degree program on campus. The gateway courses—College Algebra, Contemporary Math, and Elementary Statistics—were formally approved and included in the 2024–2025 academic year as eligible courses to meet general education requirements. These courses have been incorporated into the degree pathways for the Associate of Arts, Associate of Science, and Associate of Applied Science programs, as appropriate to each program's outcomes and transfer alignment. This integration is documented in the Colby Community College Academic Catalog, which outlines the general education requirements and degree pathways for each credential. The most recently published academic catalog is available at https://www.colbycc.edu/academics/catalog.html.

Colby Community College offered all three gateway courses in Spring 2025 and Summer 2025. Based on the offerings in the last two terms and the performance of the Fall 2025 offerings, CCC will continue to monitor and evaluation the enrollment to determine the number of section offerings.

List number of course sections and number of students per course section estimated to be taught in each respective gateway math course per year when initiative is fully scaled in 2026-2027

# of College Algebra course sections: 17 **# of students per course section: 15**

# of Contemporary Math course sections: 7 **# of students per course section: 15**

# of Elementary Statistics course sections: 15 **# of students per course section: 10**

2. Please include: **a.** A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and **b.** A plan to implement corequisite math support developmental education full scale in 2026-2027 for each gateway math course that applies to degrees on campus *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for <u>Fall 2025</u> (technical colleges may not require one or two of these):

Colby Community College is offering at least two sections each of corequisite math support for Contemporary Math, and Elementary Statistics during Fall 2025 (MA070 Contemporary Math Workshop; MA099 Elements of Statistics Workshop). The corequisites are workshop classes. Additionally, CCC will offer one section of corequitie math (MA078 College Algebra Workshop) in the Fall 2025 term and two sections for the Spring 2026 term.

The full schedule, including course details, is available at https://www.colbycc.edu/academics/schedules/fall-schedule.pdf.

The College will pilot the co-requisite model for the Fall 2025 and Spring 2026 to determine planning for Academic Year 2026-2027.

Link(s) showing at least one section of each gateway math course applying to degrees on campus for <u>Spring 2026</u>
<u>OR</u>
<u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite math support developmental education for each gateway math course applying to degrees on campus for <u>Spring 2026</u>:

While the Spring 2026 course schedule is not yet finalized, Colby Community College affirms its intent to offer at least one section of each workshop corresponding with each gateway math course—College Algebra, Contemporary Math, and Elementary Statistics—that applies to degree programs on campus. These courses are consistently part of the college's semester offerings and will be included in the final Spring 2026 schedule. The most recent course schedule is published on the CCC website: https://www.colbycc.edu/academics/class-finals-schedules/index.html

a. Plan to implement corequisite math support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for the three gateway math courses <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for any of the three gateway math courses in AY 2026? (If you plan to continue to offer prerequisite support for any of the three gateway math courses, please describe what you will do over AY 2026 to fully implement corequisite developmental education for math by 2026-2027.)

Colby Community College plans to implement corequisite developmental education for all three gateway math courses at full scale in Academic Year 2026. The final corequisite course is scheduled to be added in the Spring 2026 schedule. As part of this transition, prerequisite developmental education courses have been removed from the curriculum and will no longer be offered. This shift ensures that all degree-seeking students are supported through a corequisite model aligned with Math Pathways initiatives and statewide goals.

Identify number of corequisite course sections and number of students per section estimated to be taught for each respective math course per year when initiative is fully scaled in 2026-2027

# of corequisite support sections for College Algebra : 3 **# of students per course section: 15**

# of corequisite support sections for Contemporary Math: 2 **# of students per course section: 15**

# of corequisite support sections for Elementary Statistics: 2 **# of students per course section: 15**

3. Please provide: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite English support developmental education; and b. A plan to implement corequisite English support developmental education full-scale in 2026-2027	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite English support developmental education for <u>Fall 2025</u>:

Colby Community College is offering at least five sections corequisite English support developmental education during Fall 2025. The full schedule, including course details, is available at https://www.colbycc.edu/academics/schedules/fall-schedule.pdf (ENGL 103 Comp I with Review)

Link(s) showing at least one section of corequisite English support developmental education for <u>Spring 2026</u>
<u>OR</u>
<u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite English support developmental education for <u>Spring 2026</u>:

While the Spring 2026 course schedule is not yet finalized, Colby Community College affirms its intent to offer four sections of the corequisite English support developmental education. These courses are consistently part of the college's semester offerings and will be included in the final Spring 2026 schedule. The most recent course schedule is published on the CCC website: https://www.colbycc.edu/academics/class-finals-schedules/index.html

b. Plan to implement corequisite English support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for English Composition I <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for the course in AY 2026? (If you plan to continue to offer prerequisite support for this course, please describe what you will do over AY 2026 to fully implement corequisite developmental education for English Comp I by 2026-2027.)

Colby Community College implemented the corequisite support model for English Composition I beginning in the 2018–2019 academic year and plans to continue offering this model for the foreseeable future. The college remains committed to providing equitable access to college-level English through embedded support that promotes student success and aligns with statewide developmental education reform.

Identify number of students and number of course sections estimated to be taught in each corequisite English support developmental education course per year when initiative is fully scaled in 2026-2027:

# of corequisite support sections for English Composition I: 10 # of students per course section: 10

4. Please detail your institution's plan to implement the systemwide English and math course placement measures for the soft launch and full-scale in 2026-2027. **a.** Plan to implement systemwide English course placement measures (for English Composition I); and **b.** Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus. *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Plan to implement systemwide English course placement measures (for English Composition I)

Soft launch by Fall 2025 should include using the approved systemwide English course placement measures found here to place enough students into at least one section of English corequisite support developmental education. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025 – 2026 for English Composition I?

Colby Community College has already adopted placement measures aligned with the approved systemwide measures as early as Academic Year 2024–2025. The college's current placement guide is closely aligned with the Kansas Board of Regents (KBOR) policy, and will continue to be used in AY 2025–2026. In addition to the systemwide measures, CCC allows for individualized placement decisions based on supplemental evidence, such as writing samples or prior coursework, with approval from the Vice President of Academic Affairs. This flexible approach ensures equitable access while maintaining academic readiness standards.

Do you plan to adopt the approved systemwide measures and the institutional measures above full-scale for AY 2026 (one year early), or do you plan to continue to place any remaining students using the placement measures you used prior to AY 2026? (If you plan to use measures used previously for AY 2026, please explain what they are and how this will work alongside the soft launch.)

Colby Community College intends to adopt the approved systemwide measures and institutional measures at full scale in Academic Year 2026. The college has already made substantial progress toward alignment and is currently participating in the soft launch phase. The only area of minor variance is the SAT Evidence-Based Reading and Writing (ERW) score. CCC currently requires a minimum score of 490, while the KBOR benchmark is 500. Due to the small number of students submitting SAT scores, the College does not yet have sufficient local data to support adjusting the cutoff. CCC will continue to analyze data from the soft launch window to determine whether an update to the SAT benchmark is warranted. Until then, the 490 score will remain in effect, and all other placement measures are fully aligned with the KBOR policy.

b. Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus

Soft launch by Fall 2025 should include using the approved systemwide math course placement measures found here for enough students to place them into at least one section of corequisite support developmental education for each of the gateway math courses. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025-2026, for

College Algebra:

The institution does not plan to use additional institutional measures alongside the approved systemwide placement measures for AY 2025–2026. All student placement decisions for gateway math courses during this period will be based solely on the systemwide standards.

Contemporary Math:

The institution does not plan to use additional institutional measures alongside the approved systemwide placement measures for AY 2025–2026. All student placement decisions for gateway math courses during this period will be based solely on the systemwide standards.

Elementary Statistics:

The institution does not plan to use additional institutional measures alongside the approved systemwide placement measures for AY 2025–2026. All student placement decisions for gateway math courses during this period will be based solely on the systemwide standards.

Do you plan to adopt these measures full-scale for AY 2026 (a year early), or do you plan to continue to place any remaining students using the placement measures you used previously for AY 2026? (If you plan to use measures used previously, please explain what they are and how this will work alongside the soft launch.)

Colby Community College is adopting the Kansas Board of Regents (KBOR) systemwide placement measures as part of the soft launch for Academic Year 2025–2026. The math department has provided an updated advising guide that includes the approved placement measures for College Algebra, Contemporary Math, and Elementary Statistics. These measures are being used to place students—including those enrolled in corequisite support sections—beginning Fall 2025.

Colby Community College will collect and analyze placement and course outcome data during the soft launch year to assess student success and placement accuracy. The approved measures will be formally published in the 2025–2026 academic catalog, and the college plans to implement them at full scale in AY 2026, one year ahead of the required deadline.

5. Please provide a link to all academic degree maps effective for students starting in Fall 2025 or Spring 2026 (AY 2026). Degree maps should be semester-by-semester plans and should reflect the overall guidance linked here and the general education framework guidance reflected here.	**20 Points**

Colby Community College is implementing a new catalog system featuring updated guided pathways and degree maps for all academic programs. Degree maps can be found on the Areas of Study page of the CCC website: https://www.colbycc.edu/academics/index.html. This page can be used to access the degree maps while the new catalog system is implemented. It is expected the new catalog site will be live by August 1, 2025. In an effort to demonstrate the College's commitment to provide complete maps, the direct link to the most recently published College Catalog is provided as well: https://www.colbycc.edu/academics/catalog.html

Please note: Three programs—Welding Technology, Forklift Operations, and Telecommunications Technology—are offered exclusively at correctional facilities through a partnership with the Kansas Department of Corrections (KDOC). Degree maps for these programs are provided in the Correctional Facility Programming PDF. This document is not available through the website's navigation but may be accessed directly via a shared link.

Program Title	Award Level	Award	CIP
FORKLIFT OPERATIONS	SAPP	CCOMP	49.0209
TELECOMMUNICATIONS TECHNOLOGY	SAPP	CCOMP	15.0305
WELDING LEVEL I CERTIFICATE	CERTA	CERT	48.0508
WELDING LEVEL II CERTIFICATE	CERTB	CERT	48.0508

Institution: Cowley College

Contact: Dr. Scott Layton
Email: scott.layton@cowley.edu

AY 2025 Performance Report (AY 2026 Funding Cycle)

Due by July 1, 2025

1. Please include: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and b. A plan to implement Math Pathways full scale in 2026-2027 *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for <u>Fall 2025:</u>

- College Algebra (MTH 4420)
- Contemporary Math (MTH 4419)
- Elementary Statistics (MTH 4423)

Link(s) showing at least one section of each gateway math course applying to degrees on campus for <u>Spring 2026</u>
<u>OR</u>
<u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of each of the three gateway math courses that applies to degrees on campus for <u>Spring 2026</u>:

- Cowley College has not yet finalized or published the Spring 2026 course schedule. However, **the institution fully implemented the gateway courses for the Fall 2025 semester and will continue those offerings into Spring 2026.**

b. Plan to implement math pathways full scale in 2026-2027

Are all internal approvals in place to integrate the appropriate gateway math course into each degree program on campus? (If not, please explain what is left to do.)

- Yes, **Cowley College is fully prepared, and all internal approvals are in place** to integrate the appropriate gateway mathematics course into each applicable degree program offered on campus. The institution has aligned each degree pathway with a corresponding gateway math course based on program requirements and transfer alignment to ensure students have access to the most relevant and supportive math curriculum.

List number of course sections and number of students per course section estimated to be taught in each respective gateway math course per year when initiative is fully scaled in 2026-2027

# of College Algebra course sections: 20 **# of students per course section: 25**

# of Contemporary Math course sections: 7 **# of students per course section: 25**

# of Elementary Statistics course sections: 14 **# of students per course section: 25**

2. Please include: **a.** A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and **b.** A plan to implement corequisite math support developmental education full scale in 2026-2027 for each gateway math course that applies to degrees on campus *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for <u>Fall 2025</u> (technical colleges may not require one or two of these):

- College Algebra w/Review (MTH 4421)
- Contemporary Math w/Review (MTH 4417)
- Elementary Statistics w/Review (MTH 4422)

Link(s) showing at least one section of corequisite support for each gateway math course applying to degrees on campus for <u>Spring 2026</u>, <u>OR</u> <u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite math support developmental education for each gateway math course applying to degrees on campus for <u>Spring 2026</u>:

- Cowley College has not yet finalized or published the Spring 2026 course schedule. However, **the institution fully implemented corequisite support for each of the three gateway mathematics courses for the Fall 2025 semester and will continue those offerings into Spring 2026.**

b. Plan to implement corequisite math support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for the three gateway math courses <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for any of the three gateway math courses in AY 2026? (If you plan to continue to offer prerequisite support for any of the three gateway math courses, please describe what you will do over AY 2026 to fully implement corequisite developmental education for math by 2026-2027.)

- Yes, **Cowley College is fully prepared to implement the appropriate corequisite support for the three math gateway courses** into each applicable degree program offered on campus. The institution has aligned each degree pathway with a corresponding gateway math course based on program requirements and transfer alignment to ensure students have access to the most relevant and supportive math curriculum.

Identify number of corequisite course sections and number of students per section estimated to be taught for each respective math course per year when initiative is fully scaled in 2026-2027

# of corequisite support sections for College Algebra : 16 # of students per course section: 20

# of corequisite support sections for Contemporary Math: 6 # of students per course section: 20

# of corequisite support sections for Elementary Statistics: 3 # of students per course section: 20

3. Please provide: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite English support developmental education; and b. A plan to implement corequisite English support developmental education full-scale in 2026-2027	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite English support developmental education for <u>Fall 2025</u>:

- English Supplemental (EBE 2206)

Link(s) showing at least one section of corequisite English support developmental education for <u>Spring 2026</u>
OR
<u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite English support developmental education for <u>Spring 2026</u>:

- Cowley College has not yet finalized or published the Spring 2026 course schedule. However, the institution affirms its intent to offer **at least one section of corequisite English support** for students enrolled on campus during the Spring 2026 semester.

b. Plan to implement corequisite English support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for English Composition I <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for the course in AY 2026? (If you plan to continue to offer prerequisite support for this course, please describe what you will do over AY 2026 to fully implement corequisite developmental education for English Comp I by 2026-2027.)

- Cowley College will have **full implementation of corequisite developmental education for English Composition I** in Academic Year 2026. We already have a corequisite model in place and have adopted the systemwide English placement measures, which will be used for all students beginning in AY 2026. No prerequisite developmental education courses will be offered for English Composition I beyond this point, as we are fully aligned with the statewide corequisite reform timeline.

Identify number of students and number of course sections estimated to be taught in each corequisite English support developmental education course per year when initiative is fully scaled in 2026-2027:

# of corequisite support sections for English Composition I: 20 # of students per course section: 10

- When the initiative is fully scaled in 2026–2027, Cowley College estimates offering approximately **20 sections** of corequisite support for English Composition I per academic year. Each section is projected to serve an average of **10 students**, resulting in an estimated **200 students** supported annually through the corequisite model. This includes approximately 11 sections in the fall semester and 6–7 sections in the spring semester.

4. Please detail your institution's plan to implement the systemwide English and math course placement measures for the soft launch and full-scale in 2026-2027. **a.** Plan to implement systemwide English course placement measures (for English Composition I); and **b.** Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus. *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Plan to implement systemwide English course placement measures (for English Composition I)

Soft launch by Fall 2025 should include using the approved systemwide English course placement measures found here to place enough students into at least one section of English corequisite support developmental education. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025 – 2026 for English Composition I?

- Students with an ACCUPLACER Reading/Writing score below 224, might require additional academic intervention and should be referred to the Humanities Department for individual placement support.

Do you plan to adopt the approved systemwide measures and the institutional measures above full-scale for AY 2026 (one year early), or do you plan to continue to place any remaining students using the placement measures you used prior to AY 2026? (If you plan to use measures used previously for AY 2026, please explain what they are and how this will work alongside the soft launch.)

- Cowley College will adopt the **approved systemwide and institutional placement measures full-scale for Academic Year 2026**, one year ahead of the required implementation. We have had a fully implemented co-requisite model in place for more than 10 years, and it will continue to be used for English Composition I. Additionally, the placement grid we adopted for Fall 2025 aligns with the recommended systemwide transfer criteria, ensuring a smooth and consistent placement process for all students. We do not plan to use any previous placement measures alongside the new system.

b. Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus

Soft launch by Fall 2025 should include using the approved systemwide math course placement measures found here for enough students to place them into at least one section of corequisite support developmental education for each of the gateway math courses. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025-2026, for

College Algebra:
Students with a Math ACT of 15 or below, ACCUPLACER score below 240, or an overall unweighted high school GPA below 2.0 might require additional academic intervention and should be referred to the Natural Science and Mathematics Department for individual placement support.

Contemporary Math:
Students with a Math ACT of 15 or below, ACCUPLACER score below 240, or an overall unweighted high school GPA below 2.0 might require additional academic intervention and should be referred to the Natural Science and Mathematics Department for individual placement support.

Elementary Statistics:
Students with a Math ACT of 15 or below, ACCUPLACER score below 240, or an overall unweighted high school GPA below 2.0 might require additional academic intervention and should be referred to the Natural Science and Mathematics Department for individual placement support.

Do you plan to adopt these measures full-scale for AY 2026 (a year early), or do you plan to continue to place any remaining students using the placement measures you used previously for AY 2026? (If you plan to use measures used previously, please explain what they are and how this will work alongside the soft launch.)

- Cowley College has already implemented the new placement scores, and they will go into effect beginning Fall 2025. As such, we **do plan to adopt these measures full-scale for Academic Year 2026**, a year ahead of the required implementation timeline. We will not continue to use the previous placement measures alongside the new system. All students enrolling in AY 2026 will be placed using the updated placement scores to ensure consistency, equity, and alignment with statewide math pathways reform.

5. Please provide a link to all academic degree maps effective for students starting in Fall 2025 or Spring 2026 (AY 2026). Degree maps should be semester-by-semester plans and should reflect the overall guidance linked here and the general education framework guidance reflected here.	**20 Points**

All Cowley College academic degree maps can be found here.

Institution: Dodge City Community College

Contact: Mechele Hailey
Email: mhailey@dc3.edu

AY 2025 Performance Report (AY 2026 Funding Cycle)

Due by July 1, 2025

1. Please include: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and b. A plan to implement Math Pathways full scale in 2026-2027 *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

Link(s) showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for Fall 2025:

Link for Fall 2025:
https://dccportal.jenzabarcloud.com/ICS/Course_Search.jnz?portlet=Course_Search&screen=Advanced+Course+Search&screenType=next

- MATH 101—Modern College Math: 5 sections (F2F- 2, online- 1, dual credit- 2)
- MATH 106—College Algebra: 13 sections (F2F- 2, online- 3, dual credit- 8)
- MATH 230—Elementary Statistics: 4 sections (F2F- 1, online- 1, dual credit- 2)

Link(s) showing at least one section of each gateway math course applying to degrees on campus for Spring 2026
OR
IF the Spring 2026 schedule isn't yet available, provide a statement indicating intent to offer at least one section of each of the three gateway math courses that applies to degrees on campus for Spring 2026:

The Spring 2026 schedule is not yet available. We do affirm our intent to offer at least one section of each of the three gateway mathematics courses applicable to degree programs offered by DCCC on campus during the Spring 2026 term. These are the essential courses for supporting student progress toward degree completion and will be scheduled accordingly to meet institutional and student needs.

a. Plan to implement math pathways full scale in 2026-2027

Are all internal approvals in place to integrate the appropriate gateway math course into each degree program on campus? (If not, please explain what is left to do.)

Yes, all internal approvals are in place to integrate the appropriate gateway mathematics course into each degree program on campus. These integrations align with institutional policies and support student pathways to degree completion. The use of degree trees in our J1 system will guide students in registration for the appropriate gateway course for their specific chosen degree pathway. These have been approved through all relevant academic channels.

List number of course sections and number of students per course section estimated to be taught in each respective gateway math course per year when initiative is fully scaled in 2026-2027

# of College Algebra course sections: 10 **# of students per course section:** 20

# of Contemporary Math course sections: 5 **# of students per course section:** 20

# of Elementary Statistics course sections: 2 **# of students per course section:** 20

2. Please include: **a.** A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and **b.** A plan to implement corequisite math support developmental education full scale in 2026-2027 for each gateway math course that applies to degrees on campus *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for <u>Fall 2025</u> (technical colleges may not require one or two of these):

Link for Fall 2025:
https://dccportal.jenzabarcloud.com/ICS/Course_Search.jnz?portlet=Course_Search&screen=Advanced+Course+Search&screenType=next

- MATH 104—Modern College Math with Review: 2 sections (traditional on-campus face-to-face)
- MATH 108—College Algebra with Review: 2 sections (traditional on-campus face-to-face)
- MATH 230—Elementary Statistics with Review: 1 section (traditional on-campus face-to-face)

Link(s) showing at least one section of corequisite support for each gateway math course applying to degrees on campus for <u>Spring 2026</u>, <u>OR</u> <u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite math support developmental education for each gateway math course applying to degrees on campus for <u>Spring 2026</u>:

The Spring 2026 schedule is not yet available. We do affirm our intent to offer at least one section of each of the three gateway mathematics courses with support, applicable to degree programs offered by DCCC on campus during the Spring 2026 term. These are the essential courses for supporting student progress toward degree completion and will be scheduled accordingly to meet institutional and student needs.

b. Plan to implement corequisite math support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for the three gateway math courses <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for any of the three gateway math courses in AY 2026? (If you plan to continue to offer prerequisite support for any of the three gateway math courses, please describe what you will do over AY 2026 to fully implement corequisite developmental education for math by 2026-2027.)

We plan to implement corequisite math support developmental education full-scale for AY 2026 beginning in Fall 2025. This strategic implementation supports our commitment to equity, academic achievement, and timely degree completion.
DCCC will implement embedded developmental education support within each of the three gateway mathematics courses, rather than offering a separate co-requisite model. This approach allows students to receive just-in-time support directly within the context of the college-level course, improving both engagement and outcomes.

The actual courses are as follows:

- MATH 104—Modern College Math with Support
- MATH 108—College Algebra with Support
- MATH 234—Elementary Statistics with Support

Identify number of corequisite course sections and number of students per section estimated to be taught for each respective math course per year when initiative is fully scaled in 2026-2027

# of corequisite support sections for College Algebra : 2 **# of students per course section:** 18

# of corequisite support sections for Contemporary Math: 2 **# of students per course section:** 18

# of corequisite support sections for Elementary Statistics: 2 **# of students per course section:** 18

3. Please provide: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite English support developmental education; and b. A plan to implement corequisite English support developmental education full-scale in 2026-2027	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite English support developmental education for <u>Fall 2025</u>:

Link for Fall 2025:
https://dccportal.jenzabarcloud.com/ICS/Course_Search.jnz?portlet=Course_Search&screen=Advanced+Course+Search&screenType=next

- ENG 104—English Composition I with Support: 3 sections (traditional on-campus face-to-face)

Link(s) showing at least one section of corequisite English support developmental education for <u>Spring 2026</u>
<u>OR</u>
<u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite English support developmental education for <u>Spring 2026</u>:

The Spring 2026 schedule is not yet available. We do affirm our intent to offer at least one section of English support developmental education, applicable to degree programs offered by DCCC on campus during the Spring 2026 term. These are the essential courses for supporting student progress toward degree completion and will be scheduled accordingly to meet institutional and student needs.

b. Plan to implement corequisite English support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for English Composition I <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for the course in AY 2026? (If you plan to continue to offer prerequisite support for this course, please describe what you will do over AY 2026 to fully implement corequisite developmental education for English Comp I by 2026-2027.)

We plan to implement English support developmental education full-scale for AY 2026 beginning in Fall 2025. This strategic implementation supports our commitment to equity, academic achievement, and timely degree completion.
DCCC will implement embedded developmental education support within a comprehensive Composition I course, rather than offering a separate co-requisite model. This approach allows students to receive just-in-time support directly within the context of the college-level course, improving both engagement and outcomes.

The actual course is as follows:

- ENG 104—English Composition I with Support

Identify number of students and number of course sections estimated to be taught in each corequisite English support developmental education course per year when initiative is fully scaled in 2026-2027:

# of corequisite support sections for English Composition I: 3 **# of students per course section:** 15

4. Please detail your institution's plan to implement the systemwide English and math course placement measures for the soft launch and full-scale in 2026-2027. **a.** Plan to implement systemwide English course placement measures (for English Composition I); and **b.** Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus. *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Plan to implement systemwide English course placement measures (for English Composition I)

Soft launch by Fall 2025 should include using the approved systemwide English course placement measures found here to place enough students into at least one section of English corequisite support developmental education. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025 – 2026 for English Composition I?

DCCC will use the approved systemwide placement measures for English Composition I during the 2025-2026 academic year. The only institution specific placement measure in place for English Composition I is for ESL students. The ESL students will take the ESL Accuplacer to determine the course they should take. If they score above a 110 on the ESL, they are allowed to take the English Accuplacer and then placement is based on the score they receive on that.

Do you plan to adopt the approved systemwide measures and the institutional measures above full-scale for AY 2026 (one year early), or do you plan to continue to place any remaining students using the placement measures you used prior to AY 2026? (If you plan to use measures used previously for AY 2026, please explain what they are and how this will work alongside the soft launch.)

See above statement. DC3 will implement the measures for AY 2026 which will continue to remain in place for subsequent academic years.

b. Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus

Soft launch by Fall 2025 should include using the approved systemwide math course placement measures found here for enough students to place them into at least one section of corequisite support developmental education for each of the gateway math courses. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025-2026, for

DC3 will use the approved systemwide placement measures for gateway math courses (including any developmental support) during the 2025-2026 academic year. No additional institution specific placement criterion will be used.

Do you plan to adopt these measures full-scale for AY 2026 (a year early), or do you plan to continue to place any remaining students using the placement measures you used previously for AY 2026? (If you plan to use measures used previously, please explain what they are and how this will work alongside the soft launch.)

See above statement. DC3 will implement the measures for AY 2026 which will continue to remain in place for subsequent academic years.

5. Please provide a link to all academic degree maps effective for students starting in Fall 2025 or Spring 2026 (AY 2026). Degree maps should be semester-by-semester plans and should reflect the overall guidance linked here and the general education framework guidance reflected here.	**20 Points**

This is the link to our academic degree maps outlined by semester and reflects the overall guidance and the general education frameworks as well.

https://dc3.edu/academics/certificates-degrees/

Institution: Fort Scott Community College

Contact: Sonia Gugnani
Email: soniag@fortscott.edu

AY 2025 Performance Report (AY 2026 Funding Cycle)

Due by July 1, 2025

1. Please include: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and b. A plan to implement Math Pathways full scale in 2026-2027 *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for <u>Fall 2025:</u>

https://fortscott.edu/academics/course-schedule/

MAT2253-000 COURSE TRANSFER	**ELEMENTARY STATISTICS** VANLUYCK DEEANN 08/18/2025 to 12/11/2025 Books	3.00	A-134	M W	09:00AM - 10:25AM	Limit: 28 Open: 25 Enrolled: 3 Waitlisted: 0
MAT1063-001 COURSE TRANSFER	**QUANTITATIVE REASONING** ASHMORE SAVANNA 08/19/2025 to 12/11/2025 Books	3.00	A-123	T R	09:00AM - 10:25AM	Limit: 28 Open: 21 Enrolled: 7 Waitlisted: 1
MAT1083-000 COURSE TRANSFER	**COLLEGE ALGEBRA** VANLUYCK DEEANN 08/19/2025 to 12/11/2025 Books	3.00	A-134	T R	09:00AM - 10:30AM	Limit: 28 Open: 25 Enrolled: 3 Waitlisted: 2

Link(s) showing at least one section of each gateway math course applying to degrees on campus for <u>Spring 2026</u>
<u>OR</u>
<u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of each of the three gateway math courses that applies to degrees on campus for <u>Spring 2026</u>:

Fort Scott Community College is offering multiple sections of all gateway math courses (College Algebra, Contemporary Math, and Elementary Statistics) in fall 2025. We plan to offer at least one section each of College Algebra, Contemporary Math and Elementary Statistics in spring 2026.

b. Plan to implement math pathways full scale in 2026-2027

Are all internal approvals in place to integrate the appropriate gateway math course into each degree program on campus? (If not, please explain what is left to do.)

Yes, FSCC has created degree maps for all the degrees and the appropriate gateway math course has been integrated into each degree program. The placement policy for different gateway math courses has been adopted. The information regarding gateway math courses have been shared with high schools for implementation.

List number of course sections and number of students per course section estimated to be taught in each respective gateway math course per year when initiative is fully scaled in 2026-2027

# of College Algebra course sections: 15-16 # of students per course section:28

# of Contemporary Math course sections: 10 # of students per course section:28

# of Elementary Statistics course sections: 10 # of students per course section:28

2. Please include: **a.** A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and **b.** A plan to implement corequisite math support developmental education full scale in 2026-2027 for each gateway math course that applies to degrees on campus *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for <u>Fall 2025</u> (technical colleges may not require one or two of these):

https://fortscott.edu/academics/course-schedule/

MAT0151-000	**ELEMENTARY STATISTICS LAB** VANLUYCK DEEANN 08/18/2025 to 12/11/2025 Books	1.00 A-134	M W	08:30AM - 08:55AM	Limit: 20 Open: 20 Enrolled: 0 Waitlisted: 0	
	STUDENTS MUST ENROLL IN MAT 2253-000					
MAT0161-001	**QUANTITATIVE REASONING LAB** ASHMORE SAVANNA 08/19/2025 to 12/11/2025 Books	1.00 A-123	T R	08:30AM - 08:55AM	Limit: 20 Open: 16 Enrolled: 4 Waitlisted: 0	
	STUDENTS MUST ENROLL IN MAT 1063-001					
MAT0181-000	**COLLEGE ALGEBRA LAB** VANLUYCK DEEANN 08/19/2025 to 12/11/2025 Books	1.00 A-134	T R	12:00PM - 12:25PM	Limit: 20 Open: 17 Enrolled: 3 Waitlisted: 0	
	STUDENTS MUST ENROLL IN MAT 1083-000					

Link(s) showing at least one section of corequisite support for each gateway math course applying to degrees on campus for Spring 2026, OR IF the Spring 2026 schedule isn't yet available, provide a statement indicating intent to offer at least one section of corequisite math support developmental education for each gateway math course applying to degrees on campus for Spring 2026:

FSCC piloted co-requisite support courses for Elementary Statistics and Quantitative Reasoning in Spring 2025. These co-requisite models will continue to be offered in Fall 2025 and Spring 2026. Prior to the statewide co-requisite implementation, College Algebra with Review had already been in place at FSCC. Beginning Fall 2025, FSCC will transition the College Algebra support into a separate, co-requisite College Algebra lab course, which will continue to be offered in Spring 2026. The Spring 2026 schedule, reflecting these offerings, will be available for students in October 2025.

b. Plan to implement corequisite math support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for the three gateway math courses full-scale for AY 2026 (a year early), or do you plan to continue to offer prerequisite developmental education for any of the three gateway math courses in AY 2026? (If you plan to continue to offer prerequisite support for any of the three gateway math courses, please describe what you will do over AY 2026 to fully implement corequisite developmental education for math by 2026-2027.)

FSCC piloted co-requisite courses for Quantitative Reasoning and Elementary Statistics during Academic Year 2025. FSCC will fully implement the co-requisite model for all three gateway mathematics courses: College Algebra, Quantitative Reasoning, and Elementary Statistics beginning in Academic Year 2026, one year ahead of the statewide timeline. With this transition, FSCC will no longer offer any prerequisite developmental education courses in mathematics starting in AY 2026.

Identify number of corequisite course sections and number of students per section estimated to be taught for each respective math course per year when initiative is fully scaled in 2026-2027

# of corequisite support sections for College Algebra : 6 # of students per course section: 20

# of corequisite support sections for Contemporary Math: 5 # of students per course section:20

# of corequisite support sections for Elementary Statistics: 3 # of students per course section:20

3. Please provide: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite English support developmental education; and b. A plan to implement corequisite English support developmental education full-scale in 2026-2027	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite English support developmental education for <u>Fall 2025</u>:

https://fortscott.edu/academics/course-schedule/

ENG0112-002 ENGLISH ENRICHMENT 2.00 A-139 M W 10:30AM - 11:25AM Limit: 12
HYLAND DEBORAH Open: 6
08/18/2025 to 12/11/2025 Enrolled: 6
Books Waitlisted: 0

STUDENTS MUST ENROLL IN ENG1013002

Link(s) showing at least one section of corequisite English support developmental education for <u>Spring 2026</u>
<u>OR</u>
<u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite English support developmental education for <u>Spring 2026</u>:

Fort Scott Community College FSCC adopted the co-requisite model for English in Fall 2018, beginning with a pilot of two courses. Based on the success of the pilot, FSCC fully implemented the co-requisite model on a campus-wide scale beginning in Fall 2019.

While the co-requisite model was in place, FSCC also continued to offer the traditional pre-requisite developmental English courses to support students who needed additional preparation. However, due to the success of the corequisite model, FSCC phased out the pre-requisite model completely by Fall 2023.

FSCC remains committed to the co-requisite model and will continue to offer it for English Composition in Spring 2026. The course schedule reflecting these offerings will be finalized and made available in October 2025.

b. Plan to implement corequisite English support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for English Composition I <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for the course in AY 2026? (If you plan to continue to offer prerequisite support for this course, please describe what you will do over AY 2026 to fully implement corequisite developmental education for English Comp I by 2026-2027.)

FSCC already implemented the corequisite English support developmental education in fall 2019 and has had tremendous success with that.

Identify number of students and number of course sections estimated to be taught in each corequisite English support developmental education course per year when initiative is fully scaled in 2026-2027:

# of corequisite support sections for English Composition I: 8 # of students per course section: 12

4. Please detail your institution's plan to implement the systemwide English and math course placement measures for the soft launch and full-scale in 2026-2027. **a.** Plan to implement systemwide English course placement measures (for English Composition I); and **b.** Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus. *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Plan to implement systemwide English course placement measures (for English Composition I)

Soft launch by Fall 2025 should include using the approved systemwide English course placement measures found here to place enough students into at least one section of English corequisite support developmental education. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025 – 2026 for English Composition I?

FSCC uses waivers for high school students enrolling in concurrent classes at their high schools. These waivers are designed for students whose placement scores fall just below the required threshold for courses such as English Composition but who demonstrate the academic motivation and readiness for success. In such cases, a waiver may be granted based on the recommendation of the student's high school teacher or counselor, who can provide insight into the student's preparedness and potential for success in a college-level writing course.

Do you plan to adopt the approved systemwide measures and the institutional measures above full-scale for AY 2026 (one year early), or do you plan to continue to place any remaining students using the placement measures you used prior to AY 2026? (If you plan to use measures used previously for AY 2026, please explain what they are and how this will work alongside the soft launch.)

FSCC plans to adopt the approved systemwide placement measures full-scale for AY 2026 for determining student eligibility for enrollment in Composition I. FSCC will reserve the use of placement waivers for high school students who do not fully meet the placement criteria through multiple measures but demonstrate strong academic motivation and readiness for success.
FSCC will not use any other placement measures that were used used prior to AY2026.

b. Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus

Soft launch by Fall 2025 should include using the approved systemwide math course placement measures found here for enough students to place them into at least one section of corequisite support developmental education for each of the gateway math courses. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025-2026, for

College Algebra:
Waivers for high school students taking concurrent classes

Contemporary Math:
Waivers for high school students taking concurrent classes

Elementary Statistics:
Waivers for high school students taking concurrent classes

Do you plan to adopt these measures full-scale for AY 2026 (a year early), or do you plan to continue to place any remaining students using the placement measures you used previously for AY 2026? (If you plan to use measures used previously, please explain what they are and how this will work alongside the soft launch.)

FSCC plans to implement the systemwide placement measures for mathematics at full scale beginning in Academic Year 2026. These measures will be applied consistently across all gateway math courses, including College Algebra, Contemporary Math (Quantitative Reasoning), and Elementary Statistics. This implementation aligns FSCC's placement practices with statewide standards and ensures appropriate course placement based on multiple measures of college readiness. In addition to the systemwide placement policy, FSCC will allow limited use of waivers for high school students who do not meet the systemwide math placement criteria but demonstrate strong academic motivation and college readiness. These waivers will be granted based on recommendations from high school instructors or counselors who can attest to the student's preparedness for college-level coursework.

FSCC will not use any other placement measures that were used used prior to AY2026.

5. Please provide a link to all academic degree maps effective for students starting in Fall 2025 or Spring 2026 (AY 2026). Degree maps should be semester-by-semester plans and should reflect the overall guidance linked here and the general education framework guidance reflected here.	**20 Points**

https://fortscott.edu/academics/degree-certificates-programs/

Institution: Garden City Community College

Contact: Marc Malone
Email: marc.malone@gcccks.edu

AY 2025 Performance Report (AY 2026 Funding Cycle)

Due by July 1, 2025

1. Please include: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and b. A plan to implement Math Pathways full scale in 2026-2027 *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for Fall 2025:

The college's electronic line schedule is available here: https://gccc-ss.colleague.elluciancloud.com/Student/Courses The line schedule can also be found from the college website's main page, by clicking on "Academics" and then "Search for Classes."

While it is not possible to share a direct link to search results within the schedule, we've included directions for searching below:

Search Instructions

1. Under "Term," select "Fall 2025 Main Session."
2. Under "Courses and Sections," select "Mathematics."
3. Scroll to the bottom of the page and select "Search."

In the results, you will find course listings for the following gateway courses:

- Math-108 College Algebra (3 credits)
- Math-110 Fundamentals of statistics (3 credits)
- Math-111 Contemporary Mathematics (3 credits)

Link(s) showing at least one section of each gateway math course applying to degrees on campus for Spring 2026 OR
IF the Spring 2026 schedule isn't yet available, provide a statement indicating intent to offer at least one section of each of the three gateway math courses that applies to degrees on campus for Spring 2026:

The college's Spring 2026 schedule will be developed and published in October 2025. It is GCCC's intent to grow the Math Pathways options for Spring 2026, offering more than the required minimum sections of Math-108, Math-110, and Math-111 as it has for Fall 2025.

b. Plan to implement math pathways full scale in 2026-2027

Are all internal approvals in place to integrate the appropriate gateway math course into each degree program on campus? (If not, please explain what is left to do.)

All internal approvals have been processed for full-scale implementation in 26-27. Regarding linking gateway math courses to specific degree programs, starting with the Fall 2025 catalog, recommended gateway math courses have been listed within the statewide general education requirements for each program pathway. This is described more fully in the response to question 5 below.

List number of course sections and number of students per course section estimated to be taught in each respective gateway math course per year when initiative is fully scaled in 2026-2027

# of College Algebra course sections: 24 **# of students per course section:** 24

# of Contemporary Math course sections: 6 **# of students per course section:** 24

# of Elementary Statistics course sections: 6 **# of students per course section:** 24

2. Please include: **a.** A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and **b.** A plan to implement corequisite math support developmental education full scale in 2026-2027 for each gateway math course that applies to degrees on campus *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for <u>Fall 2025</u> (technical colleges may not require one or two of these):

The college's electronic line schedule is available here: https://gccc-ss.colleague.elluciancloud.com/Student/Courses The line schedule can also be found from the college website's main page, by clicking on "Academics" and then "Search for Classes."

While it is not possible to share a direct link to search results within the schedule, we've included directions for searching:

Search Instructions

1. Under "Term," select "Fall 2025 Main Session."
2. Under "Courses and Sections," select "Mathematics."
3. Scroll to the bottom of the page and select "Search."

In the results, you will find course listings for the following companion/co-requisite:

- Math-008 College Algebra Companion (2 credits)
- Math-010 Fund. Of Statistics Companion (1 credit)
- Math-011 Contemporary Math Companion (1 credit)

Link(s) showing at least one section of corequisite support for each gateway math course applying to degrees on campus for <u>Spring 2026</u>, <u>OR</u> <u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite math support developmental education for each gateway math course applying to degrees on campus for <u>Spring 2026</u>:

The college's Spring 2026 schedule will be developed and published in October 2025. It is GCCC's intent to grow the Math Pathways options for Spring 2026, offering more than the minimum required sections of Math-008, Math-010, and Math-011 as it has for Fall 2025.

b. Plan to implement corequisite math support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for the three gateway math courses <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for any of the three gateway math courses in AY 2026? (If you plan to continue to offer prerequisite support for any of the three gateway math courses, please describe what you will do over AY 2026 to fully implement corequisite developmental education for math by 2026-2027.)

GCCC's plan to is to offer some prerequisite developmental education sections in the 2026-2027 year and implement co-requisite sections at full-scale for AY 2027. All internal approvals to be at full-scale have been implemented. The purpose of this "soft launch" is for faculty to take time to intentionally apply strategies for effective teaching and learning from the professional development provided in 2024-2025. Faculty will assess the results of this "soft launch" in Fall 2025 and Spring 2026 and use this assessment to improve the teaching and learning environment in the co-requisite course sections for the full launch in AY 2027.

Identify number of corequisite course sections and number of students per section estimated to be taught for each respective math course per year when initiative is fully scaled in 2026-2027

# of corequisite support sections for College Algebra : 9	**# of students per course section:** 12
# of corequisite support sections for Contemporary Math: 6	**# of students per course section:** 12
# of corequisite support sections for Elementary Statistics: 6	**# of students per course section:** 12

3. Please provide: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite English support developmental education; and b. A plan to implement corequisite English support developmental education full-scale in 2026-2027	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite English support developmental education for <u>Fall 2025</u>:

See below.

Link(s) showing at least one section of corequisite English support developmental education for <u>Spring 2026</u>
<u>OR</u>
<u>IF the Spring 2026 schedule isn't yet available</u>, a statement indicating intent to offer at least one section of corequisite English support developmental education for <u>Spring 2026</u>:

The college's electronic line schedule is available here: https://gccc-ss.colleague.elluciancloud.com/Student/Courses The line schedule can also be found from the college website's main page, by clicking on "Academics" and then "Search for Classes."

While it is not possible to share a direct link to search results within the schedule, we've included directions for searching:

Search Instructions

1. Under "Term," select "Fall 2025 Main Session."
2. Under "Courses and Sections," select "English."
3. Scroll to the bottom of the page and select "Search."

In the results, you will find course listings for the following companion/co-requisite:

- Engl-097 English Fundamentals (2 credits)
- Engl-098 English I Companion (1 credit)
- Engl-0993 ELL English I Companion (3 credits)
    - *This course specifically provides support to English Language Learners and is staffed by a Ph.D. Professor in Applied Linguistics who specializes in supporting the college's immigrant-origin and international student population apply reading and writing techniques to bridge the gap toward college success. To find this course within the line schedule database, follow instructions above but select "Fall 2025 Session 2" instead of "Fall 2025 Main Session."*

All courses require concurrent enrollment with an English I course.

b. Plan to implement corequisite English support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for English Composition I <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for the course in AY 2026? (If you plan to continue to offer prerequisite support for this course, please describe what you will do over AY 2026 to fully implement corequisite developmental education for English Comp I by 2026-2027.)

GCCC implemented full-scale co-requisite developmental education in English starting in Fall 2022.

Identify number of students and number of course sections estimated to be taught in each corequisite English support developmental education course per year when initiative is fully scaled in 2026-2027:

# of corequisite support sections for English Composition I:	**# of students per course section:**
Engl-097 English Fundamentals (2 credits): 6 sections	16 students per section
Engl-098 English I Companion (1 credit): 12 sections	12 students per section
Engl-0983 English I ELL Companion (3 credits): 1 section	12 students per section

4. Please detail your institution's plan to implement the systemwide English and math course placement measures for the soft launch and full-scale in 2026-2027. **a.** Plan to implement systemwide English course placement measures (for English Composition I); and **b.** Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus. *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Plan to implement systemwide English course placement measures (for English Composition I)

Soft launch by Fall 2025 should include using the approved systemwide English course placement measures found here to place enough students into at least one section of English corequisite support developmental education. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025 – 2026 for English Composition I?

GCCC will continue to use the General Education Degree (GED) as a placement measure. A GED score of 165 or higher will place students into Engl-101 English I.

Do you plan to adopt the approved systemwide measures and the institutional measures above <u>full-scale for AY 2026</u> (one year early), or do you plan to continue to place any remaining students using the placement measures you used prior to AY 2026? (If you plan to use measures used previously for AY 2026, please explain what they are and how this will work alongside the soft launch.)

Because our automated placement systems are not capable of managing two separate placement structures simultaneously, GCCC is implementing systemwide placement measures and cut scores at scale for AY 2026.

b. Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus

Soft launch by Fall 2025 should include using the approved systemwide math course placement measures found here for enough students to place them into at least one section of corequisite support developmental education for each of the gateway math courses. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025-2026, for

College Algebra:

GCCC will continue to use the General Education Degree (GED) as a placement measure. A GED score of 165 or higher will place students into Math-108 College Algebra.

Contemporary Math:

GCCC will continue to use the General Education Degree (GED) as a placement measure. A GED score of 165 or higher will place students into Math-111 Contemporary Mathematics.

Elementary Statistics:

GCCC will continue to use the General Education Degree (GED) as a placement measure. A GED score of 165 or higher will place students into Math-110 Fundamentals of Statistics.

Do you plan to adopt these measures <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to place any remaining students using the placement measures you used previously for AY 2026? (If you plan to use measures used previously, please explain what they are and how this will work alongside the soft launch.)

Because our automated placement systems are not capable of managing two separate placement structures simultaneously, GCCC is implementing systemwide placement measures and cut scores at scale for AY 2026.

5. Please provide a link to all academic degree maps effective for students starting in Fall 2025 or Spring 2026 (AY 2026). Degree maps should be semester-by-semester plans and should reflect the overall guidance linked here and the general education framework guidance reflected here.	**20 Points**

An A-Z listing of all program options is located in our online Academic Catalog here:
https://catalog.gcccks.edu/content.php?catoid=7&navoid=526

Each program option listed is a link to a full program page that includes, among other items, a semester-by-semester degree map or course sequence. System-wide General Education courses are marked with the required notations that link to a separate page that includes all courses available within that bucket. There are two exceptions to this rule: 1) based on Math Pathways, the recommended KBOR course is listed without a link to the full bucket of options. And 2) when a program is a KBOR-recognized SWAD, the required specific SGE courses are listed without a link to the full bucket of options.

Institution: Highland Community College

Contact: Eric Ketchum
Email: eketchum@highlandcc.edu

AY 2025 Performance Report (AY 2026 Funding Cycle)

Due by July 1, 2025

1. Please include: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and b. A plan to implement Math Pathways full scale in 2026-2027 *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for Fall 2025:

Evidence of at least one section of each gateway math course being offered for Fall 2025 can be found at: https://myhcc.highlandcc.edu/SelfService/Search/Section and applying the following Filters:

College Algebra: Course Code: MAT104, Period: 2025/Fall
Basic Statistics: Course Code: MAT203, Period: 2025/Fall
Contemporary Math: Course Code: MAT108, Period 2025/Fall

Link(s) showing at least one section of each gateway math course applying to degrees on campus for Spring 2026
OR
IF the Spring 2026 schedule isn't yet available, provide a statement indicating intent to offer at least one section of each of the three gateway math courses that applies to degrees on campus for Spring 2026:

It is the intent of Highland Community College to offer at least one section of each of the three gateway math courses for the Spring 2026 semester.

b. Plan to implement math pathways full scale in 2026-2027

Are all internal approvals in place to integrate the appropriate gateway math course into each degree program on campus? (If not, please explain what is left to do.)

All internal approvals are in place to integrate the appropriate gateway math course into each degree program.

College Algebra: Course existed prior to AY25. Course was added to the Associate of General Studies degree program through the Highland Community College Curriculum and Instruction Committee on 10/11/2024. Course already existed on the Associate of Arts degree and the Associate of Science degree.

Basic Statistics: Basic Statistics is Highland Community College's name for Elementary Statistics. Course existed prior to AY25. Course was added to the Associate of General Studies degree program, the Associate of Arts degree program, and the Associate of Science degree program through the Highland Community College Curriculum and Instruction Committee on 10/11/2024.

Contemporary Mathematics: Course existed prior to AY25. Course was added to the Associate of General Studies degree program through the Highland Community College Curriculum and Instruction Committee on 10/11/2024. Course already existed on the Associate of Arts degree.

List number of course sections and number of students per course section estimated to be taught in each respective gateway math course per year when initiative is fully scaled in 2026-2027

# of College Algebra course sections: **# of students per course section:**
16 Sections (8 per semester) 10 students
Estimate based on Spring 2025 enrollment
It should be noted that half of these sections (4 per semester) will have a corresponding corequisite support section that students assigned to those sections will be required to enroll in.

# of Contemporary Math course sections: **# of students per course section:**
2 Sections (1 per semester) 8 students
Estimate based on Spring 2025 enrollment

# of Elementary Statistics course sections: **# of students per course section:**
2 Sections (1 per semester) 10 students
Estimate based on Spring 2025 enrollment

2. Please include: **a.** A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and **b.** A plan to implement corequisite math support developmental education full scale in 2026-2027 for each gateway math course that applies to degrees on campus *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for <u>Fall 2025</u> (technical colleges may not require one or two of these):

Evidence of at least one section of corequisite math support developmental education for each gateway math course being offered for Fall 2025 can be found at: https://myhcc.highlandcc.edu/SelfService/Search/Section and applying the following Filters:

College Algebra Review: Course Code: MAT104R, Period: 2025/Fall
Basic Statistics Review: Course Code: MAT203R, Period: 2025/Fall
Contemporary Math Review: Course Code: MAT108R, Period 2025/Fall

Link(s) showing at least one section of corequisite support for each gateway math course applying to degrees on campus for <u>Spring 2026</u>, <u>OR</u> <u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite math support developmental education for each gateway math course applying to degrees on campus for <u>Spring 2026</u>:

It is the intent of Highland Community College to offer at least one section of corequisite math support developmental education for each of the three gateway math courses for the Spring 2026 semester.

b. Plan to implement corequisite math support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for the three gateway math courses <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for any of the three gateway math courses in AY 2026? (If you plan to continue to offer prerequisite support for any of the three gateway math courses, please describe what you will do over AY 2026 to fully implement corequisite developmental education for math by 2026-2027.)

Corequisite math support developmental education will be offered full scale beginning in Fall 2025. Pre-requisite developmental support will be phased out. Beginning Algebra will be offered for the last time in Fall of 2025. Intermediate Algebra will be offered for the last time in Spring of 2026. It should be noted that for Fall 2025 and Spring 2026 both corequisite and (some form of) prerequisite support will be offered. Starting Fall 2026 only corequisite math support will be offered.

Identify number of corequisite course sections and number of students per section estimated to be taught for each respective math course per year when initiative is fully scaled in 2026-2027

# of corequisite support sections for College Algebra : **# of students per course section:**
8 Sections (4 per semester) 10 students
Estimate based on Spring 2025 enrollment
It should be noted that students in these sections will also be required to be concurrently enrolled in a corresponding section of College Algebra.

# of corequisite support sections for Contemporary Math: **# of students per course section:**
2 Sections (1 per semester) 4 students
Estimate based on Spring 2025 enrollment
It should be noted that students in these sections will also be required to be concurrently enrolled in a corresponding section of Contemporary Math.

# of corequisite support sections for Elementary Statistics: **# of students per course section:**
2 Sections (1 per semester) 5 students
Estimate based on Spring 2025 enrollment
It should be noted that students in these sections will also be required to be concurrently enrolled in a corresponding section of Basic Statistics.

3. Please provide: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite English support developmental education; and b. A plan to implement corequisite English support developmental education full-scale in 2026-2027	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite English support developmental education for <u>Fall 2025</u>:

Evidence of at least one section of corequisite English support developmental education being offered for Fall 2025 can be found at: https://myhcc.highlandcc.edu/SelfService/Search/Section and applying the following Filters:

Composition I Review: Course Code: ENG101R, Period: 2025/Fall

Link(s) showing at least one section of corequisite English support developmental education for <u>Spring 2026</u>
OR
<u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite English support developmental education for <u>Spring 2026</u>:

It is the intent of Highland Community College to offer at least one section of corequisite English support developmental education for the Spring 2026 semester

b. Plan to implement corequisite English support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for English Composition I <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for the course in AY 2026? (If you plan to continue to offer prerequisite support for this course, please describe what you will do over AY 2026 to fully implement corequisite developmental education for English Comp I by 2026-2027.)

Corequisite English support developmental education will be offered full scale beginning in Fall 2025. Starting Fall 2025 only corequisite English support will be offered on campus.

Identify number of students and number of course sections estimated to be taught in each corequisite English support developmental education course per year when initiative is fully scaled in 2026-2027:

# of corequisite support sections for English Composition I: **# of students per course section:**

6 Sections (3 per semester) 7 students
Estimate based on Spring 2025 enrollment

4. Please detail your institution's plan to implement the systemwide English and math course placement measures for the soft launch and full-scale in 2026-2027. **a.** Plan to implement systemwide English course placement measures (for English Composition I); and **b.** Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus. *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Plan to implement systemwide English course placement measures (for English Composition I)

Soft launch by Fall 2025 should include using the approved systemwide English course placement measures found here to place enough students into at least one section of English corequisite support developmental education. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025 – 2026 for English Composition I?

The institutional measure HCC plans to use alongside the approved systemwide placement measure for 2025-2026 for English Composition I consists of professional discretion. It should be noted that placement into Composition I without the corequisite support class requires two indicators (of which professional discretion would only count as one).

Do you plan to adopt the approved systemwide measures and the institutional measures above full-scale for AY 2026 (one year early), or do you plan to continue to place any remaining students using the placement measures you used prior to AY 2026? (If you plan to use measures used previously for AY 2026, please explain what they are and how this will work alongside the soft launch.)

Highland Community College plans to adopt the approved systemwide measures and the institutional measure mentioned above full-scale for AY2026. The use of systemwide placement measures will begin in Fall 2025 and will continue to be in place throughout AY2026.

b. Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus

Soft launch by Fall 2025 should include using the approved systemwide math course placement measures found here for enough students to place them into at least one section of corequisite support developmental education for each of the gateway math courses. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025-2026, for

College Algebra:
The institutional measure HCC plans to use alongside the approved systemwide placement measure for 2025-2026 for College Algebra consists of professional discretion. It should be noted that placement into College Algebra without the corequisite support class requires two indicators (of which professional discretion would only count as one).

Contemporary Math:
The institutional measure HCC plans to use alongside the approved systemwide placement measure for 2025-2026 for Contemporary Math consists of professional discretion. It should be noted that placement into Contemporary Math without the corequisite support class requires two indicators (of which professional discretion would only count as one).

Elementary Statistics:
The institutional measure HCC plans to use alongside the approved systemwide placement measure for 2025-2026 for Basic Statistics consists of professional discretion. It should be noted that placement into Basic Statistics without the corequisite support class requires two indicators (of which professional discretion would only count as one).

Do you plan to adopt these measures full-scale for AY 2026 (a year early), or do you plan to continue to place any remaining students using the placement measures you used previously for AY 2026? (If you plan to use measures used previously, please explain what they are and how this will work alongside the soft launch.)

Highland Community College plans to adopt the approved systemwide measures and the institutional measures mentioned above full-scale for AY2026. The use of systemwide placement measures will begin in Fall 2025 and will continue to be in place throughout AY2026.

5. Please provide a link to all academic degree maps effective for students starting in Fall 2025 or Spring 2026 (AY 2026). Degree maps should be semester-by-semester plans and should reflect the overall guidance linked here and the general education framework guidance reflected here.	**20 Points**

Evidence of all academic degree maps effective for Fall 2025 can be found at: https://highlandcc.edu/pages/degreeplanningcourseinfo. All degree maps can be accessed from this page.

These degree maps have been in effect prior to Fall 2025. AAS degree maps each have unique links based on their individual programs.

Institution: Hutchinson Community College

Contact: Mel Whiteside
Email: whitesidem@hutchcc.edu

AY 2025 Performance Report (AY 2026 Funding Cycle)

Due by July 1, 2025

1. Please include: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and b. A plan to implement Math Pathways full scale in 2026-2027 *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for Fall 2025:

College Algebra (MA 106):
https://www.hutchcc.edu/courses?filter=MA106&term_code=251S&campus=&status=all&subject=&start_date=&instructor=&time_of_day=
Contemporary Math (MA 117):
https://www.hutchcc.edu/courses?filter=contemporary+math&term_code=251S&campus=&status=all&subject=&start_date=&instructor=&time_of_day=
Elements of Statistics (MA 108):
https://www.hutchcc.edu/courses?filter=Elements+of+Statistics&term_code=251S&campus=&status=all&subject=&start_date=&instructor=&time_of_day=

Link(s) showing at least one section of each gateway math course applying to degrees on campus for Spring 2026
OR
IF the Spring 2026 schedule isn't yet available, provide a statement indicating intent to offer at least one section of each of the three gateway math courses that applies to degrees on campus for Spring 2026:

College Algebra (MA 106):
https://www.hutchcc.edu/courses?filter=College+Algebra&term_code=252S&campus=&status=all&subject=&start_date=&instructor=&time_of_day=
Contemporary Math (MA 117):
https://www.hutchcc.edu/courses?filter=contemporary+math&term_code=252S&campus=&status=all&subject=&start_date=&instructor=&time_of_day=
Elements of Statistics (MA 108):
https://www.hutchcc.edu/courses?filter=Elements+of+Statistics&term_code=252S&campus=&status=all&subject=&start_date=&instructor=&time_of_day=

b. Plan to implement math pathways full scale in 2026-2027

Are all internal approvals in place to integrate the appropriate gateway math course into each degree program on campus? (If not, please explain what is left to do.)

All internal approvals are in place and each gateway math course was integrated Fall 2024.

List number of course sections and number of students per course section estimated to be taught in each respective gateway math course per year when initiative is fully scaled in 2026-2027

# of College Algebra course sections:
* Fall 2026 – 9; Spring 2027 - 9

# of students per course section:
* Fall 2026 – 177; Spring 2027 – 138

# of Contemporary Math course sections:
*Fall 2026 – 3; Spring 2027 - 3

# of students per course section:
*Fall 2026 – 40; Spring 2027 - 55

# of Elementary Statistics course sections:
*Fall 2026 – 2; Spring 2027 - 2

# of students per course section:
*Fall 2026 – 38; Spring 2027 - 37

2. Please include: **a.** A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and **b.** A plan to implement corequisite math support developmental education full scale in 2026-2027 for each gateway math course that applies to degrees on campus *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for <u>Fall 2025</u> (technical colleges may not require one or two of these):

College Algebra Review (MA 094):
https://www.hutchcc.edu/courses?filter=College+Algebra&term_code=251S&campus=&status=all&subject=&start_date=&instructor=&time_of_day=
Contemporary Math Review (MA 096):
https://www.hutchcc.edu/courses?filter=contemporary+math&term_code=251S&campus=&status=all&subject=&start_date=&instructor=&time_of_day=
Elements of Statistics Review (MA 095):
https://www.hutchcc.edu/courses?filter=Elements+of+Statistics&term_code=251S&campus=&status=all&subject=&start_date=&instructor=&time_of_day=

Link(s) showing at least one section of corequisite support for each gateway math course applying to degrees on campus for <u>Spring 2026</u>, <u>OR IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite math support developmental education for each gateway math course applying to degrees on campus for <u>Spring 2026</u>:

College Algebra Review (MA 094):
https://www.hutchcc.edu/courses?filter=College+Algebra&term_code=252S&campus=&status=all&subject=&start_date=&instructor=&time_of_day=
Contemporary Math Review (MA 096):
https://www.hutchcc.edu/courses?filter=contemporary+math&term_code=252S&campus=&status=all&subject=&start_date=&instructor=&time_of_day=
Elements of Statistics Review (MA 095):
https://www.hutchcc.edu/courses?filter=Elements+of+Statistics&term_code=252S&campus=&status=all&subject=&start_date=&instructor=&time_of_day=

b. Plan to implement corequisite math support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for the three gateway math courses <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for any of the three gateway math courses in AY 2026? (If you plan to continue to offer prerequisite support for any of the three gateway math courses, please describe what you will do over AY 2026 to fully implement corequisite developmental education for math by 2026-2027.)

Three corequisite developmental education courses for the three gateway math courses were implemented Fall 2024.

Identify number of corequisite course sections and number of students per section estimated to be taught for each respective math course per year when initiative is fully scaled in 2026-2027?

# of corequisite support sections for College Algebra :
*Fall 2026 – 6; Spring 2027 - 6

# of students per course section:
*Fall 2026 – 115; Spring 2027 - 90

# of corequisite support sections for Contemporary Math:
*Fall 2026 - 2; Spring 2027 – 2

# of students per course section:
*Fall 2026 – 35; Spring 2027 - 39

# of corequisite support sections for Elementary Statistics:
*Fall 2026 -1; Spring 2027 -1

# of students per course section:
*Fall 2026 – 10; Spring 2027 - 5

3. Please provide: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite English support developmental education; and b. A plan to implement corequisite English support developmental education full-scale in 2026-2027	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite English support developmental education for <u>Fall 2025</u>:

Introduction to College Writing (EN 098)**:**
https://www.hutchcc.edu/courses?filter=EN098&term_code=251S&campus=&status=all&subject=&start_date=&instructor=&time_of_day=

Link(s) showing at least one section of corequisite English support developmental education for <u>Spring 2026</u>
OR
<u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite English support developmental education for <u>Spring 2026</u>:

Introduction to College Writing (EN 098):
https://www.hutchcc.edu/courses?filter=EN098&term_code=252S&campus=&status=all&subject=&start_date=&instructor=&time_of_day=

b. Plan to implement corequisite English support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for English Composition I <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for the course in AY 2026? (If you plan to continue to offer prerequisite support for this course, please describe what you will do over AY 2026 to fully implement corequisite developmental education for English Comp I by 2026-2027.)

The early English DevEd team revised the EN098 syllabus during the 2023-24 academic year to turn it into the single corequisite class to be used beginning Fall 2025. The team piloted the face-to-face EN098/EN101 corequisite classes Fall 2024. Full implementation of the new model will begin in the Fall 2025 semester. EN099/EN100 will be phased out and will be retired at the end of Summer 2025.

Revisions of both the EN101 online course shell and the EN098 online course shell are underway for implementation Fall 2025.

The face-to-face corequisite classes are scheduled so that the sixteen students who enroll in an EN098 section must take EN101 with the same instructor. The EN101 classes taught by the corequisite instructors are a mix of DevEd and non-DevEd students. The ideal mix is 8:17 (DevEd:Regular).

Identify number of students and number of course sections estimated to be taught in each corequisite English support developmental education course per year when initiative is fully scaled in 2026-2027:

# of corequisite support sections for English Composition I:
*Fall 2026 – 3; Spring 2027 - 1

# of students per course section:
*Fall 2026 – 38; Spring 2027 – 13

4. Please detail your institution's plan to implement the systemwide English and math course placement measures for the soft launch and full-scale in 2026-2027. **a.** Plan to implement systemwide English course placement measures (for English Composition I); and **b.** Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus. *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Plan to implement systemwide English course placement measures (for English Composition I)

Soft launch by Fall 2025 should include using the approved systemwide English course placement measures found here to place enough students into at least one section of English corequisite support developmental education. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025 – 2026 for English Composition I?

At this time, institutional measures will not be implemented alongside the approved systemwide placement measures. The department will monitor student needs and note any exceptions for use in the future.

Do you plan to adopt the approved systemwide measures and the institutional measures above full-scale for AY 2026 (one year early), or do you plan to continue to place any remaining students using the placement measures you used prior to AY 2026? (If you plan to use measures used previously for AY 2026, please explain what they are and how this will work alongside the soft launch.)

The approved systemwide measures are set to begin Fall 2025.

b. Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus

Soft launch by Fall 2025 should include using the approved systemwide math course placement measures found here for enough students to place them into at least one section of corequisite support developmental education for each of the gateway math courses. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025-2026, for

College Algebra:

Students that have previously completed Intermediate Algebra will be allowed to enroll in MA106 College Algebra.

Contemporary Math:

Students that have previously completed Intermediate Algebra will be allowed to enroll in MA117 Contemporary Math.

Elements of Statistics:

Students that have previously completed College Algebra without the corequisite course will be allowed in MA108.

Do you plan to adopt these measures full-scale for AY 2026 (a year early), or do you plan to continue to place any remaining students using the placement measures you used previously for AY 2026? (If you plan to use measures used previously, please explain what they are and how this will work alongside the soft launch.)

Systemwide placement measures were adopted full scale in AY 2025 and will continue in AY 2026.

5. Please provide a link to all academic degree maps effective for students starting in Fall 2025 or Spring 2026 (AY 2026). Degree maps should be semester-by-semester plans and should reflect the overall guidance linked here and the general education framework guidance reflected here.	**20 Points**

All HutchCC degree maps are found at https://www.hutchcc.edu/areas-of-study. Degree maps for all areas of study are listed on this page (scroll down to see links for each area of study), with Transfer Options noted in blue blocks and Career & Technical Options noted in red blocks. After selecting a degree pathway, a semester by semester button is located on the right hand side of the page.

Institution: Independence Community College

Contact: Taylor Crawshaw
Email: tcrawshaw@indycc.edu

AY 2025 Performance Report (AY 2026 Funding Cycle)

Due by July 1, 2025

1. Please include: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and b. A plan to implement Math Pathways full scale in 2026-2027 *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for Fall 2025:

Independence Community College has at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics that can be found at the link below. (MAT 1023 College Algebra; MAT 1103 Elementary Statistics; MAT 1123 Contemporary Math)

https://indycc-ss.colleague.elluciancloud.com/Student/Courses/Search?subjects=MAT

Link(s) showing at least one section of each gateway math course applying to degrees on campus for Spring 2026 OR
IF the Spring 2026 schedule isn't yet available, provide a statement indicating intent to offer at least one section of each of the three gateway math courses that applies to degrees on campus for Spring 2026:

The Spring 2026 schedule will be available on or around November 1, 2025. Independence Community College intends to offer at least one section of each of the three gateway math courses (College Algebra, Contemporary Math, and Elementary Statistics) for the spring of 2026, similar to what is being offered in the Fall of 2025.

b. Plan to implement math pathways full scale in 2026-2027

Are all internal approvals in place to integrate the appropriate gateway math course into each degree program on campus? (If not, please explain what is left to do.)

Yes, all internal approvals are in place to integrate the appropriate gateway math courses into each degree program by 2026-2027.

List number of course sections and number of students per course section estimated to be taught in each respective gateway math course per year when initiative is fully scaled in 2026-2027

# of College Algebra course sections: 7 **# of students per course section: 20**

# of Contemporary Math course sections: 3 **# of students per course section: 20**

# of Elementary Statistics course sections: 3 **# of students per course section: 20**

2. Please include: **a.** A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and **b.** A plan to implement corequisite math support developmental education full scale in 2026-2027 for each gateway math course that applies to degrees on campus *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for <u>Fall 2025</u> (technical colleges may not require one or two of these):

At least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Mathematics, and Elementary Statistics can be found at the link listed below. (MAT 1012 College Algebra Supp; MAT 1102 Elementary Statistics Corequisite; MAT 1122 Contemporary Math Corequisite)

https://indycc-ss.colleague.elluciancloud.com/Student/Courses/Search?subjects=MAT

Link(s) showing at least one section of corequisite support for each gateway math course applying to degrees on campus for <u>Spring 2026</u>, <u>OR</u> <u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite math support developmental education for each gateway math course applying to degrees on campus for <u>Spring 2026</u>:

The Spring 2026 schedule will be available on or around November 1, 2025. Independence Community College intends to offer at least one section of each of the three gateway math courses (College Algebra, Contemporary Math, and Elementary Statistics) with co-requisite for the spring of 2026.

b. Plan to implement corequisite math support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for the three gateway math courses <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for any of the three gateway math courses in AY 2026? (If you plan to continue to offer prerequisite support for any of the three gateway math courses, please describe what you will do over AY 2026 to fully implement corequisite developmental education for math by 2026-2027.)

Corequisite math support will be offered in the Fall of 2025 for the three gateway courses, College Algebra, Elementary Statistics, and Contemporary Mathematics. Independence Community College will continue to offer corequisite developmental education in AY2026.

Identify number of corequisite course sections and number of students per section estimated to be taught for each respective math course per year when initiative is fully scaled in 2026-2027

# of corequisite support sections for College Algebra : 3 # of students per course section: 20

# of corequisite support sections for Contemporary Math: 1 # of students per course section: 20

# of corequisite support sections for Elementary Statistics: 1 # of students per course section: 20

3. Please provide: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite English support developmental education; and b. A plan to implement corequisite English support developmental education full-scale in 2026-2027	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite English support developmental education for <u>Fall 2025</u>:

A link listing the Fall 2025 course schedule with at least one section of corequisite English support developmental education. (ENG 1012 English Composition Corequisite)

https://indycc-ss.colleague.elluciancloud.com/Student/Courses/Search?subjects=ENG

Link(s) showing at least one section of corequisite English support developmental education for <u>Spring 2026</u>
OR
<u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite English support developmental education for <u>Spring 2026</u>:

The Spring 2026 schedule will be available on or around November 1, 2025. Independence Community College intends to offer at least one section of corequisite English support. ICC implemented full-scale corequisite English education during the spring of 2024.

b. Plan to implement corequisite English support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for English Composition I <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for the course in AY 2026? (If you plan to continue to offer prerequisite support for this course, please describe what you will do over AY 2026 to fully implement corequisite developmental education for English Comp I by 2026-2027.)

ICC does not plan to offer prerequisite developmental education in AY 2026. ICC has implemented full-scale corequisite support in English Composition I beginning in the spring of 2025.

Identify number of students and number of course sections estimated to be taught in each corequisite English support developmental education course per year when initiative is fully scaled in 2026-2027:

# of corequisite support sections for English Composition I: 3 **# of students per course section:** 15

4. Please detail your institution's plan to implement the systemwide English and math course placement measures for the soft launch and full-scale in 2026-2027. **a.** Plan to implement systemwide English course placement measures (for English Composition I); and **b.** Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus. *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Plan to implement systemwide English course placement measures (for English Composition I)

Soft launch by Fall 2025 should include using the approved systemwide English course placement measures found here to place enough students into at least one section of English corequisite support developmental education. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025 – 2026 for English Composition I?

Independence Community College will utilize professional discretion for course placement when appropriate in addition to the multiple measures of placement testing, high school grade point average and high school course completion.

Do you plan to adopt the approved systemwide measures and the institutional measures above full-scale for AY 2026 (one year early), or do you plan to continue to place any remaining students using the placement measures you used prior to AY 2026? (If you plan to use measures used previously for AY 2026, please explain what they are and how this will work alongside the soft launch.)

Independence Community College has fully implemented the approved systemwide measures full-scale for AY 2026 and does not intend to place any remaining students using prior placement measures.

b. Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus

Soft launch by Fall 2025 should include using the approved systemwide math course placement measures found here for enough students to place them into at least one section of corequisite support developmental education for each of the gateway math courses. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025-2026, for

College Algebra: Alongside the approved systemwide placement measures, ICC will utilize professional discretion to determine course placement.

Contemporary Math: Alongside the approved systemwide placement measures, ICC will utilize professional discretion to determine course placement.

Elementary Statistics: Alongside the approved systemwide placement measures, ICC will utilize professional discretion to determine course placement.

Do you plan to adopt these measures full-scale for AY 2026 (a year early), or do you plan to continue to place any remaining students using the placement measures you used previously for AY 2026? (If you plan to use measures used previously, please explain what they are and how this will work alongside the soft launch.)

ICC has adopted these measures full-scale for AY 2026.

5. Please provide a link to all academic degree maps effective for students starting in Fall 2025 or Spring 2026 (AY 2026). Degree maps should be semester-by-semester plans and should reflect the overall guidance linked here and the general education framework guidance reflected here.	**20 Points**

Independence Community College degree maps can be found utilizing the link below.

https://www.indycc.edu/programs/degree_maps.html

Institution: Johnson County Community College

Contact: Shelia F. Mauppin/Gurbhushan Singh
Email: smauppinn@jccc.edu

AY 2025 Performance Report (AY 2026 Funding Cycle)

Due by July 1, 2025

1. Please include: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and b. A plan to implement Math Pathways full scale in 2026-2027 *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or Courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for Fall 2025:

Fall 2025 class schedule for Mathematics

Subject = Math, Course Number = 071, 051, or 061.
Math pathways for College Algebra (Math 171) along with its corequisite course (071).
Math pathways for Contemporary mathematics (Math 151) along with its corequisite course (Math 051).
Math pathways for Elementary statistics (Math 161) along with its corequisite course (Math 061).

Link(s) showing at least one section of each gateway math course applying to degrees on campus for Spring 2026
OR
IF the Spring 2026 schedule isn't yet available, provide a statement indicating intent to offer at least one section of each of the three gateway math courses that applies to degrees on campus for Spring 2026:

The spring 2026 schedule is not yet available. JCCC plans to offer at least 4 sections of Contemporary Math with corequisite support and 16 sections without; 7 sections of Elementary Statistics with corequisite support and 11 sections without; and 12 sections of College Algebra with corequisite support and 22 without.

b. Plan to implement math pathways full scale in 2026-2027

Are all internal approvals in place to integrate the appropriate gateway math course into each degree program on campus? (If not, please explain what is left to do.)

In AY 2025 stakeholders across campus, particularly math faculty, divisional curriculum committees, program chairs, and JCCC Educational Affairs committees worked to identify the appropriate gateway math course that aligns with the skills students need for each of JCCC degree and certificate programs. Internal approvals are in place for full scale implementation of math pathways in 2026-2027. Degrees and certificates offered have been updated to include the appropriate gateway math class.

Academic advisors/counselors will be kept up to date on any changes to program math requirements as part of math pathways. Additionally, tools used by students to assist in their academic planning will contain information on the gateway math required for their selected program. Examples of tools are Degree Works, and Stellic's Plan my Classes.

List number of course sections and number of students per course section estimated to be taught in each respective gateway math course per year when initiative is fully scaled in 2026-2027

# of College Algebra course sections: 165 # of students per course section: 24

# of Contemporary Math course sections: 194 # of students per course section: 24

# of Elementary Statistics course sections: 228 # of students per course section: 24

2. Please include: **a.** A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and **b.** A plan to implement corequisite math support developmental education full scale in 2026-2027 for each gateway math course that applies to degrees on campus *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program.)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for Fall 2025 (technical colleges may not require one or two of these):

Fall 2025 Mathematics class schedule

Subject = Math, Course Number = 071, 051, or 061.
Math pathways for College Algebra (Math 171) along with its corequisite course (Math 071).
Math pathways for Contemporary mathematics (Math 151) along with its corequisite course (Math 051).
Math pathways for Elementary statistics (Math 161) along with its corequisite course (Math 061).

Link(s) showing at least one section of each gateway math course applying to degrees on campus for Spring 2026
OR
IF the Spring 2026 schedule isn't yet available, provide a statement indicating intent to offer at least one section of corequisite math support developmental education for each gateway math course applying to degrees on campus for Spring 2026:

The spring 2026 schedule is not completely finalized. JCCC currently plans to offer 4 sections of Contemporary Math with corequisite support, 7 sections of Elementary Statistics, and 12 sections of College Algebra.

b. Plan to implement corequisite math support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for the three gateway math courses full-scale for AY 2026 (a year early), or do you plan to continue to offer prerequisite developmental education for any of the three gateway math courses in AY 2026? (If you plan to continue to offer prerequisite support for any of the three gateway math courses, please describe what you will do over AY 2026 to fully implement corequisite developmental education for math by 2026-2027.

In AY 26, JCCC will continue to offer prerequisite developmental education while also offering gateway and corequisite support courses.

Prior to AY 27, all courses in the prerequisite developmental course sequence will be deactivated. In AY 27, gateway math courses will be offered with and without corequisite support, and there will be no prerequisite developmental education courses offered.

Identify number of corequisite course sections and number of students per section estimated to be taught for each respective math course per year when initiative is fully scaled in 2026-2027

# of corequisite support sections for College Algebra : 40	**# of students per course section: 18**
# of corequisite support sections for Contemporary Math: 20	**# of students per course section: 18**
# of corequisite support sections for Elementary Statistics: 20	**# of students per course section: 18**

3. Please provide: **a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite English support developmental education; and** **b. A plan to implement corequisite English support developmental education full-scale in 2026-2027**	20 Points (a= 10 pts) (b = 10--2hl

a. Link(s) showing at least one section of corequisite English support developmental education for Fall 2025:

Fall 2025 English class schedule
In search: Subject = ENGLISH, Course Number = 119 (English Composition + Review)

Link(s) showing at least one section of corequisite English support developmental education for Spring 2026
OR
IF the Spring 2026 schedule isn't yet available, provide a statement indicating intent to offer at least one section of corequisite English support developmental education for Spring 2026:

While the Spring 2026 schedule is not yet available on the web site, the English Department will soon submit the schedule that will be built in the Banner system, and available for viewing in the fall. This schedule will include at least six sections of the corequisite course ENGL 119, Composition I with Review.

b. Plan to implement corequisite English support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for English Composition I full-scale for AY 2026 (a year early), or do you plan to continue to offer prerequisite developmental education for the course in AY 2026? (If you plan to continue to offer prerequisite support for this course, please describe what you will do over AY 2026 to fully implement corequisite developmental education for English Comp I by 2026-2027.)

JCCC plans to continue offering one of prerequisite developmental English courses, ENGL 098, in AY 2025-26, as this provides basic developmental instruction for students who test in the lowest tier of the Accuplacer scoring range, or who were unable to provide evidence of readiness for another course in the composition sequence. In AY 2025-26, students who score below 240 on the test will be required to take ENGL 098 before they can enroll in ENGL 119. Beginning with Fall 2025, however, the department will no longer offer the second prerequisite developmental English course, ENGL 099; students whose Accuplacer scores would previously have aligned them with that course will now be enrolled in the corequisite course.

Beginning with Fall 2026, JCCC will no longer offer either ENGL 098 or ENGL 099. All students who score below 255 on the Accuplacer test, or who are unable to provide one of the measures that allows enrollment in the Composition I course, English 121 will be enrolled in ENGL 119, which is College Composition I with Review.

Identify number of students and number of course sections estimated to be taught in each corequisite English support developmental education course per year when initiative is fully scaled in 2026-2027:

# of corequisite support sections for English Composition I: 15 # of students per course section: 24

4. Please detail your institution's plan to implement the systemwide English and math course placement measures for the soft launch and full-scale in 2026-2027. **a.** Plan to implement systemwide English course placement measures (for English Composition I); and **b.** Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus. *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Plan to implement systemwide English course placement measures (for English Composition I)

Soft launch by Fa/12025 should include using the approved systemwide English course placement measures found here to place enough students into at least one section of English corequisite support developmental education.. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025- 2026 for English Composition I?

JCCC will adopt the KBOR-approved systemwide placement measures for English Composition I beginning in the 2025–2026 academic year, with one key exception related to high school GPA tracking. While KBOR's placement framework allows for a 3.0+ unweighted cumulative high school GPA after five or more semesters as a placement measure, JCCC's student information system (Banner) currently supports **only one general GPA field for high school GPA entry**. Due to this technical limitation, we are unable to capture a student's 5th semester high school GPA in our system. Therefore, for both traditional and concurrently enrolled high school students, we will continue to use a 3.0+ cumulative unweighted high school GPA as reported on the transcript at the time of submission. This approach aligns with the GPA measure used for math placement (no requirement for GPA to be 5th semester) and provides consistency across departments. While it is likely that most concurrently enrolled high school students have completed five or more semesters, Banner does not support capturing or reporting that level of detail. JCCC does not anticipate using any other placement methods alongside the approved systemwide placement measures.

Do you plan to adopt the approved systemwide measures and the institutional measures above full-scale for AY 2026 (one year early), or do you plan to continue to place any remaining students using the placement measures you used prior to AY 2026? {If **you plan to use measures used previously for AY 2026, please explain what they are and how this will work alongside the soft launch.)**

JCCC plans to implement the approved systemwide placement measures in full beginning in AY 2026, with one exception. Due to limitations within our Banner system, we are unable to capture or report whether a high school GPA reflects five or more semesters. As a result, JCCC will continue to accept a **3.0+ unweighted cumulative high school GPA** as reported on the transcript at the time of submission. JCCC does not anticipate using any prior placement measures beyond AY 2025–2026. All students will be placed using the systemwide measures, along with the institutional GPA exception described above.

b. Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus

Soft launch by Fall 2025 should include using the approved systemwide math course placement measures found here for enough students to place them into at least one section of corequisite support developmental education for each of the gateway math courses. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025-2026, for

College Algebra:

Successful completion of MATH 014 (Accelerated Prep for College Math) or MATH 116 (Intermediate Algebra)
ACT 20 **and** high school GPA of 3.25 or higher
SAT 520 **and** high school GPA of 3.25 or higher
ALEKS PPL 42 **and** high school GPA of 3.25 or higher

Contemporary Math:
Approved systemwide measures only

Elementary Statistics:
Approved systemwide measures only

Do you plan to adopt these measures full-scale for AY 2026 (a year early), or do you plan to continue to place any remaining students using the placement measures you used previously for AY 2026? (If **you plan to use measures used previously, please explain what they are and how this will work alongside the soft launch.)**

MATH 014 and 116 will be deactivated by the fall of 2026. All other measures described above will be used for AY 2026.

5. Please provide a link to all academic degree maps effective for students starting in Fall 2025 or Spring 2026 (AY 2026). Degree maps should be semester-by-semester plans and should reflect the overall guidance linked here and the 2eneral education framework guidance reflected here.	20 Points

The link below will lead to a webpage with all JCCC Degrees/Certificates. Once on this page, clicking on individual program links will lead to program degree maps.

https://catalog.jccc.edu/degreecertificates/

Institution: Kansas City Kansas Community College Contact: Jerry Pope
Email: jpope@kckcc.edu

AY 2025 Performance Report (AY 2026 Funding Cycle)

Due by July 1, 2025

1. Please include: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and b. A plan to implement Math Pathways full scale in 2026-2027 *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for Fall 2025:

Links on the college webpage only go to the initial search page for courses, and here is that link for math: https://selfservice.kckcc.edu/Student/Courses/Search?subjects=MATH. However, if you filter on the left-hand side of the page for fall 2025 and choose the relevant math courses, you will find the following:

- Math 0106 College Algebra – 20 sections
- Math 0111 Contemporary Math – 9 sections
- Math 0115 Statistics – 12 sections

Link(s) showing at least one section of each gateway math course applying to degrees on campus for Spring 2026 OR
IF the Spring 2026 schedule isn't yet available, provide a statement indicating intent to offer at least one section of each of the three gateway math courses that applies to degrees on campus for Spring 2026:

The Spring 2026 course schedule is not yet available, but the college will offer a similar number of each of the three gateway courses in spring 2026.

b. Plan to implement math pathways full scale in 2026-2027

Are all internal approvals in place to integrate the appropriate gateway math course into each degree program on campus? (If not, please explain what is left to do.)

Yes, all internal approvals are in place to integrate the appropriate gateway math course into each degree program on campus. The only additional approval work that needs to be done is for AAS degrees, for which most require MATH 0104 (Intermediate Algebra). Beginning in fall 2026, MATH 0104 will no longer be offered and all AAS degrees will choose a non-developmental math course requirement.

List number of course sections and number of students per course section estimated to be taught in each respective gateway math course per year when initiative is fully scaled in 2026-2027

# of College Algebra course sections: 35 **# of students per course section: 18**

# of Contemporary Math course sections: 16 **# of students per course section: 18**

# of Elementary Statistics course sections: 21 **# of students per course section: 18**

2. Please include: **a.** A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and **b.** A plan to implement corequisite math support developmental education full scale in 2026-2027 for each gateway math course that applies to degrees on campus *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for <u>Fall 2025</u> (technical colleges may not require one or two of these):

As noted above, the link only goes to a subject search, and it is the same as above for corequisite support math courses: https://selfservice.kckcc.edu/Student/Courses/Search?subjects=MATH. Once filtered for fall 2025, you will find the following sections for each corequisite math course.

- Math 0106C College Algebra Coreq Support – 13 sections
- Math 0111C Contemporary Math Coreq Support – 9 sections
- Math 0115C Statistics Corequisite Support – 8 sections

Link(s) showing at least one section of corequisite support for each gateway math course applying to degrees on campus for <u>Spring 2026</u>, <u>OR IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite math support developmental education for each gateway math course applying to degrees on campus for <u>Spring 2026</u>:

The Spring 2026 course schedule is not yet available, but the college will offer a similar number of each of the three corequisite support for each gateway course in spring 2026.

b. Plan to implement corequisite math support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for the three gateway math courses <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for any of the three gateway math courses in AY 2026? (If you plan to continue to offer prerequisite support for any of the three gateway math courses, please describe what you will do over AY 2026 to fully implement corequisite developmental education for math by 2026-2027.)

The college will fully implement the three gateway math courses in AY 2026, a year early. As a result, beginning in fall 2025, the college will no longer offer Math 0097 (Math Essentials) or Math 0099 (Elementary Algebra). However, the college will continue to offer Math 0104 (Intermediate Algebra) for the year as we work through the specific requirements in the AAS degrees that require Intermediate Algebra, primarily in Health Professions. Beginning in fall 2026, the college will no longer offer Math 0104 and will have alternate pathways for AAS degrees.

Identify number of corequisite course sections and number of students per section estimated to be taught for each respective math course per year when initiative is fully scaled in 2026-2027

# of corequisite support sections for College Algebra : 23 **# of students per course section: 18**

# of corequisite support sections for Contemporary Math: 16 **# of students per course section: 18**

# of corequisite support sections for Elementary Statistics: 14 **# of students per course section: 18**

3. Please provide: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite English support developmental education; and b. A plan to implement corequisite English support developmental education full-scale in 2026-2027	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite English support developmental education for <u>Fall 2025</u>:

As already mentioned, we cannot provide a link to specific courses in the course schedule; one has to filter. This link is to INRW: https://selfservice.kckcc.edu/Student/Courses/Search?subjects=INRW. If one filters for fall 2025, they will see the individual courses on the schedule. Currently, there are 6 corequisite INRW courses on the schedule.

Link(s) showing at least one section of corequisite English support developmental education for <u>Spring 2026</u>
OR
<u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite English support developmental education for <u>Spring 2026</u>:

The spring 2026 schedule is not yet available, but there will be multiple INRW (Integrated Reading & Writing) courses available in spring 2026 as there are in fall 2025.

b. Plan to implement corequisite English support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for English Composition I <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for the course in AY 2026? (If you plan to continue to offer prerequisite support for this course, please describe what you will do over AY 2026 to fully implement corequisite developmental education for English Comp I by 2026-2027.)

At this time, KCKCC will continue to offer all development reading and writing courses in AY26. These courses are READ 0091, READ 0092, and ENGL 0099. Throughout this academic year, the college will train those current English faculty members who are willing to teach the corequisite INRW courses. The college will also identify any new hiring that needs to be done based on enrollment trends and will hire credentialed individuals to begin in both spring 2026 and fall 2026 as the transition to only corequisite INRW courses is complete beginning AY27.

For the corequisite support course, the college plans to offer two options—INRW 0098 for 3 credit hours and INRW 0099 for 2 credit hours. For students who would have tested into READ 0091, the corequisite course will have one more credit hour and thus more seat time for students. For students who would have tested into READ 0092, the corequisite course will be 2 credit hours.

Identify number of students and number of course sections estimated to be taught in each corequisite English support developmental education course per year when initiative is fully scaled in 2026-2027:

# of corequisite support sections for English Composition I: 45 **# of students per course section: 10**

4. Please detail your institution's plan to implement the systemwide English and math course placement measures for the soft launch and full-scale in 2026-2027. **a.** Plan to implement systemwide English course placement measures (for English Composition I); and **b.** Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus. *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

- **Plan to implement systemwide English course placement measures (for English Composition I)**

Soft launch by Fall 2025 should include using the approved systemwide English course placement measures found here to place enough students into at least one section of English corequisite support developmental education. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025 – 2026 for English Composition I?

The institutional measure is below.

- Students who are within 4 points of the required ACCUPLACER score can be enrolled in ENGL 0101 with a High School GPA of 3.0 or higher AND a grade of "B" or higher in their most recent English course.

Do you plan to adopt the approved systemwide measures and the institutional measures above full-scale for AY 2026 (one year early), or do you plan to continue to place any remaining students using the placement measures you used prior to AY 2026? (If you plan to use measures used previously for AY 2026, please explain what they are and how this will work alongside the soft launch.)

The college will not adopt these full-scale for AY 2026. At this time, students who test into READ 0092 will be given the option to take the stand-alone READ 0092 OR the corequisite course INRW 0099 and ENGL 0101. Students who test into READ 0091 will take the standalone developmental course and then be offered the opportunity to take the corequisite INRW 0099 and ENGL 0101 the next term if they pass READ 0091 with a C or better.

- **Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus**

Soft launch by Fall 2025 should include using the approved systemwide math course placement measures found here for enough students to place them into at least one section of corequisite support developmental education for each of the gateway math courses. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025-2026, for

College Algebra:

The differences between KCKCC placement measures and KBOR's recommendations are listed below. The last two items are institutional measures not mandated by KBOR.

- ACT of 21 or higher rather than 22
- SAT of 520 or higher rather than 540
- High school GPA of 3.5 with a grade of C or higher in Algebra 2
- DANTES College Algebra score of 50% or higher
- DANTES Pre-calculus score of 50% or higher

Contemporary Math:

The institutional measures are listed below. The last two items are institutional measures not mandated by KBOR.

- DANTES College Algebra score of 50% or higher
- DANTES Pre-calculus score of 50% or higher

Elementary Statistics:

The institutional measures are listed below.

- DANTES College Algebra score of 50% or higher
- DANTES Pre-calculus score of 50% or higher

Do you plan to adopt these measures full-scale for AY 2026 (a year early), or do you plan to continue to place any remaining students using the placement measures you used previously for AY 2026? (If you plan to use measures used previously, please explain what they are and how this will work alongside the soft launch.)

We will adopt these measures full scale for AY 2026 (a year early). As described above in previous sections, only students in certain AAS degrees, primarily Health Professions, will still take MATH 0104 (Intermediate Algebra) in AY 2026. Although this course is considered developmental by the math pathways group, KCKCC will not treat it as developmental in AY 2026. Rather, students will only take it as required in certain degrees. We will not offer MATH 0104 beginning fall 2026 and after.

5. Please provide a link to all academic degree maps effective for students starting in Fall 2025 or Spring 2026 (AY 2026). Degree maps should be semester-by-semester plans and should reflect the overall guidance linked here and the general education framework guidance reflected here.	**20 Points**

Programs (A-Z by Type of Degree) - Kansas City Kansas Community College - Modern Campus Catalog™

Institution: Labette Community College

Contact: Jason Sharp
Email: jasons@labette.edu

AY 2025 Performance Report (AY 2026 Funding Cycle)

Due by July 1, 2025

1. Please include: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and b. A plan to implement Math Pathways full scale in 2026-2027 *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for Fall 2025:

Below are three programs of study that have each of the math gateway courses designated. Accounting requires College Algebra MATH 115 or College Algebra with Review MATH 114. Art requires Quantitative Reasoning MATH 129 or Quantitative Resaoning with Review MATH 126. Criminal Justice requires Elementary Statistics MATH 120 or Elementary Statistics with review MATH 119. See the below links for curriculum Map and Program of study & Course schedule.

Accounting.pdf – College Algebra
Art.pdf – Quantitative Reasoning
Criminal-Justice.pdf – Elementary Statistics
Labette Community College Course Schedule

Navigation: select 2025-2026 school year – fall term, then change department to either Math or English, click search at bottom.

College Algebra (MATH 114 & 115) and Quantitative Reasoning (MATH 126 & 129) will be heavily offered in the fall. Elementary Statistics (MATH 119 & 120) will be heavily offered in the spring in order to help balance faculty workloads. The curriculum maps demonstrate the programs like Criminal Justice that were adjusted for the math gateway course to be taken during the spring term rather than the fall (spring math course).

Link(s) showing at least one section of each gateway math course applying to degrees on campus for Spring 2026 OR IF the Spring 2026 schedule isn't yet available, provide a statement indicating intent to offer at least one section of each of the three gateway math courses that applies to degrees on campus for Spring 2026:

Our spring 2026 course schedule will not be posted until November 1, 2025. Our plan, to accommodate math faculty staffing, is to have College Algebra and Quantitative Reasoning offered heavily in the fall and Elementary Statistics offered heavily in the spring. We plan to offer the other courses, but we are putting priority based upon the term. For example, Criminal Justice mentioned above, the math is built into the spring term curriculum map whereas Accounting and Art math is in the fall term. This will help the college balance the work load and course offerings.

b. Plan to implement math pathways full scale in 2026-2027

Are all internal approvals in place to integrate the appropriate gateway math course into each degree program on campus? (If not, please explain what is left to do.)

Yes, all the internal approvals took place and will be started in the Fall 2025.

List number of course sections and number of students per course section estimated to be taught in each respective gateway math course per year when initiative is fully scaled in 2026-2027

# of College Algebra course sections: 13 # of students per course section: 22

# of Contemporary Math course sections: 4 # of students per course section: 22

# of Elementary Statistics course sections: 5 # of students per course section: 22

2. Please include: **a.** A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and **b.** A plan to implement corequisite math support developmental education full scale in 2026-2027 for each gateway math course that applies to degrees on campus *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for <u>Fall 2025</u> (technical colleges may not require one or two of these):

Labette Community College Course Schedule

College Algebra with review (MATH 114), Quantitative Reasoning with review (MATH 126), and Elementary Statistics with review (MATH 119).

Navigation: select 2025-2026 school year – fall term, then change department to either Math or English, click search at bottom.

Link(s) showing at least one section of corequisite support for each gateway math course applying to degrees on campus for <u>Spring 2026</u>, <u>OR</u> <u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite math support developmental education for each gateway math course applying to degrees on campus for <u>Spring 2026</u>:

Labette intends to offer math gateway corequisite courses for the AY26 year. Our spring 2026 course schedule will not be posted until November 1, 2025. Our plan, to accommodate math faculty staffing, is to have College Algebra w/Review and Quantitative Reasoning w/Review heavily offered in the fall and Elementary Statistics w/Review heavily offered in the spring. We plan to offer the other courses, but we are putting priority based upon the term and ernollment trends. As we work through AY26, we will better project course offerings and enrollment numbers for AY27.

b. Plan to implement corequisite math support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for the three gateway math courses <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for any of the three gateway math courses in AY 2026? (If you plan to continue to offer prerequisite support for any of the three gateway math courses, please describe what you will do over AY 2026 to fully implement corequisite developmental education for math by 2026-2027.)

Labette Community College has already moved to implement corequisite math support starting fall 2025 (AY26) with review sections for their three math gateway courses. At this time, Labette does not plan to offer any prerequisite developmental math courses.

Identify number of corequisite course sections and number of students per section estimated to be taught for each respective math course per year when initiative is fully scaled in 2026-2027

# of corequisite support sections for College Algebra : 3 **# of students per course section: 18**

# of corequisite support sections for Contemporary Math: 1 **# of students per course section: 22**

# of corequisite support sections for Elementary Statistics: 2 **# of students per course section: 18**

3. Please provide: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite English support developmental education; and b. A plan to implement corequisite English support developmental education full-scale in 2026-2027	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite English support developmental education for <u>Fall 2025</u>:

Labette Community College Course Schedule

English Comp I with review (ENGL 103)

Navigation: select 2025-2026 school year – fall term, then change department to either Math or English, click search at bottom.

Link(s) showing at least one section of corequisite English support developmental education for <u>Spring 2026</u> <u>OR IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite English support developmental education for <u>Spring 2026</u>:

Labette intends to offer English corequisite courses for the AY26 year like we have previous years, including the Spring 2026 term. Our spring 2026 course schedule will not be posted until November 1, 2025.

b. Plan to implement corequisite English support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for English Composition I <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for the course in AY 2026? (If you plan to continue to offer prerequisite support for this course, please describe what you will do over AY 2026 to fully implement corequisite developmental education for English Comp I by 2026-2027.)

Labette Community College has already moved English to a with review offering a couple years ago and plan to continue to offer this delivery. At this time, Labette does not plan to offer any prerequisite developmental English courses.

Identify number of students and number of course sections estimated to be taught in each corequisite English support developmental education course per year when initiative is fully scaled in 2026-2027:

# of corequisite support sections for English Composition I: 5 # of students per course section: 16

4. Please detail your institution's plan to implement the systemwide English and math course placement measures for the soft launch and full-scale in 2026-2027. **a.** Plan to implement systemwide English course placement measures (for English Composition I); and **b.** Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus. *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Plan to implement systemwide English course placement measures (for English Composition I)

Soft launch by Fall 2025 should include using the approved systemwide English course placement measures found here to place enough students into at least one section of English corequisite support developmental education. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025 – 2026 for English Composition I?

The college plans to use an internally designed Student's Strength Inventory for rare cases such as non-degree seeking students.

Do you plan to adopt the approved systemwide measures and the institutional measures above full-scale for AY 2026 (one year early), or do you plan to continue to place any remaining students using the placement measures you used prior to AY 2026? (If you plan to use measures used previously for AY 2026, please explain what they are and how this will work alongside the soft launch.)

Labette Community College has adopted, for the AY26 year, the Multiple Measures Placement decisions for English and Math placement scores.

b. Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus

Soft launch by Fall 2025 should include using the approved systemwide math course placement measures found here for enough students to place them into at least one section of corequisite support developmental education for each of the gateway math courses. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025-2026, for

College Algebra:

The college plans to use an internally designed Student's Strength Inventory for rare cases such as non-degree seeking students.

Contemporary Math:

The college plans to use an internally designed Student's Strength Inventory for rare cases such as non-degree seeking students.

Elementary Statistics:

The college plans to use an internally designed Student's Strength Inventory for rare cases such as non-degree seeking students.

Do you plan to adopt these measures full-scale for AY 2026 (a year early), or do you plan to continue to place any remaining students using the placement measures you used previously for AY 2026? (If you plan to use measures used previously, please explain what they are and how this will work alongside the soft launch.)

We planned to fully adopt the placement measures for AY26 (early) and made the adjustments to do so in the Spring of 2025. New statewide placements will be used for the fall 2025.

5. Please provide a link to all academic degree maps effective for students starting in Fall 2025 or Spring 2026 (AY 2026). Degree maps should be semester-by-semester plans and should reflect the overall guidance linked here and the general education framework guidance reflected here.	**20 Points**
Labette Community College Catalog	

Institution: Neosho Community College

Contact: Sarah Robb
Email: sarah_robb@neosho.edu

AY 2025 Performance Report (AY 2026 Funding Cycle)

Due by July 1, 2025

1. Please include: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and b. A plan to implement Math Pathways full scale in 2026-2027 *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for <u>Fall 2025:</u>

Due to the interactive nature of our online course schedule, I can provide a link to an instructional click path for you to confirm. I have also provided screenshots in the appendix attached to the end of this report that show the courrses.

Link for instructional "click path":
https://scribehow.com/shared/How_To_Access_Fall_2025_Mathematics_Course_Schedules__wKEUMNKBTAuRBP1ypWdDQg

Link(s) showing at least one section of each gateway math course applying to degrees on campus for <u>Spring 2026</u>
<u>OR</u>
<u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of each of the three gateway math courses that applies to degrees on campus for <u>Spring 2026</u>:

The Spring 2026 schedule will not be available until mid October, 2025. NCCC plans to offer at least one section of each of the three gateway math courses that applies to degrees on campus for Spring 2026.

b. Plan to implement math pathways full scale in 2026-2027

Are all internal approvals in place to integrate the appropriate gateway math course into each degree program on campus? (If not, please explain what is left to do.)

Yes, all internal approvals are in place to integrate the appropriate gateway math course into each degree program on campus at NCCC.

List number of course sections and number of students per course section estimated to be taught in each respective gateway math course per year when initiative is fully scaled in 2026-2027

# of College Algebra course sections: *10 total sections* **# of students per course section:** *up to 24-30*

# of Contemporary Math course sections: *3-4 sections* **# of students per course section:** *up to 22*

# of Elementary Statistics course sections: *1-2 sections* **# of students per course section:** *up to 22*

2. Please include: **a.** A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and **b.** A plan to implement corequisite math support developmental education full scale in 2026-2027 for each gateway math course that applies to degrees on campus *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for <u>Fall 2025</u> (technical colleges may not require one or two of these):

The same link that was previously provided will instruct you to the correct course schedule. Screenshots are also provided in the appendix that show the courses. Please note, MATH 032 provides corequisite support for both Elementary Statistics and Math Essentials.

Link for instructional "click path":
https://scribehow.com/shared/How_To_Access_Fall_2025_Mathematics_Course_Schedules__wKEUMNKBTAuRBP1ypWdDQg

Link(s) showing at least one section of each gateway math course applying to degrees on campus for <u>Spring 2026</u>
<u>OR</u>
<u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite math support developmental education for each gateway math course applying to degrees on campus for <u>Spring 2026</u>:

The Spring 2026 schedule will not be available until mid October, 2025. NCCC plans to offer at least one section of each of corequisite math support developmental education for each gateway math courses that applies to degrees on campus for Spring 2026.

b. Plan to implement corequisite math support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for the three gateway math courses <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for any of the three gateway math courses in AY 2026? (If you plan to continue to offer prerequisite support for any of the three gateway math courses, please describe what you will do over AY 2026 to fully implement corequisite developmental education for math by 2026-2027.)

NCCC plans to implement corequisite developmental education for the three gateway math courses for AY 2026. However, for AY 2026 (at least for fall 2025), we are keeping two sections of Beginning Algebra on our schedule to help capture the lowest level students and evaluate pedagogy for the corequisite courses being offered concurrently. NCCC math faculty wanted to evaluate the lowest level students and their challenges to help to continue to develop the corequisite math support fully in AY2026. Beginning Algebra will not be offered after 2025-2026 (and possibly not offered in spring 2026, pending faculty discussions).

Identify number of corequisite course sections and number of students per section estimated to be taught for each respective math course per year when initiative is fully scaled in 2026-2027

# of corequisite support sections for College Algebra : *4 sections* **# of students per course section:** *up to 15*

# of corequisite support sections for Contemporary Math: *2 sections* **# of students per course section:** *up to 15*

# of corequisite support sections for Elementary Statistics: *2 sections* **# of students per course section:** *up to 15*

3. Please provide: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite English support developmental education; and b. A plan to implement corequisite English support developmental education full-scale in 2026-2027	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite English support developmental education for <u>Fall 2025</u>:

Due to the interactive nature of our online course schedule, I can provide a link to an instructional click path for you to confirm. I have also provided screenshots in the appendix attached to the end of this report that shows the course.

Link for instructional "click path":
https://scribehow.com/shared/Accessing_English_Course_Schedules_on_Neosho_County_Website__ZrAFjr9FTFyp-KGZ39dvBA

Link(s) showing at least one section of corequisite English support developmental education for <u>Spring 2026</u>
OR
<u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite English support developmental education for <u>Spring 2026</u>:

The Spring 2026 schedule will not be available until mid October, 2025. NCCC plans to offer at least one section of corequisite English support developmental education for Spring 2026.

b. Plan to implement corequisite English support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for English Composition I <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for the course in AY 2026? (If you plan to continue to offer prerequisite support for this course, please describe what you will do over AY 2026 to fully implement corequisite developmental education for English Comp I by 2026-2027.)

NCCC plans to implement corequiste developmental education for English Composition I full -scale for AY 2026.

Identify number of students and number of course sections estimated to be taught in each corequisite English support developmental education course per year when initiative is fully scaled in 2026-2027:

# of corequisite support sections for English Composition I: *6 sections* **# of students per course section:** *up to 15*

4. Please detail your institution's plan to implement the systemwide English and math course placement measures for the soft launch and full-scale in 2026-2027. **a.** Plan to implement systemwide English course placement measures (for English Composition I); and **b.** Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus. *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Plan to implement systemwide English course placement measures (for English Composition I)
Soft launch by Fall 2025 should include using the approved systemwide English course placement measures found here to place enough students into at least one section of English corequisite support developmental education. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025 – 2026 for English Composition I?

NCCC's measures are institutionally designated and similar to the systemwide measures. None of our measures exceed the systemwide measures. A detailed comparison is provided in the appendix (Appendix Section 4.a.)of this report.

In addition to the approved systemwide placement measures, NCCC includes placement scores for GED students. Adult Basic Education outcomes should be included for those students wishing to pursue enrollment in English Composition I.

Do you plan to adopt the approved systemwide measures and the institutional measures above full-scale for AY 2026 (one year early), or do you plan to continue to place any remaining students using the placement measures you used prior to AY 2026? (If you plan to use measures used previously for AY 2026, please explain what they are and how this will work alongside the soft launch.)

NCCC plans to continue the use of our current placement guide, which is institutionally designated and similar to the systemwide measures with the addition of the GED scores. Please refer to the detailed comparison in the appendix to review.

b. Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus

Soft launch by Fall 2025 should include using the approved systemwide math course placement measures found here for enough students to place them into at least one section of corequisite support developmental education for each of the gateway math courses. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025-2026, for

College Algebra:

NCCC also established the use of GED scores for placement and uses only the cumululative HS GPA (as of point of enrollment) to place, without reference to content courses.

Contemporary Math:

NCCC also established the use of GED scores for placement and uses only the cumululative HS GPA (as of point of enrollment) to place, without reference to content courses.

Elementary Statistics:

NCCC also established the use of GED scores for placement and uses only the cumululative HS GPA (as of point of enrollment) to place, without reference to content courses.

Do you plan to adopt these measures full-scale for AY 2026 (a year early), or do you plan to continue to place any remaining students using the placement measures you used previously for AY 2026? (If you plan to use measures used previously, please explain what they are and how this will work alongside the soft launch.)

NCCC's placement measures provided in our guide for placement and outlined in the appendix of this report are our institutionally designated measures, therefore we intend to continue using our system as allowed per policy.

5. Please provide a link to all academic degree maps effective for students starting in Fall 2025 or Spring 2026 (AY 2026). Degree maps should be semester-by-semester plans and should reflect the overall guidance linked here and the general education framework guidance reflected here.	**20 Points**

NCCC LINK: https://catalog.neosho.edu/content.php?catoid=5&navoid=429

Appendix

Screenshots to support AY 2025 Performance Report and Placement Comparison Tables

1. a. Screenshot showing at least one section of each gateway math course for Fall 2025
Please note: Contemporary Math = Math Essentials at NCCC

⊞	MATH 113 12	College Algebra	Walcher, Paul C	18/24	Open	MWF 10:00 AM-10:50 AM; Chanute Campus, Chapman Learning Center, Classroom-Computer Lab	3.00	8/18/2025	12/14/2025
⊞	MATH 113 13	College Algebra	Drybread, Rita S	0/24	Full	MWF 9:00 AM-9:50 AM; Chanute Campus, Cntr for Voc and Acc Excell, Chanute CAVE Room 404	3.00	8/18/2025	12/14/2025
⊞	MATH 113 31	College Algebra	Joseph, Doug T	14/28	Open	MW 8:00 AM-9:15 AM; Ottawa Campus, Logan Campus - Ottawa, 708 Classroom	3.00	8/18/2025	12/14/2025
⊞	MATH 113 75	College Algebra	Jackett, Elizabeth M	15/30	Open	MTWRF 8:00 AM-8:45 AM; Chanute Off Campus, Chanute High School	3.00	8/18/2025	12/14/2025
⊞	MATH 113 76	College Algebra	Jackett, Elizabeth M	7/28	Open	MTWRF 10:35 AM-11:20 AM; Chanute Off Campus, Chanute High School	3.00	8/18/2025	12/14/2025
⊞	MATH 113 81	College Algebra	Meyer, Reine M Sprague, Jennifer R	24/26	Open	MTWRF 8:53 AM-9:42 AM; Garnett, Anderson Co Jr/Sr High School	3.00	8/18/2025	12/14/2025
⊞	MATH 113 84	College Algebra	Miller, Kristi K	50/50	Open	MTWRF 9:33 AM-10:23 AM; Ottawa Off Campus, Ottawa High School	3.00	8/18/2025	5/17/2026
⊞	MATH 113 85	College Algebra	Miller, Kristi K	25/26	Open	MTWRF 12:22 PM-1:12 PM; Ottawa Off Campus, Ottawa High School	3.00	8/18/2025	5/17/2026
⊞	MATH 113 91	College Algebra	Walcher, Paul C	2/22	Open	Online Course; Online Campus, myNeosho, Proctored Exams Required	3.00	8/18/2025	12/14/2025
⊞	MATH 113 92	College Algebra	Walcher, Paul C	20/22	Open	Online Course; Online Campus, myNeosho, Proctored Exams Required	3.00	8/18/2025	12/14/2025
⊞	MATH 133 11	Math Essentials	Drybread, Rita S	16/24	Open	MWF 10:00 AM-10:50 AM; Chanute Campus, Cntr for Voc and Acc Excell, Chanute CAVE Room 404	3.00	8/18/2025	12/14/2025
⊞	MATH 133 31	Math Essentials	Joseph, Doug T	21/24	Open	TR 8:00 AM-9:15 AM; Ottawa Campus, Logan Campus - Ottawa, 708 Classroom	3.00	8/18/2025	12/14/2025

Add	Textbooks	Course code	Name	Faculty	Seats Open	Status	Schedule	Credits	Begin Date	End Date
	⊞	MATH 133 91	Math Essentials	Drybread, Rita S	18/22	Open	Online Course; Online Campus, myNeosho	3.00	8/18/2025	12/14/2025
	⊞	MATH 143 91	Elem Stats	Walcher, Paul C	13/22	Open	Online Course; Online Campus, myNeosho, Proctored Exams Required	3.00	8/18/2025	12/14/2025

2. a. Screenshot showing at least one section of corequisite math support developmental education for each gateway math course for Fall 2025

⊞	MATH 013 11	CollgeAlgWorksh	Drybread, Rita S	9/15	Open	TR 9:00 AM-9:50 AM; Chanute Campus, Cntr for Voc and Acc Excell, Chanute CAVE Room 404	2.00	8/18/2025	12/14/2025
⊞	MATH 013 12	CollgeAlgWorksh	Drybread, Rita S	11/15	Open	TR 10:00 AM-10:50 AM; Chanute Campus, Cntr for Voc and Acc Excell, Chanute CAVE Room 404	2.00	8/18/2025	12/14/2025
⊞	MATH 013 21	CollgeAlgWorksh	Walcher, Paul C	14/15	Open	MW 4:00 PM-4:50 PM; Chanute Campus, Stoltz Hall, Chanute Stoltz Room 3	2.00	8/18/2025	12/14/2025
⊞	MATH 013 31	CollgeAlgWorksh	Joseph, Doug T	14/15	Open	MW 11:00 AM-11:50 AM; Ottawa Campus, Logan Campus - Ottawa, 707 Classroom	2.00	8/18/2025	12/14/2025
⊞	MATH 032 11	Stats&MatEsWork	Drybread, Rita S	8/15	Open	MW 11:00 AM-11:50 AM; Chanute Campus, Cntr for Voc and Acc Excell, Chanute CAVE Room 404	2.00	8/18/2025	12/14/2025
⊞	MATH 032 31	Stats&MatEsWork	Joseph, Doug T	14/15	Open	TR 11:00 AM-11:50 AM; Ottawa Campus, Logan Campus - Ottawa, 707 Classroom	2.00	8/18/2025	12/14/2025

3. a. Screenshot showing at least one section of corequisite English support for Fall 2025

Add	Textbooks	Course code	Name	Faculty	Seats Open	Status	Schedule	Credits	Begin Date	End Date
	⊞	ENGL 031 11	Comp Studio	Adams, James M	7/15	Open	TR 8:00 AM-9:15 AM; Chanute Campus, Stoltz Hall, Chanute Stoltz Room 7	3.00	8/18/2025	12/14/2025
	⊞	ENGL 031 12	Comp Studio	Adams, James M	6/15	Open	TR 9:30 AM-10:45 AM; Chanute Campus, Stoltz Hall, Chanute Stoltz Room 7	3.00	8/18/2025	12/14/2025
	⊞	ENGL 031 13	Comp Studio	Adams, James M	11/15	Open	TR 11:00 AM-12:15 PM; Chanute Campus, Stoltz Hall, Chanute Stoltz Room 7	3.00	8/18/2025	12/14/2025
	⊞	ENGL 031 14	Comp Studio	Clay, Krista K	15/15	Open	No schedule is currently available	3.00	8/18/2025	12/14/2025
	⊞	ENGL 031 31	Comp Studio	Olsen, Greg L	13/15	Open	MW 9:25 AM-10:40 AM; Ottawa Campus, Logan Campus - Ottawa, 707 Classroom	3.00	8/18/2025	12/14/2025
	⊞	ENGL 031 32	Comp Studio	Olsen, Greg L	10/15	Open	TR 9:25 AM-10:40 AM; Ottawa Campus, Logan Campus - Ottawa, 707 Classroom	3.00	8/18/2025	12/14/2025

4.a. Comparison of Systemwide Placement to NCCC's Placement for English

	Systemwide	NCCC
ACT **OR** ACT Reading & English and Most Recent HS English Course	**18+**	**18+** **OR** **Reading AND English 16+ AND B or higher in most recent English HS course**
SAT	**500+**	**430+**
ACCUPLACER	**255+**	**255+**
HS Cumulative (After 5+ Semesters)	**3.0+**	**3.00+** **(Based on current cumulative – no semester requirement)**
HS Cumulative GPA (After 5+ semesters) AND Most Recent English HS Course	**2.7+ AND B or higher in most recent English HS course**	**2.7+ AND B or higher in most recent English HS course**
GED 2014	**NA**	**165+ AVG GED Score OR 160+ AVG GED AND160+ Content Score**

4.b. Comparison of Systemwide Placement to NCCC's Placement for Math

COLLEGE ALGEBRA	Systemwide	NCCC
ACT	**22+**	**22+**
SAT	**540+**	**540+**
ALEKS PPL	**46+**	**NA**
ACCUPLACER	**263+**	**263+**
HS Cumulative (After 5+ Semesters)	**3.25+ AND B- or higher in second semester Algebra 2 or Integrated Math 3 OR Institutional Measure**	**3.25+** **(Based on current cumulative – no semester requirement)**
GED 2014	**NA**	**165+ AVG GED Score**

Elementary Stats / Cont. Math	Systemwide	NCCC
ACT	**19+**	**19+**
SAT	**510+**	**510+**
ALEKS PPL	**30+**	**NA**
ACCUPLACER	**255+**	**255+**
HS Cumulative (After 5+ Semesters)	**3.00+ AND C- or higher in second semester Algebra 2 or Integrated Math 3 OR Institutional Measure**	**3.00+** **(Based on current cumulative – no semester requirement)**
GED 2014	**NA**	**161+ AVG GED Score**

Institution: Pratt Community College

Contact: Monette DePew
Email: monetted@prattcc.edu

AY 2025 Performance Report (AY 2026 Funding Cycle)

Due by July 1, 2025

1. Please include: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and b. A plan to implement Math Pathways full scale in 2026-2027 *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for <u>Fall 2025:</u>

https://prattcc.edu/sites/default/files/media/documents/2025/fall-25-pcc-schedule-classes-10646.pdf
(MTH 176 Contemporary Math; MTH 178 College Algebra; MTH 181 Elementary Statistics)

Link(s) showing at least one section of each gateway math course applying to degrees on campus for <u>Spring 2026</u>
<u>OR</u>
<u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of each of the three gateway math courses that applies to degrees on campus for <u>Spring 2026</u>:

PCC is currently creating a rough draft of the Spring 2026 schedule. As we did in the Spring 2025 schedule, the Spring 2026 schedule will include at least one section of each of the three gateway math courses.

b. Plan to implement math pathways full scale in 2026-2027

Are all internal approvals in place to integrate the appropriate gateway math course into each degree program on campus? (If not, please explain what is left to do.)

Approvals are in place and being utilized; PCC integrated gateway math courses into each degree program beginning in 2024-2025. Academic maps have been revised to include the appropriate gateway math course into each degree program. Maps are reviewed at the end of each academic year to ensure their clarity and accuracy. Adjustments as to the number of sections of each gateway course will be made as necessary to ensure students have access to the appropriate math gateway course in order to meet degree requirements.

List number of course sections and number of students per course section estimated to be taught in each respective gateway math course per year when initiative is fully scaled in 2026-2027

# of College Algebra course sections:	**# of students per course section:**
18	11
# of Contemporary Math course sections:	**# of students per course section:**
10	19
# of Elementary Statistics course sections:	**# of students per course section:**
8	7

2. Please include: **a.** A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and **b.** A plan to implement corequisite math support developmental education full scale in 2026-2027 for each gateway math course that applies to degrees on campus *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for <u>Fall 2025</u> (technical colleges may not require one or two of these):

https://prattcc.edu/sites/default/files/media/documents/2025/fall-25-pcc-schedule-classes-10646.pdf
(MTH 056 Contemporary Math Coreq; MTH 078 College Algebra Coreq; MTH 081 Elementary Stats Coreq)

Link(s) showing at least one section of corequisite support for each gateway math course applying to degrees on campus for <u>Spring 2026</u>, <u>OR</u> <u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite math support developmental education for each gateway math course applying to degrees on campus for <u>Spring 2026</u>:

PCC is currently creating a rough draft of the Spring 2026 schedule. As we did in the Spring 2025 schedule, the Spring 2026 schedule will include at least one section of each of the three support corequisite gateway math courses.
Our commitment to corequisite support is evidenced in the Spring 2025 corequisite course offerings where we offered additional support courses in Contemporary Mathematics when enrollment exceeded expectations and when the College offered a corequisite support course in Elementary Statistics with a low student enrollment of 3.

b. Plan to implement corequisite math support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for the three gateway math courses <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for any of the three gateway math courses in AY 2026? (If you plan to continue to offer prerequisite support for any of the three gateway math courses, please describe what you will do over AY 2026 to fully implement corequisite developmental education for math by 2026-2027.)

Face-to-face corequisite math support course implementation is complete. Online course implementation begins with Fall 2025 and will be fully implemented by Spring 2026. Because of this timeline, no prerequisite support is needed for AY 2026. Faculty were compensated to develop both face-to-face and online corequisite math support courses. In addition to the KBOR sponsored professional development, the College extended its contract with Kathy Almay (Math &English consultant) of Almay Education to assist with this.

Identify number of corequisite course sections and number of students per section estimated to be taught for each respective math course per year when initiative is fully scaled in 2026-2027

# of corequisite support sections for College Algebra :	**# of students per course section:**
6	18
# of corequisite support sections for Contemporary Math:	**# of students per course section:**
6	23
# of corequisite support sections for Elementary Statistics:	**# of students per course section:**
4	15

3. Please provide: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite English support developmental education; and b. A plan to implement corequisite English support developmental education full-scale in 2026-2027	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite English support developmental education for <u>Fall 2025</u>:

https://prattcc.edu/sites/default/files/media/documents/2025/fall-25-pcc-schedule-classes-10646.pdf
(ENG 098 Composition I Coreq)

Link(s) showing at least one section of corequisite English support developmental education for <u>Spring 2026</u>
OR
<u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite English support developmental education for <u>Spring 2026</u>:

PCC is currently creating a rough draft of the Spring 2026 schedule. As we did in Spring 2025, the Spring 2026 schedule will include at least one section of the corequisite English support course.

b. Plan to implement corequisite English support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for English Composition I <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for the course in AY 2026? (If you plan to continue to offer prerequisite support for this course, please describe what you will do over AY 2026 to fully implement corequisite developmental education for English Comp I by 2026-2027.)

PCC plans to implement corequisite support for English Composition I courses full scale by the beginning of the Spring 2026 semester. Face-to-face course implementation is complete; online implementation begins with Fall 2025 and should be fully implemented by Spring 2026. Faculty were compensated to develop face-to-face and online English corequisite support courses. In addition to the KBOR sponsored professional development, faculty also had access to Math & English consultant Kathy Almay of Almay Education.

Identify number of students and number of course sections estimated to be taught in each corequisite English support developmental education course per year when initiative is fully scaled in 2026-2027:

# of corequisite support sections for English Composition I:	**# of students per course section:**
6	19

4. Please detail your institution's plan to implement the systemwide English and math course placement measures for the soft launch and full-scale in 2026-2027. **a.** Plan to implement systemwide English course placement measures (for English Composition I); and **b.** Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus. *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Plan to implement systemwide English course placement measures (for English Composition I)
Soft launch by Fall 2025 should include using the approved systemwide English course placement measures found here to place enough students into at least one section of English corequisite support developmental education. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025 – 2026 for English Composition I?

English Placement

Course	ACT Score *or* ➡	Accuplacer Score *or* ➡	SAT ERW or ➡	GPA (HS)
English Composition I	18 or higher on Reading **and** English	255 or higher on Reading **and** Writing	500 or higher	a. 3.0 or higher cumulative GPA after 5 or more semesters **or** b. 16+ ACT Reading and English **and** B or higher (not B-) in most recent high school English course **or** c. 2.7 or higher cumulative GPA after 5 semesters **and** B or higher (not B-) in most recent high school English course
Students who do not meet any of the English Composition I placement requirements must enroll in both English Composition Corequisite and also in English Composition I during the same semester.				

Students relying on ACCUPLACER, ACT, SAT, or other test scores have the ability to appeal their placement if they are within 2 points of the established cut-off score.

Do you plan to adopt the approved systemwide measures and the institutional measures above <u>full-scale for AY 2026</u> (one year early), or do you plan to continue to place any remaining students using the placement measures you used prior to AY 2026? (If you plan to use measures used previously for AY 2026, please explain what they are and how this will work alongside the soft launch.)

These measures were adopted and are in full-scale use beginning AY 2026.

b. Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus

Soft launch by Fall 2025 should include using the approved systemwide math course placement measures found here for enough students to place them into at least one section of corequisite support developmental education for each of the gateway math courses. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025-2026, for

College Algebra:
ACT: 22 or higher; Accuplacer QAS 263 or higher; SAT Math 540 or higher, ALEKS PPL 46 or higher
H.S. GPA 3.25 cumulative and B- or higher in 2nd semester Algebra 2 or Integrated Math 3

Students relying on ACCUPLACER, ACT, SAT, or other test scores have the ability to appeal their placement if they are within 2 points of the established cut-off score.

Contemporary Math:
ACT Math 19 or higher; Accuplacer QAS 255 or higher; SAT Math 510 or higher;, ALEKS PPL 30 or higher
H.S. GPA 3.0 cumulative and C- or higher in 2nd semester Algebra 2 or Integrated Math

Students relying on ACCUPLACER, ACT, SAT, or other test scores have the ability to appeal their placement if they are within 2 points of the established cut-off score.

Elementary Statistics:
ACT Math 19 or higher; Accuplacer AQS 255 or higher; SAT Math 510 or higher; ALEKS PPL 30 or higher
H.S. GPA 3.0 cumulative **and** C- or higher in 2nd semester Algebra 2 or Integrated Math

Students relying on ACCUPLACER, ACT, SAT, or other test scores have the ability to appeal their placement if they are within 2 points of the established cut-off score.

Do you plan to adopt these measures full-scale for AY 2026 (a year early), or do you plan to continue to place any remaining students using the placement measures you used previously for AY 2026? (If you plan to use measures used previously, please explain what they are and how this will work alongside the soft launch.)

These measures were adopted and are in full-scale use beginning AY 2026.

5. Please provide a link to all academic degree maps effective for students starting in Fall 2025 or Spring 2026 (AY 2026). Degree maps should be semester-by-semester plans and should reflect the overall guidance linked here and the general education framework guidance reflected here. The 2025-2026 academic maps will be uploaded to the PCC website by mid-July. The link to the 2024-2025 academic maps is below: **https://prattcc.edu/academic-degree-maps** The link to PCC's systemwide general education courses is below: **https://prattcc.edu/sites/default/files/media/documents/2025/pcc-systemwide-gen-eds-2025-2026-11108.pdf**	**20 Points**

Institution: Seward County Community College

Contact: Luke Dowell
Email: luke.dowell@sccc.edu

AY 2025 Performance Report (AY 2026 Funding Cycle)

Due by July 1, 2025

1. Please include: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and b. A plan to implement Math Pathways full scale in 2026-2027 *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for <u>Fall 2025:</u>

https://sccc.edu/academics/class-schedule/
(MA 1163 Contemporary Math; MA 1173 College Algebra; MA 2103 Elementary Statistics)

`

Link(s) showing at least one section of each gateway math course applying to degrees on campus for <u>Spring 2026</u>
<u>OR</u>
<u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of each of the three gateway math courses that applies to degrees on campus for <u>Spring 2026</u>:

At least one section of College Algebra, Contemporary Mathematics, and Elementary Statistics will be offered in Spring 2026. The spring schedule will be completed by September, 2025.

b. Plan to implement math pathways full scale in 2026-2027

Are all internal approvals in place to integrate the appropriate gateway math course into each degree program on campus? (If not, please explain what is left to do.)

The Academic Affairs council approved the changes for all degree programs who no longer require College Algebra as the mathematics requirement during the December 2024 regular meeting. Information from KBOR indicating math pathways courses required in degree programs across the state was utilized to determine which course to use with the areas of study at SCCC.

List number of course sections and number of students per course section estimated to be taught in each respective gateway math course per year when initiative is fully scaled in 2026-2027

# of College Algebra course sections: 14 **# of students per course section: 25**

# of Contemporary Math course sections: 2 **# of students per course section: 25**

# of Elementary Statistics course sections: 3 **# of students per course section: 25**

2. Please include: **a.** A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and **b.** A plan to implement corequisite math support developmental education full scale in 2026-2027 for each gateway math course that applies to degrees on campus *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for <u>Fall 2025</u> (technical colleges may not require one or two of these):

https://sccc.edu/academics/class-schedule/
(MA 1165 Contemporary Math with Review; MA 1175 College Algebra with Review; MA 2105 Elementary Statistics with Review)

Link(s) showing at least one section of corequisite support for each gateway math course applying to degrees on campus for <u>Spring 2026</u>, <u>OR</u> <u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite math support developmental education for each gateway math course applying to degrees on campus for <u>Spring 2026</u>:

At least one section of College Algebra with Review, Contemporary Mathematics with Review, and Elementary Statistics with Review will be offered in Spring 2026. The spring schedule will be completed by September 2025.

b. Plan to implement corequisite math support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for the three gateway math courses <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for any of the three gateway math courses in AY 2026? (If you plan to continue to offer prerequisite support for any of the three gateway math courses, please describe what you will do over AY 2026 to fully implement corequisite developmental education for math by 2026-2027.)

SCCC will offer prerequisite developmental education in AY 2026. Beginning Algebra will be offered so that those not ready for the corequisite course will have an opportunity to get ready for that course. Instructors will use the course to determine what concepts and skills will be needed by this group of students to be able to support them through College Algebra with Review when that is the only option available in 2026-2027.

Identify number of corequisite course sections and number of students per section estimated to be taught for each respective math course per year when initiative is fully scaled in 2026-2027

# of corequisite support sections for College Algebra : 5 # of students per course section: 25

# of corequisite support sections for Contemporary Math: 1 # of students per course section: 18

# of corequisite support sections for Elementary Statistics: 1 # of students per course section: 18

3. Please provide: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite English support developmental education; and b. A plan to implement corequisite English support developmental education full-scale in 2026-2027	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite English support developmental education for <u>Fall 2025</u>:

https://sccc.edu/academics/class-schedule/

(EG 0622 English Composition I Plus; EG 1105 English Comp I with Review)

Link(s) showing at least one section of corequisite English support developmental education for <u>Spring 2026</u>
OR
<u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite English support developmental education for <u>Spring 2026</u>:

SCCC will offer multiple sections of corequisite English support in the Spring 2026 semester. SCCC has developed two different types of corequisite support, English Composition I Plus and English Composition I with Review. The Plus class is a two credit hour course that a student takes linked to and English Comp I course. English Composition I with Review is a standalone 5 credit hour course that will have the same cohort of students working through the Comp I curriculum with more intensive and direct review and support.

b. Plan to implement corequisite English support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for English Composition I <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for the course in AY 2026? (If you plan to continue to offer prerequisite support for this course, please describe what you will do over AY 2026 to fully implement corequisite developmental education for English Comp I by 2026-2027.)

SCCC will offer 1 developmental English course in AY 2026. This will be offered for those students who need more support and skill development before taking English Composition I. Instructors in this course will determine the types of support these students need to be successful in Comp I in order to implement strategies into the corequisite courses.

Identify number of students and number of course sections estimated to be taught in each corequisite English support developmental education course per year when initiative is fully scaled in 2026-2027:

# of corequisite support sections for English Composition I: 8 # of students per course section: 15

4. Please detail your institution's plan to implement the systemwide English and math course placement measures for the soft launch and full-scale in 2026-2027. **a.** Plan to implement systemwide English course placement measures (for English Composition I); and **b.** Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus. *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Plan to implement systemwide English course placement measures (for English Composition I)

Soft launch by Fall 2025 should include using the approved systemwide English course placement measures found here to place enough students into at least one section of English corequisite support developmental education. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025 – 2026 for English Composition I?

SCCC has no additional institutional measures to use alongside the approved systemwide placement measures for English Composition I. The waiver process described for math courses below does not apply to English courses per SCCC Academic Affairs policy.

Do you plan to adopt the approved systemwide measures and the institutional measures above full-scale for AY 2026 (one year early), or do you plan to continue to place any remaining students using the placement measures you used prior to AY 2026? (If you plan to use measures used previously for AY 2026, please explain what they are and how this will work alongside the soft launch.)

Yes the approved systemwide measures will be used full-scale for AY 2026.

b. Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus

Soft launch by Fall 2025 should include using the approved systemwide math course placement measures found here for enough students to place them into at least one section of corequisite support developmental education for each of the gateway math courses. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025-2026, for

College Algebra:
SCCC has a waiver process that a student can seek approval from the division chair to waive the placement measure if extenuating circumstances exist. While waivers will not be granted often, the option still exists.

Contemporary Math:
Same as above.

Elementary Statistics:
Same as above.

Do you plan to adopt these measures full-scale for AY 2026 (a year early), or do you plan to continue to place any remaining students using the placement measures you used previously for AY 2026? (If you plan to use measures used previously, please explain what they are and how this will work alongside the soft launch.)

Since a developmental math class will still be offered in AY 2026, those measures will still be in place for that course. All other courses will rely on the system wide measures.

5. Please provide a link to all academic degree maps effective for students starting in Fall 2025 or Spring 2026 (AY 2026). Degree maps should be semester-by-semester plans and should reflect the overall guidance linked here and the general education framework guidance reflected here.	**20 Points**

https://catalog.sccc.edu/degrees

The semester by semester plan is available under course sequencing at the bottom of each degree page.

Technical Colleges

Institution: Flint Hills Technical College

Contact: Lisa Kirmer
Email: lkirmer@fhtc.edu

AY 2025 Performance Report (AY 2026 Funding Cycle)

Due by July 1, 2025

1. Please include: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and b. A plan to implement Math Pathways full scale in 2026-2027 *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for Fall 2025:

https://fhtc.edu/admissions/course-schedule/

(MA 108 Essentials Math; MA 110 College Algebra; MA 115 Elementary Statistics)

The link above is for the course schedule. Please select the following in the drop down boxes:

- Fall 2025
- General Education

Link(s) showing at least one section of each gateway math course applying to degrees on campus for Spring 2026 OR
IF the Spring 2026 schedule isn't yet available, provide a statement indicating intent to offer at least one section of each of the three gateway math courses that applies to degrees on campus for Spring 2026:

https://fhtc.edu/admissions/course-schedule/

The link above is for the course schedule. Please select the following in the drop down boxes:

- Spring 2026
- General Education

*FHTC's MA108 Essentials Math course is the equivalent to Contemporary Math.

b. Plan to implement math pathways full scale in 2026-2027

Are all internal approvals in place to integrate the appropriate gateway math course into each degree program on campus? (If not, please explain what is left to do.)

Yes, all approvals have been obtained (Curriculum Sub-Committee, Instructional Services Committee, Leadership Committee and reviewed by FHTC Board of Trustees).

List number of course sections and number of students per course section estimated to be taught in each respective gateway math course per year when initiative is fully scaled in 2026-2027

# of College Algebra course sections: 7 **# of students per course section: 12**

# of Contemporary Math course sections: 5 (Essentials Math – MA 108) **# of students per course section: 12**

# of Elementary Statistics course sections: 3 **# of students per course section: 10**

2. Please include: **a.** A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and **b.** A plan to implement corequisite math support developmental education full scale in 2026-2027 for each gateway math course that applies to degrees on campus *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for <u>Fall 2025</u> (technical colleges may not require one or two of these):

https://fhtc.edu/admissions/course-schedule/
(MA 094 Essentials Math w/Review; MA 095 Elementary Stats w/Review; MA 096 College Algebra w/Review)

The link above is for the course schedule. Please select the following in the drop down boxes:

- Fall 2025
- General Education

*FHTC's MA108 Essentials Math course is the equivalent to Contemporary Math.

Link(s) showing at least one section of corequisite support for each gateway math course applying to degrees on campus for <u>Spring 2026</u>, <u>OR</u> <u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite math support developmental education for each gateway math course applying to degrees on campus for <u>Spring 2026</u>:

https://fhtc.edu/admissions/course-schedule/

The link above is for the course schedule. Please select the following in the drop down boxes:

- Spring 2026
- General Education

*FHTC's MA108 Essentials Math course is the equivalent to Contemporary Math.

b. Plan to implement corequisite math support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for the three gateway math courses <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for any of the three gateway math courses in AY 2026? (If you plan to continue to offer prerequisite support for any of the three gateway math courses, please describe what you will do over AY 2026 to fully implement corequisite developmental education for math by 2026-2027.)

FHTC is implementing corequiste math support developmental education full scale in 2025-2026. FHTC is no longer offering prerequistive developmental education for any of the three gateway math courses.

Identify number of corequisite course sections and number of students per section estimated to be taught for each respective math course per year when initiative is fully scaled in 2026-2027

# of corequisite support sections for College Algebra : 2 # of students per course section: 6

# of corequisite support sections for Contemporary Math: 2 # of students per course section: 6

# of corequisite support sections for Elementary Statistics: 2 # of students per course section: 6

3. Please provide: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite English support developmental education; and b. A plan to implement corequisite English support developmental education full-scale in 2026-2027	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite English support developmental education for <u>Fall 2025</u>:

https://fhtc.edu/admissions/course-schedule/
(EG 099 English Composition I Review)

The link above is for the course schedule. Please select the following in the drop down boxes:

- Fall 2025
- General Education

Link(s) showing at least one section of corequisite English support developmental education for <u>Spring 2026</u>
<u>OR</u>
<u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite English support developmental edcuation for <u>Spring 2026</u>:

https://fhtc.edu/admissions/course-schedule/

The link above is for the course schedule. Please select the following in the drop down boxes:

- Spring 2026
- General Education

b. Plan to implement corequisite English support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for English Composition I <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for the course in AY 2026? (If you plan to continue to offer prerequisite support for the course, please describe what you will do over AY 2026 to fully implement corequisite developmental education for English Composition I by 2026-2027.)

FHTC is implementing corequisite English support developmental education full scale in 2025-2026. FHTC is no longer offering prerequisite developmental education for English Composition I. Beginning Spring of 2025, FHTC implemented a writing lab through Library Services. Students are able to participate in scheduled writing sessions and/or request an individual appointment with the Librarian. Approximately 25 students took advantage of the writing lab services in the Spring 2025 semester.

Identify number of students and number of course sections estimated to be taught in each corequisite English support developmental education courses per year when initiative is fully scaled in 2026-2027

# of corequisite support sections for College Algebra : 12 # of students per course section: 15

4. Please detail your institution's plan to implement the systemwide English and math course placement measures for the soft launch and full-scale in 2026-2027. **a.** Plan to implement systemwide English course placement measures (for English Composition I); and **b.** Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus. *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Plan to implement systemwide English course placement measures (for English Composition I)

Soft launch by Fall 2025 should include using the approved systemwide English course placement measures found here to place enough students into at least one section of English corequisite support developmental education. Please answer the following questions about the plan for the soft launch for AY 2026:

FHTC has fully implemented the systemwide English course placement measures for English Composition I.

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025 – 2026 for English Composition I?

Students who do not meet systemwide English course placement measures will be placed into the gateway course with development support or can request that FHTC utilize multiple measures outlined below. Admissions staff and the Dean of Enrollment Management both review and either approve or deny the request.

FHTC GENERAL MULTIPLE MEASURE RUBRIC **Measure of Single Test Score**

Criteria	1	2	3	4	SCORE-ENG
Overall GPA/ GED (or 12+ College Credit)	Below 2.0 GPA Below 145 GED	2.0-2.9 GPA 165 GED	3.0-3.4 GPA 170 GED	3.5 + GPA 200 + GED	
CORE Subject GPA/GED (English, Math, or Science)	Below 2.0 GPA Below 145 GED	2.0-2.9 GPA 165 GED	3.0-3.4 GPA 170 GED	3.5 + GPA 200 + GED	
OR Sub Work Experience	*less than 6 mos*	*6mos-1 yr*	*more than 1, less than 2 yrs*	*2+ yrs*	
Standardized Test Score ACT	within 4 pts	within 3 pts	within 2 pts	within 1 pt	
ACCUPLACER	within 20 pts	within 15 pts	within 10	within 5 pts	
***Each Core Area Scored Separately**				**TOTAL (Minimum 8)**	**/ 12**

Do you plan to adopt the approved systemwide measures and the institutional measures above full-scale for AY 2026 (one year early), or do you plan to continue to place any remaining students using the placement measures you used prior to AY 2026? (If you plan to use measures used previously for AY 2026, please explain what they are and how this will work alongside the soft launch.)

Yes, FHTC has adopted the systemwide measures and the institutional measures full-scale for AY 2026.

b. Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus

Soft launch by Fall 2025 should include using the approved systemwide math course placement measures found here for enough students to place them into at least one section of corequisite support developmental education for each of the gateway math courses. Please answer the following questions about the plan for the soft launch for AY 2026:

FHTC has fully implemented the systemwide math course placement measures for each gateway math course.

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025-2026, for

College Algebra:
Please see information below.

Contemporary Math:
Please see information below.

Elementary Statistics:
Please see information below.

Students who do not meet systemwide math course placement measures will be placed into the gateway course with development support or can request that FHTC utilize multiple measures outlined below. Admissions staff and the Dean of Enrollment Management both review and either approve or deny the request.

FHTC GENERAL MULTIPLE MEASURE RUBRIC — **Measure of Single Test Score**

Criteria	1	2	3	4	SCORE-ESS/STATS	SCORE -ALG
Overall GPA/ GED (or 12+ College Credit)	Below 2.0 GPA Below 145 GED	2.0-2.9 GPA 165 GED	3.0-3.4 GPA 170 GED	3.5 + GPA 200 + GED		
CORE Subject GPA/GED (English, Math, or Science)	Below 2.0 GPA Below 145 GED	2.0-2.9 GPA 165 GED	3.0-3.4 GPA 170 GED	3.5 + GPA 200 + GED		
OR Sub Work Experience	*less than 6 mos*	*6mos-1 yr*	*more than 1, less than 2 yrs*	*2+ yrs*		
Standardized Test Score ACT	within 4 pts	within 3 pts	within 2 pts	within 1 pt		
ACCUPLACER	within 20 pts	within 15 pts	within 10	within 5 pts		
***Each Core Area Scored Separately**				**TOTAL (Minimum 8)**	**/ 12**	**/ 12**

Do you plan to adopt these measures <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to place any remaining students using the placement measures you used previously for AY 2026? (If you plan to use measures used previously, please explain what they are and how this will work alongside the soft launch.)

Yes, FHTC has adopted the systemwide measures and the institutional measures full-scale for AY 2026.

5. Please provide a link to all academic degree maps effective for students starting in Fall 2025 or Spring 2026 (AY 2026). Degree maps should be semester-by-semester plans and should reflect the overall guidance linked here and the general education framework guidance reflected here.	**20 Points**

https://www.fhtc.edu/academics/majors-and-programs/

https://fhtc.edu/degree-maps/

Institution: Fort Hays Tech North Central

Contact: Jennifer Brown
Email: jbrown@fhtechnc.edu

AY 2025 Performance Report (AY 2026 Funding Cycle)

Due by July 1, 2025

1. Please include: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and b. A plan to implement Math Pathways full scale in 2026-2027 *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for Fall 2025:

Beloit campus schedule: https://fhtechnc.edu/fall-2025-beloit-general-education-schedule
Hays campus schedule: https://fhtechnc.edu/fall-2025-hays-campus-general-education-schedule
Online course schedule: https://fhtechnc.edu/fall-2025-online-class-schedule

Fort Hays Tech | North Central (FH Tech | NC) students primarily take MA-102 Essential Math (KSRN MAT1040 Contemporary Math equivalent) to fulfill their math requirement. The College requires all Certificate B and AAS seeking students to complete a math course per graduation requirements. (Other gateway math courses are MA 111 College Algebra and MA 200 Elementary Statistics.)

Link(s) showing at least one section of each gateway math course applying to degrees on campus for Spring 2026 OR
IF the Spring 2026 schedule isn't yet available, provide a statement indicating intent to offer at least one section of each of the three gateway math courses that applies to degrees on campus for Spring 2026:

We currently do not have the spring 2026 schedule posted. The spring offerings will match the fall offerings. Each term we will offer all three gateway math courses and corresponding corequisite sections. The majority of Fort Hays Tech| North Central students will take MA-102 Essential Math (KSRN MAT1040 Contemporary Math).

b. Plan to implement math pathways full scale in 2026-2027
Are all internal approvals in place to integrate the appropriate gateway math course into each degree program on campus? (If not, please explain what is left to do.)

Yes – All curricular changes are approved through the College's Academic Affairs committee. Offerings are set in collaboration with the Division Chair of General Education, Department Chairs, and the Dean of Instruction for each term.

All three gateway math courses may be used to fulfill FH Tech | NC's math requirement. Academic Advisors work with each student to help place students in the math course that best suits their academic needs. Per example: Essential Math will fulfill the math requirement to earn an AAS, but students who may elect to continue their education at one of the state universities, may need College Algebra. Advisors help students work through their options.

List number of course sections and number of students per course section estimated to be taught in each respective gateway math course per year when initiative is fully scaled in 2026-2027

The number of course reflect the total of offerings over both campuses and online. This is a conservative estimate using projected offerings and enrollments in place for AY2025.

# of College Algebra course sections: Fall: 4 Spring: 2	**# of students per course section:** Estimated Student Count for AY27:10
# of Contemporary Math course sections: Fall: 4 Spring: 2	**# of students per course section:** Estimated Student Count for AY27: 20
# of Elementary Statistics course sections: Fall: 2 Spring: 4	**# of students per course section:** Estimated Student Count for AY27: 8

2. Please include: **a.** A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and **b.** A plan to implement corequisite math support developmental education full scale in 2026-2027 for each gateway math course that applies to degrees on campus *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for <u>Fall 2025</u> (technical colleges may not require one or two of these):

The schedule links listed below reflect corequisite offerings labeled as review courses. (MA 097 Essential Math Review, MA 095 College Algebra Review, and MA 096 Elementary Statistics Review.)

Beloit campus schedule: https://fhtechnc.edu/fall-2025-beloit-general-education-schedule
Hays campus schedule: https://fhtechnc.edu/fall-2025-hays-campus-general-education-schedule
Online course schedule: https://fhtechnc.edu/fall-2025-online-class-schedule

Link(s) showing at least one section of each gateway math course applying to degrees on campus for <u>Spring 2026</u>
<u>OR</u>
<u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite math support developmental education for each gateway math course applying to degrees on campus for <u>Spring 2026</u>:

We currently do not have the spring 2026 schedule posted. The spring offerings will match the fall offerings. Each term we will offer all three gateway math courses and corresponding corequisite sections.

b. Plan to implement corequisite math support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for the three gateway math courses <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for any of the three gateway math courses in AY 2026? (If you plan to continue to offer prerequisite support for any of the three gateway math courses, please describe what you will do over AY 2026 to fully implement corequisite developmental education for math by 2026-2027.)

We will be offering corequisite support for all three math courses beginning in AY2026. The existing corequisite course for Essential Math was reviewed and revised during AY2025. Two corequisite sessions to support College Algebra and Elementary Statistics were developed and approved through FH Tech | NC's Academic Affairs committee for offering beginning Fall 2025.

Identify number of corequisite course sections and number of students per section estimated to be taught for each respective math course per year when initiative is fully scaled in 2026-2027

The number of course reflect the total of offerings over both campuses and online. This is a conservative estimate using projected offerings and enrollments in place for AY2025.

# of corequisite support sections for College Algebra : 4 **# of students per course section: 12**

# of corequisite support sections for Contemporary Math: 6 **# of students per course section: 12**

# of corequisite support sections for Elementary Statistics: 4 **# of students per course section: 8**

3. Please provide: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite English support developmental education; and b. A plan to implement corequisite English support developmental education full-scale in 2026-2027	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite English support developmental education for <u>Fall 2025</u>:

The schedule links listed below reflect corequisite offerings labeled as review courses. (COM 097 English Composition Review)

Beloit campus schedule: https://fhtechnc.edu/fall-2025-beloit-general-education-schedule

Hays campus schedule: https://fhtechnc.edu/fall-2025-hays-campus-general-education-schedule

Online course schedule: https://fhtechnc.edu/fall-2025-online-class-schedule

Link(s) showing at least one section of corequisite English support developmental education for <u>Spring 2026</u>
<u>OR</u>
<u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite English support developmental education for <u>Spring 2026</u>:

We currently do not have the spring 2026 schedule posted. The spring offerings will match the fall offerings. Each term we will offer English Composition I and the corresponding corequisite support sections.

b. Plan to implement corequisite English support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for English Composition I <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for the course in AY 2026? (If you plan to continue to offer prerequisite support for this course, please describe what you will do over AY 2026 to fully implement corequisite developmental education for English Comp I by 2026-2027.)

Fort Hays Tech | North Central has incorporated corequisite support courses for English Composition I for several years. For AY2025, the faculty reviewed this course and made updates. Those updates were approved by FH Tech | NC's Academic Affairs committee for implementation for AY2026.

Identify number of students and number of course sections estimated to be taught in each corequisite English support developmental education course per year when initiative is fully scaled in 2026-2027:

The number of course reflect the total of offerings over both campuses and online. This is a conservative estimate using projected offerings and enrollments in place for AY2025.

# of corequisite support sections for English Composition I: 6 **# of students per course section: 10**

4. Please detail your institution's plan to implement the systemwide English and math course placement measures for the soft launch and full-scale in 2026-2027. **a.** Plan to implement systemwide English course placement measures (for English Composition I); and **b.** Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus. *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Plan to implement systemwide English course placement measures (for English Composition I)

Soft launch by Fall 2025 should include using the approved systemwide English course placement measures found here to place enough students into at least one section of English corequisite support developmental education. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025 – 2026 for English Composition I?

Fort Hays Tech | North Central adopted the approved systemwide placement measures for AY2026. The measures were approved for adoption by FH Tech | NC's Academic Affairs committee. At this time, the College has chosen not to include an institutional measure for English placement. The approved systemwide placement measures are close to the measures used by the College for the last five years. FH Tech | NC incorporated multiple measures into placement guidelines in 2020. The guidelines functioned to place more students into the gateway courses successfully.

FH Tech | NC's advisors were involved in training on math pathways and math and English placement measures. The new placement guidelines were utilized during FH Tech | NC's to register incoming Fall 2025 students. The new measures will be incorporated into the AY2026 course catalog.

Do you plan to adopt the approved systemwide measures and the institutional measures above full-scale for AY 2026 (one year early), or do you plan to continue to place any remaining students using the placement measures you used prior to AY 2026? (If you plan to use measures used previously for AY 2026, please explain what they are and how this will work alongside the soft launch.)

See above. FH Tech | NC adopted the systemwide measures for AY2026.

b. Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus

Soft launch by Fall 2025 should include using the approved systemwide math course placement measures found here for enough students to place them into at least one section of corequisite support developmental education for each of the gateway math courses. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025-2026, for

Fort Hays Tech | North Central adopted the approved systemwide placement measures for AY2026. At this time, the College has chosen not to include an institutional measure for math placement. The approved systemwide placement measures are close to the measures used by the College for the last five years. FH Tech | NC incorporated multiple measures into placement guidelines during 2020. The guidelines functioned to help place more students into the gateway courses successfully.

FH Tech | NC's advisors were involved in training on math pathways and math and English placement measures. The new placement guidelines were utilized during FH Tech | NC's to register incoming Fall 2025 students. The new measures will be incorporated into the AY2026 course catalog.

Do you plan to adopt these measures full-scale for AY 2026 (a year early), or do you plan to continue to place any remaining students using the placement measures you used previously for AY 2026? (If you plan to use measures used previously, please explain what they are and how this will work alongside the soft launch.)

See above. The new placement measures were adopted for implementation in AY2026.

5. Please provide a link to all academic degree maps effective for students starting in Fall 2025 or Spring 2026 (AY 2026). Degree maps should be semester-by-semester plans and should reflect the overall guidance linked here and the general education framework guidance reflected here.	**20 Points**

Below is the link to Fort Hays Tech | North Central's degree maps as documented on our public website. Information on the website is updated annually at the end of the academic year to reflect any curricular changes for the next AY. The maps currently represented show the curricular information for each program for AY2025 including required pre-requisites and general education courses. We are currently updating the website to reflect any changes for AY2026.

Please note: Fort Hays Tech | North Central requires 15 hours of general education to earn an AAS degree and 9 hours of general education to earn a Certificate B. The general education block is listed within the degree maps, but students have choice as to which semester to complete those requirements and choice over modality as well. As students come to the College with general education credits from other institutions, this provides an opportunity during advising to plan an educational path beyond Fort Hays Tech | North Central and allows students to take additional credits to prepare for that transition.

https://fhtechnc.edu/programs

Institution: Fort Hays Tech Northwest

Contact: Jason Showalter
Email: jason.showalter@fhnw.edu

AY 2025 Performance Report (AY 2026 Funding Cycle)

Due by July 1, 2025

1. Please include: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and b. A plan to implement Math Pathways full scale in 2026-2027 *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for <u>Fall 2025:</u>

https://www.fhnw.edu/fall-general-education-classes-enrollment
(MATH 110 College Algebra; MATH 101 Contemporary Math; MATH 250 Elements of Statistics)

Link(s) showing at least one section of each gateway math course applying to degrees on campus for <u>Spring 2026</u>
<u>OR</u>
<u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of each of the three gateway math courses that applies to degrees on campus for <u>Spring 2026</u>:

The Spring 2026 schedule is currently under development. Fort Hays Tech Northwest intends to offer at least one section of each gateway math course—College Algebra, Contemporary Math, and Elementary Statistics—that applies to associate degree and certificate programs.

b. Plan to implement math pathways full scale in 2026-2027

Are all internal approvals in place to integrate the appropriate gateway math course into each degree program on campus? (If not, please explain what is left to do.)

All internal curricular approvals, changes to curriculum, and integration of new math courses were in place during the 2024-2025 academic year, well in advance of the 2026-2027 academic year target.

List number of course sections and number of students per course section estimated to be taught in each respective gateway math course per year when initiative is fully scaled in 2026-2027

# of College Algebra course sections: 5 # of students per course section: 14 estimated

# of Contemporary Math course sections: 3 # of students per course section: 12 estimated

# of Elementary Statistics course sections: 4 # of students per course section: 12 estimated

2. Please include: **a.** A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and **b.** A plan to implement corequisite math support developmental education full scale in 2026-2027 for each gateway math course that applies to degrees on campus *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for <u>Fall 2025</u> (technical colleges may not require one or two of these):

https://www.fhnw.edu/fall-general-education-classes-enrollment
(MAT 090 College Algebra Lab; MAT 091 Contemporary Math Lab; MAT 095 Elements of Statistics Lab)

Link(s) showing at least one section of corequisite support for each gateway math course applying to degrees on campus for <u>Spring 2026</u>, <u>OR</u> <u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite math support developmental education for each gateway math course applying to degrees on campus for <u>Spring 2026</u>:

Heading into the 2025-2026 academic year, we are offering at least one section of corequisite support for each of the three gateway math courses of College Algebra, Contemporary Math, and Elementary Statistics.

b. Plan to implement corequisite math support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for the three gateway math courses <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for any of the three gateway math courses in AY 2026? (If you plan to continue to offer prerequisite support for any of the three gateway math courses, please describe what you will do over AY 2026 to fully implement corequisite developmental education for math by 2026-2027.)

Fort Hays Tech Northwest has already implemented corequisite developmental education full-scale in each of the gateway courses and plans to continuing offering corequisite support into the future.

Identify number of corequisite course sections and number of students per section estimated to be taught for each respective math course per year when initiative is fully scaled in 2026-2027

# of corequisite support sections for College Algebra: 2. # of students per course section: 17 estimated

# of corequisite support sections for Contemporary Math: 2 # of students per course section: 13 estimated

# of corequisite support sections for Elementary Statistics: 2 # of students per course section: 17 estimated

3. Please provide: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite English support developmental education; and b. A plan to implement corequisite English support developmental education full-scale in 2026-2027	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite English support developmental education for <u>Fall 2025</u>:

https://www.fhnw.edu/fall-general-education-classes-enrollment
(ENG 091 Writing Studies)

Link(s) showing at least one section of corequisite English support developmental education for <u>Spring 2026</u>
OR
<u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite English support developmental education for <u>Spring 2026</u>:

The Spring 2026 schedule is still in development, however, as of the 2024-2025 academic year we had already fully integrated corequisite support for English Composition I courses. We will continue to offer corequisite support for the Spring 2026.

b. Plan to implement corequisite English support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for English Composition I <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for the course in AY 2026? (If you plan to continue to offer prerequisite support for this course, please describe what you will do over AY 2026 to fully implement corequisite developmental education for English Comp I by 2026-2027.)

Fort Hays Tech Northwest has already implemented corequisite developmental coursework full-scale for Composition I courses and plans to continue offering corequisite support into the future.

Identify number of students and number of course sections estimated to be taught in each corequisite English support developmental education course per year when initiative is fully scaled in 2026-2027:

# of corequisite support sections for English Composition I: 2 # of students per course section: 15 estimated

4. Please detail your institution's plan to implement the systemwide English and math course placement measures for the soft launch and full-scale in 2026-2027. **a.** Plan to implement systemwide English course placement measures (for English Composition I); and **b.** Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus. *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Plan to implement systemwide English course placement measures (for English Composition I)
Soft launch by Fall 2025 should include using the approved systemwide English course placement measures found here to place enough students into at least one section of English corequisite support developmental education. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025 – 2026 for English Composition I?

Current policy in place and being utilized at FHNW.

Placement Testing
Registration begins with evaluating the student's readiness for English and math classes.

FH Tech | NW evaluates student readiness through multiple measures and/or test scores on the ACT, SAT, or Accuplacer Next-Gen exam. Students must have taken these exams within the past 3 years; scores older than 3 years will not be accepted.

Students may be exempt from placement testing if one or more of the following criteria apply:
• Students have already earned a Bachelor's or Associate's Degree
• Students have successfully completed ("C" or higher) in a 100-level course in English or Algebra
• Students have taken the Accuplacer Next-Gen, ACT or SAT test within three (3) years prior to enrollment

The Accuplacer Next-Gen test is available at FH Tech | NW.

Students are permitted to retake the test twice in an academic year, but must wait a minimum of 24 hours between tests. Students may retake the Accuplacer Next-Gen test at the cost of $5.00 per section for the following reasons:

1. Student feels the placement results do not accurately reflect their abilities.
2. Student feels they have improved their skills through refresher work or previous developmental coursework.
3. Student feels the grade received does not reflect their abilities and/or they desire to advance in the course sequence.
4. Students are permitted to retake the test twice, but must wait a minimum 24-hour waiting period between tests.

Students who score below the minimum standards for college level courses will be required to take co-requisite course work (i.e. sections designated as "lab" or "studio" sessions).

Our institution is following the systemwide placement measures for placement into English Composition I.

Do you plan to adopt the approved systemwide measures and the institutional measures above <u>full-scale for AY 2026</u> (one year early), or do you plan to continue to place any remaining students using the placement measures you used prior to AY 2026? (If you plan to use measures used previously for AY 2026, please explain what they are and how this will work alongside the soft launch.)

Measures have already been adopted and ready for full implementation during AY25.

b. Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus

Soft launch by Fall 2025 should include using the approved systemwide math course placement measures found here for enough students to place them into at least one section of corequisite support developmental education for each of the gateway math courses. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025-2026, for

Our institution is following the systemwide placement measures for placement into College Algebra, Contemporary Math, and Elementary Statistics.

Do you plan to adopt these measures full-scale for AY 2026 (a year early), or do you plan to continue to place any remaining students using the placement measures you used previously for AY 2026? (If you plan to use measures used previously, please explain what they are and how this will work alongside the soft launch.) We have adopted and are currently utilizing approved measures for placement.	
5. Please provide a link to all academic degree maps effective for students starting in Fall 2025 or Spring 2026 (AY 2026). Degree maps should be semester-by-semester plans and should reflect the overall guidance linked here and the general education framework guidance reflected here.	**20 Points**
https://www.fhnw.edu/degree-maps	

Institution: Manhattan Area Technical College

Contact: Kimberly Withroder
Email: kimwithroder@manhattantech.edu

AY 2025 Performance Report (AY 2026 Funding Cycle)

Due by July 1, 2025

1. Please include: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and b. A plan to implement Math Pathways full scale in 2026-2027 *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for <u>Fall 2025:</u>

Student Course Search - Search Results | Home | MATCOnline
MAT 111 Contemporary Math
MAT 135 College Algebra
MAT 145 Elementary Statistics

Link(s) showing at least one section of each gateway math course applying to degrees on campus for <u>Spring 2026</u>
<u>OR</u>
<u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of each of the three gateway math courses that applies to degrees on campus for <u>Spring 2026</u>:

MATC plans to offer at least one section of the three gateway math courses that applies to its degrees for Spring 2026, subject to sufficient enrollment in the courses. The college meets that requirement for Fall 2025 and has hired an additional instructor to meet demand.

b. Plan to implement math pathways full scale in 2026-2027

Are all internal approvals in place to integrate the appropriate gateway math course into each degree program on campus? (If not, please explain what is left to do.)

Yes. MATC Academics and Curriculum Committee have reviewed each program with program faculty to review, determine, and approve the appropriate gateway math courses for each degree program on campus subject to program accreditation requirements.

List number of course sections and number of students per course section estimated to be taught in each respective gateway math course per year when initiative is fully scaled in 2026-2027

# of College Algebra course sections: 5 sections	**# of students per course section:** 20 students (average) per section
# of Contemporary Math course sections: 12	**# of students per course section:** 22 students (average) per section
# of Elementary Statistics course sections: 2	**# of students per course section:** 9 students (average) per section

2. Please include: **a.** A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and **b.** A plan to implement corequisite math support developmental education full scale in 2026-2027 for each gateway math course that applies to degrees on campus *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for <u>Fall 2025</u> (technical colleges may not require one or two of these):

Student Course Search - Search Results | Home | MATCOnline
MAT 112 Contemporary Math Recitation
MAT 136 College Algebra Recitation
MAT 146 Elementay Statistics Recitation

Link(s) showing at least one section of corequisite support for each gateway math course applying to degrees on campus for <u>Spring 2026</u>, <u>OR IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite math support developmental education for each gateway math course applying to degrees on campus for <u>Spring 2026</u>:

MATC plans to offer at least one section of corequisite support for each gateway math course applying to degrees on campus for Spring 2026, subject to having sufficient enrollment for the corresponding math pathways course that term. The college already meets that requirement for the Fall 2025 term.

b. Plan to implement corequisite math support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for the three gateway math courses <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for any of the three gateway math courses in AY 2026? (If you plan to continue to offer prerequisite support for any of the three gateway math courses, please describe what you will do over AY 2026 to fully implement corequisite developmental education for math by 2026-2027.)

Manhattan Tech plans to do a full-scale implementation of the math pathways corequisite developmental education, as appropriate for its program and course offerings. However, as a technical college with a smaller enrollment that includes concurrent enrollment partnerships (CEPs) with area high schools who are not eligible for corequisite support developmental education per KBOR policy, the difference between a pilot and a full-scale implementation is smaller than it may be at other institutions. While the full-scale implementation will not occur until AY 2026-2027, MATC has already implemented both requirements of at least one section of each math pathway courses and corequisite support courses in its curriculum. Additionally, Manhattan Tech has also hired another math instructor and is actively monitoring enrollments in mathematics to determine if additional support may be needed. Finally, MATC is working closely with area high schools through its CEPs to prepare for the full implementation of these changes in Fall 2026 as communication and collaboration with these educational partners is critical.

Identify number of corequisite course sections and number of students per section estimated to be taught for each respective math course per year when initiative is fully scaled in 2026-2027

# of corequisite support sections for College Algebra : 1	**# of students per course section:** 10
# of corequisite support sections for Contemporary Math: 4	**# of students per course section:** 24
# of corequisite support sections for Elementary Statistics: 1	**# of students per course section:** 12

3. Please provide: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite English support developmental education; and b. A plan to implement corequisite English support developmental education full-scale in 2026-2027	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite English support developmental education for Fall 2025:

Student Course Search - Search Results | Home | MATCOnline
COM 101 Composition Workshop

Link(s) showing at least one section of corequisite English support developmental education for Spring 2026
OR
IF the Spring 2026 schedule isn't yet available, provide a statement indicating intent to offer at least one section of corequisite English support developmental education for Spring 2026:

MATC plans to offer at least one section of corequisite English support developmental education for Spring 2026. The college already meets that requirement for the Fall 2025 term.

b. Plan to implement corequisite English support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for English Composition I full-scale for AY 2026 (a year early), or do you plan to continue to offer prerequisite developmental education for the course in AY 2026? (If you plan to continue to offer prerequisite support for this course, please describe what you will do over AY 2026 to fully implement corequisite developmental education for English Comp I by 2026-2027.)

Manhattan Tech is already in compliance with this initiative as they already offer a corequisite English support developmental education course for English Composition I based on placement guidelines or permission of the instructor. No changes need to be made for full-scale implementation of corequisite English support developmental education courses in AY 2026-2027.

Identify number of students and number of course sections estimated to be taught in each corequisite English support developmental education course per year when initiative is fully scaled in 2026-2027:

# of corequisite support sections for English Composition I:	**# of students per course section:**
4	18

4. Please detail your institution's plan to implement the systemwide English and math course placement measures for the soft launch and full-scale in 2026-2027. **a.** Plan to implement systemwide English course placement measures (for English Composition I); and **b.** Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus. *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Plan to implement systemwide English course placement measures (for English Composition I)
Soft launch by Fall 2025 should include using the approved systemwide English course placement measures found here to place enough students into at least one section of English corequisite support developmental education. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025 – 2026 for English Composition I?

Manhattan Tech is committed to fostering student success through a comprehensive and supportive academic environment. Based on qualitative and quantitative data in recent years, the institution has noticed an increase in students needing additional academic support. MATC is currently working on implementing additional institutional measures designed to enhance college readiness. Several departments and personnel throughout the institution are working to develop a College Readiness initiative to provide targeted support in the areas of reading and writing to ensure student success in English courses as well as program technical courses.

A key component of this initiative involves the strategic use of existing Accuplacer test scores to determine the level of support each student requires. This approach not only supports student retention and progression, but aligns with MATC's broader mission to provide high quality technical, general, and adult education to prepare individuals to pursue technologically advanced careers. This initiative is currently being developed and may be implemented for AY 2025-2026 although it may not be fully implemented until the following academic year.

Do you plan to adopt the approved systemwide measures and the institutional measures above full-scale for AY 2026 (one year early), or do you plan to continue to place any remaining students using the placement measures you used prior to AY 2026? (If you plan to use measures used previously for AY 2026, please explain what they are and how this will work alongside the soft launch.)

For AY 2025-2026, Manhattan Tech will continue to utilize the current and planned institutional measures of implementing a College Readiness initiative that closely match most components of the approved systemwide measures. These measures include utilizing Accuplacer testing scores to determine if students need additional academic supports, such as corequisite course placement. As MATC currently utilizes the Accuplacer tests for English course placement already, the institution will be in compliance with the soft launch requirements while it works on ensuring full compliance and full-scale implementation for AY 2026-2027.

b. Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus

Soft launch by Fall 2025 should include using the approved systemwide math course placement measures found here for enough students to place them into at least one section of corequisite support developmental education for each of the gateway math courses. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025-2026, for

College Algebra:
For AY 2025-2026 for College Algebra, Manhattan Tech will continue to utilize the current institutional measures that closely match most components of the approved systemwide measures, which include utilizing Accuplacer test scores to place students into the appropriate math course as is approved for their declared major. As MATC utilizes the Accuplacer tests for math course placement already, the institution will be in compliance with the soft launch requirements while it works on ensuring full compliance and full-scale implementation for AY 2026-2027.

Contemporary Math:
Contemporary Math is a new course for MATC in AY 2025-2026. Academics and the Curriculum Committee approved updated math pathway courses for each academic program which have been submitted to KBOR for AY 2025-2026. Manhattan Tech will continue to utilize the current institutional measures that closely match most components of the approved systemwide measures while adding Contemporary Math to those guidelines for the upcoming academic year. These measures include utilizing Accuplacer test scores to place students into the math course as is appropriate for their declared major. As MATC utilizes the Accuplacer tests for math course placement already, the institution will be in compliance with the soft launch requirements while it works on ensuring full compliance and full-scale implementation for AY 2026-2027.

Elementary Statistics:
For AY 2025-2026 for Elementary Statistics, Manhattan Tech will continue to utilize the current institutional measures that closely match most components of the approved systemwide measures. As MATC utilizes the Accuplacer tests for math

course placement already, the institution will be in compliance with the soft launch requirements while it works on ensuring full compliance and full-scale implementation for AY 2026-2027.

Do you plan to adopt these measures full-scale for AY 2026 (a year early), or do you plan to continue to place any remaining students using the placement measures you used previously for AY 2026? (If you plan to use measures used previously, please explain what they are and how this will work alongside the soft launch.)

For AY 2025-2026, Manhattan Tech will continue to utilize the current institutional measures that closely match most components of the approved systemwide measures with the addition of Contemporary Math as a new pathway for appropriate programs. MATC's current measures include a multiple measures process that considers Accuplacer mathematics tests scores although ACT Math scores can also be considered. Advisors can also consider high school GPA for students whose scores are within a certain amount of points of the cutoff. These placement measures are similar to the approved systemwide placement measures, which will be updated for AY 2026-2027.

5. Please provide a link to all academic degree maps effective for students starting in Fall 2025 or Spring 2026 (AY 2026). Degree maps should be semester-by-semester plans and should reflect the overall guidance linked here and the general education framework guidance reflected here.	**20 Points**

Degree Maps | Manhattan Area Technical College

It is important to note that many MATC technical programs, with the exception of the Electric Power & Distribution (EPD) program, have fall program start dates only. The EPD program has a spring program start date only.

Institution: Salina Area Technical College

Contact: Jennifer Callis
Email: Jennifer.callis@salinatech.edu

AY 2025 Performance Report (AY 2026 Funding Cycle)

Due by July 1, 2025

1. Please include: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and b. A plan to implement Math Pathways full scale in 2026-2027 *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for Fall 2025:

https://sonis.salinatech.edu/courses/default.aspx?campus=&dept=GEN&Semester=1&Search=

(MAT 150 College Algebra; MAT 130 Contemporary Math; MAT 152 Elementary Statistics)

Link(s) showing at least one section of each gateway math course applying to degrees on campus for Spring 2026 OR
IF the Spring 2026 schedule isn't yet available, provide a statement indicating intent to offer at least one section of each of the three gateway math courses that applies to degrees on campus for Spring 2026:

In Spring 2026, our intention is to schedule at least one of each of the gateway courses. We will have multiple sessions of College Algebra offered. Finalizing schedule over the next month. The college wants to see the interest from Fall in the Contemporary Math and Elementary Statistics courses before finalizing the schedule for spring. We require at least 6 students to be able to run a course.

b. Plan to implement math pathways full scale in 2026-2027

Are all internal approvals in place to integrate the appropriate gateway math course into each degree program on campus? (If not, please explain what is left to do.)

All approvals are already in place and courses starting full scale this Fall 2025 for gateway courses. Majority of our program students complete Technical Math course, so many of those who take the gateway math courses will be transferring them on to another college so there will not be many sessions, but at least one each semester (fall, spring, summer).

List number of course sections and number of students per course section estimated to be taught in each respective gateway math course per year when initiative is fully scaled in 2026-2027

# of College Algebra course sections: **# of students per course section:**
1 course section online and 1 course section in person **Estimated 10-15 per section**

# of Contemporary Math course sections: **# of students per course section:**
1 course section online and 1 course section in person **Estimated 6-10 per section**

# of Elementary Statistics course sections: **# of students per course section:**
1 course section online and 1 course section in person **Estimated 6-10 per section**

2. Please include: **a.** A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and **b.** A plan to implement corequisite math support developmental education full scale in 2026-2027 for each gateway math course that applies to degrees on campus *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for <u>Fall 2025</u> (technical colleges may not require one or two of these):

https://sonis.salinatech.edu/courses/default.aspx?campus=&dept=GEN&Semester=1&Search=

(MAT 175 College Algebra w/Review; MAT 140 Contemporary Math w/Review; MAT 190 Elementary Statistics w/Review) Review sessions will be co-taught with assistance from our local Adult Education math teacher.

Link(s) showing at least one section of corequisite support for each gateway math course applying to degrees on campus for <u>Spring 2026</u>, <u>OR</u> <u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite math support developmental education for each gateway math course applying to degrees on campus for <u>Spring 2026</u>:

In Spring 2026, our intention is to schedule at least one of each of the corequisite math support developmental education courses for College Algebra, Contemporary Math, and Elementary Statistics. Finalizing schedule over the next month. The college wants to see the interest from Fall in the Contemporary Math and Elementary Statistics courses before finalizing the schedule for spring.

b. Plan to implement corequisite math support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for the three gateway math courses <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for any of the three gateway math courses in AY 2026? (If you plan to continue to offer prerequisite support for any of the three gateway math courses, please describe what you will do over AY 2026 to fully implement corequisite developmental education for math by 2026-2027.)

All approvals are already in place and courses starting full scale this Fall 2025 for gateway corequisiste math support developmental education courses. Majority of our program students complete Technical Math course, so many of those who take these math courses will be transferring them on to another college so there will not be many sessions, but at least one each semester (fall, spring, summer).

Identify number of corequisite course sections and number of students per section estimated to be taught for each respective math course per year when initiative is fully scaled in 2026-2027

# of corequisite support sections for College Algebra :
1 course section in person

# of students per course section:
Estimated 10-15 per section

# of corequisite support sections for Contemporary Math:
1 course section in person

# of students per course section:
Estimated 6-10 per section

# of corequisite support sections for Elementary Statistics:
1 course section in person

# of students per course section:
Estimated 6-10 per section

Due to low numbers expected to enrolled in the courses, we anticipate starting out with lower number of sections and increase as needed.

3. Please provide: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite English support developmental education; and b. A plan to implement corequisite English support developmental education full-scale in 2026-2027	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite English support developmental education for <u>Fall 2025</u>:

https://sonis.salinatech.edu/courses/default.aspx?campus=SATC&dept=GEN&Semester=1&Search=

(ENG 105 English Composition I w/Review) Line schedule says TBD, we complete our hiring of our new faculty who will be teaching the courses once approved by our board of trustees in July.

Link(s) showing at least one section of corequisite English support developmental education for <u>Spring 2026</u>
<u>OR</u>
<u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite English support developmental education for <u>Spring 2026</u>:

In Spring 2026, our intention is to schedule at least one session on English Compoistion I with Review. Finalizing schedule over the next month. The college wants to see the need/interst from before finalizing the schedule for spring. We require at least 6 students to be able to run a course. Normally in the spring, we have a lower English Composition I interest, and higher interest in English Composition II.

b. Plan to implement corequisite English support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for English Composition I <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for the course in AY 2026? (If you plan to continue to offer prerequisite support for this course, please describe what you will do over AY 2026 to fully implement corequisite developmental education for English Comp I by 2026-2027.)

All approvals are already in place and courses starting full scale this Fall 2025 for English Compoistion I with Review course.

Identify number of students and number of course sections estimated to be taught in each corequisite English support developmental education course per year when initiative is fully scaled in 2026-2027:

# of corequisite support sections for English Composition I:	**# of students per course section:**
1 course section in person	Estimated 6-10 per section

4. Please detail your institution's plan to implement the systemwide English and math course placement measures for the soft launch and full-scale in 2026-2027. **a.** Plan to implement systemwide English course placement measures (for English Composition I); and **b.** Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus. *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Plan to implement systemwide English course placement measures (for English Composition I)
Soft launch by Fall 2025 should include using the approved systemwide English course placement measures found here to place enough students into at least one section of English corequisite support developmental education. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025 – 2026 for English Composition I?

The college plans to institute the following institutional measures for English Comp I starting Fall 2025:

- Reference letter from English teacher from previous English course (within last 3 years). Reference letter will be reviewed by Director of Student Success for approval.

- Professional Discretion of Director of Student Success following individual meeting with student on previous English course experience and skill level. (will be very limited)

b. Plan to implement systemwide English course placement measures (for English Composition I)

Soft launch by Fall 2025 should include using the approved systemwide English course placement measures found here to place enough students into at least one section of English corequisite support developmental education. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025 – 2026 for English Composition I?

The college plans to institute the following institutional measures for English Comp I starting Fall 2025:

- Reference letter from English teacher from previous English course (within last 3 years). Reference letter will be reviewed by Director of Student Success for approval.
- Professional Discretion of Director of Student Success following individual meeting with student on previous English course experience and skill level. (will be very limited)

Do you plan to adopt the approved systemwide measures and the institutional measures above full-scale for AY 2026 (one year early), or do you plan to continue to place any remaining students using the placement measures you used prior to AY 2026? (If you plan to use measures used previously for AY 2026, please explain what they are and how this will work alongside the soft launch.)

The college plans to fully implement the approved systemwide measures and the above institutional measure for Fall 2025.

c. Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus

Soft launch by Fall 2025 should include using the approved systemwide math course placement measures found here for enough students to place them into at least one section of corequisite support developmental education for each of the gateway math courses. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025-2026, for

College Algebra:

The college plans to institute the following institutional measures College Algebra starting Fall 2025:

- Reference letter from Math teacher from previous Algebra 2 or equivalent course (within that last 3 years). Reference letter will be reviewed by Director of Student Success for approval.
- Professional Discretion of Director of Student Succes following individual meeting with student on previous math course experience and skill level. (will be very limited)

Contemporary Math:

The college plans to institute the following institutional measures College Algebra starting Fall 2025:

- Reference letter from Math teacher from previous Algebra 2 or equivalent course (within that last 3 years). Reference letter will be reviewed by Director of Student Success for approval.
- Professional Discretion of Director of Student Succes following individual meeting with student on previous math course experience and skill level. (will be very limited)

Elementary Statistics:

The college plans to institute the following institutional measures College Algebra starting Fall 2025:

- Reference letter from Math teacher from previous Algebra 2 or equivalent course (within that last 3 years). Reference letter will be reviewed by Director of Student Success for approval.
- Professional Discretion of Director of Student Succes following individual meeting with student on previous math course experience and skill level. (will be very limited)

Do you plan to adopt these measures full-scale for AY 2026 (a year early), or do you plan to continue to place any remaining students using the placement measures you used previously for AY 2026? (If you plan to use measures used previously, please explain what they are and how this will work alongside the soft launch.) **The college plans to fully implement that approved systemwide measures and the above institutional measures for Fall 2025.**	
5. Please provide a link to all academic degree maps effective for students starting in Fall 2025 or Spring 2026 (AY 2026). Degree maps should be semester-by-semester plans and should reflect the overall guidance linked here and the general education framework guidance reflected here.	**20 Points**
All Program Guides page link: https://www.salinatech.edu/programs/all-program-guides/ It is also listed under the Documents and Forms link: https://www.salinatech.edu/documents-and-forms/ In addition, each program has a link to its program specific guides on its individual webpage.	

Institution: Wichita State University
Campus of Applied Sciences & Technology
Contact: Jennifer Seymour
Email: jseymour2@wsutech.edu

AY 2025 Performance Report (AY 2026 Funding Cycle)

Due by July 1, 2025

1. Please include: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and b. A plan to implement Math Pathways full scale in 2026-2027 *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for Fall 2025:

The course schedule can be found on our website. Search by term (Fall 2025) and Subject (MTH) to view the Fall 2025 math class schedule. Or, I have separately attached an excel spreadsheet of the schedule. (MTH 108 Contemporary Math; MTH 112 College Algebra; MTH 120 Elementary Statistics)

Link(s) showing at least one section of each gateway math course applying to degrees on campus for Spring 2026 OR
IF the Spring 2026 schedule isn't yet available, provide a statement indicating intent to offer at least one section of each of the three gateway math courses that applies to degrees on campus for Spring 2026:

The course schedule can be found on our website. Search by term (Spring 2026) and Subject (MTH) to view the Spring 2026 math class schedule. Or, I have separately attached an excel spreadsheet of the schedule.

b. Plan to implement math pathways full scale in 2026-2027

Are all internal approvals in place to integrate the appropriate gateway math course into each degree program on campus? (If not, please explain what is left to do.)

All approvals are in place for full implementation 2025-2026.

List number of course sections and number of students per course section estimated to be taught in each respective gateway math course per year when initiative is fully scaled in 2026-2027

# of College Algebra course sections: 7 **# of students per course section: 25**

# of Contemporary Math course sections: 15 **# of students per course section: 25**

# of Elementary Statistics course sections: 8 **# of students per course section: 25**

Mix of gateway and coreq courses may change due to enrollment demand. As students test and multiple measures are applied we will have a better idea of how many sections of each we need.

2. Please include: **a.** A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degrees on campus; and **b.** A plan to implement corequisite math support developmental education full scale in 2026-2027 for each gateway math course that applies to degrees on campus *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite math support developmental education for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) applying to degrees on campus for <u>Fall 2025</u> (technical colleges may not require one or two of these):

The course schedule can be found on our website. Search by term (Fall 2025) and Subject (MTH) to view the Fall 2025 math class schedule. Or, I have separately attached an excel spreadsheet of the schedule. (MTH 107 Contemporary Math with Coreq; MTH 110 College Algebra with Coreq; MTH 119 Elementary Statistics with Coreq)

Link(s) showing at least one section of corequisite support for each gateway math course applying to degrees on campus for <u>Spring 2026</u>, <u>OR IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite math support developmental education for each gateway math course applying to degrees on campus for <u>Spring 2026</u>:

The course schedule can be found on our website. Search by term (Spring 2026) and Subject (MTH) to view the Spring 2026 math class schedule. Or, I have separately attached an excel spreadsheet of the schedule.

b. Plan to implement corequisite math support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for the three gateway math courses <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for any of the three gateway math courses in AY 2026? (If you plan to continue to offer prerequisite support for any of the three gateway math courses, please describe what you will do over AY 2026 to fully implement corequisite developmental education for math by 2026-2027.)

We plan to fully implement corequisite developmental education for all three gateway math courses in AY 2026.

Identify number of corequisite course sections and number of students per section estimated to be taught for each respective math course per year when initiative is fully scaled in 2026-2027

# of College Algebra course sections: 4 **# of students per course section: 25**

# of Contemporary Math course sections: 4 **# of students per course section: 25**

# of Elementary Statistics course sections: 2 **# of students per course section: 25**

Mix of gateway and coreq courses may change due to enrollment demand. As students test and multiple measures are applied we will have a better idea of how many sections of each we need.

3. Please provide: a. A link or links to the Fall 2025 and Spring 2026 schedules of courses showing at least one section of corequisite English support developmental education; and b. A plan to implement corequisite English support developmental education full-scale in 2026-2027	20 Points (a = 10 pts) (b = 10 pts)

a. Link(s) showing at least one section of corequisite English support developmental education for <u>Fall 2025</u>:

The course schedule can be found on our website. Search by term (Fall 2025) and Subject (ENG) to view the Fall 2025 English class schedule. Or, I have separately attached an excel spreadsheet of the schedule. (ENG 101 English Comp I; ENG 100 English Comp I Lab)

Link(s) showing at least one section of corequisite English support developmental education for <u>Spring 2026</u>
<u>OR</u>
<u>IF the Spring 2026 schedule isn't yet available</u>, provide a statement indicating intent to offer at least one section of corequisite English support developmental education for <u>Spring 2026</u>:

The course schedule can be found on our website. Search by term (Spring 2026) and Subject (ENG) to view the Spring 2026 English class schedule. Or, I have separately attached an excel spreadsheet of the schedule.

b. Plan to implement corequisite English support developmental education full scale in 2026-2027 - Do you plan to implement corequisite developmental education for English Composition I <u>full-scale for AY 2026</u> (a year early), or do you plan to continue to offer prerequisite developmental education for the course in AY 2026? (If you plan to continue to offer prerequisite support for this course, please describe what you will do over AY 2026 to fully implement corequisite developmental education for English Comp I by 2026-2027.)

We have offered Composition I Lab for several years. We are, however, taking this opportunity to reevaluate the course and ensure it is meeting the needs of students who would have previously tested into developmental English.

Identify number of students and number of course sections estimated to be taught in each corequisite English support developmental education course per year when initiative is fully scaled in 2026-2027:

# of corequisite support sections for English Composition I: 9 **# of students per course section: 15**

4. Please detail your institution's plan to implement the systemwide English and math course placement measures for the soft launch and full-scale in 2026-2027. **a.** Plan to implement systemwide English course placement measures (for English Composition I); and **b.** Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus. *(For the AAS, technical colleges may not offer one or two of the three gateway courses, but should offer an alternate course or courses to replace Intermediate Algebra if it was used to satisfy requirements in a program)*	20 Points (a = 10 pts) (b = 10 pts)

a. Plan to implement systemwide English course placement measures (for English Composition I)

Soft launch by Fall 2025 should include using the approved systemwide English course placement measures found here to place enough students into at least one section of English corequisite support developmental education. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025 – 2026 for English Composition I?

We plan to implement the English course placement measures as recommended by the taskforce. We have not established any institutional measures for English at this time, but may develop some as we reevaluate our current Composition I Lab course.

Do you plan to adopt the approved systemwide measures and the institutional measures above full-scale for AY 2026 (one year early), or do you plan to continue to place any remaining students using the placement measures you used prior to AY 2026? (If you plan to use measures used previously for AY 2026, please explain what they are and how this will work alongside the soft launch.)

We plan to fully implement the approved systemwide measures in AY 2026.

b. Plan to implement systemwide math course placement measures for each gateway math course (College Algebra, Contemporary Math, and Elementary Statistics) that applies to degree programs on campus

Soft launch by Fall 2025 should include using the approved systemwide math course placement measures found here for enough students to place them into at least one section of corequisite support developmental education for each of the gateway math courses. Please answer the following questions about the plan for the soft launch for AY 2026:

What are the institutional measures you plan to use alongside the approved systemwide placement measures for 2025-2026, for

College Algebra: Dual enrolled high school students completing a math class at their high school will be allowed to enroll in College Algebra on the recommendation of their Algebra 2 or Integrated Math 3 teacher. We have not established any other instutional measures for College Algebra at this time.

Contemporary Math: Dual enrolled high school students completing a math class at their high school will be allowed to enroll in Contemporary Math on the recommendation of their Algebra 2 or Integrated Math 3 teacher. We have not established any other instutional measures for Contemporary Math at this time.

Elementary Statistics: We have not established institutional measures for Elementary Statistics at this time.

Do you plan to adopt these measures full-scale for AY 2026 (a year early), or do you plan to continue to place any remaining students using the placement measures you used previously for AY 2026? (If you plan to use measures used previously, please explain what they are and how this will work alongside the soft launch.)

We plan to fully implement the approved systemwide measures in AY 2026.

5. Please provide a link to all academic degree maps effective for students starting in Fall 2025 or Spring 2026 (AY 2026). Degree maps should be semester-by-semester plans and should reflect the overall guidance linked here and the general education framework guidance reflected here.	**20 Points**

https://wsutech.edu/degreemaps/