



Math Pathways: Overview of Components, Work Completed, & Next Steps

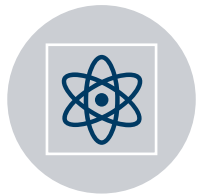
Academic Affairs Staff

October 8, 2024

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



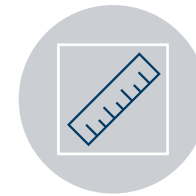
Agenda



Building A Future &
Math Pathways



Gateway Math
Courses



Multiple Placement
Measures



Corequisite
Development



Next Steps



Building A Future & Math Pathways



Building a Future

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



Building a Future Areas of Focus

Family

- Affordability
- Access
- Success

Business

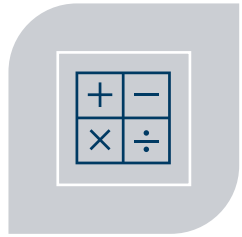
- Talent Pipeline
- Innovation

Economic Prosperity

- Intentional Economic Activity
- Community and State Benefits



Affordability, Access, & Success: Math Pathways



ACCESS & REDUCTION
IN MATH ANXIETY



SUCCESSFUL
COMPLETION OF MATH
GATEWAY COURSES



HIGHER RETENTION
RATES



INCREASED ON TIME
GRADUATION



REDUCED COSTS



On Time Graduation

46.3%

State universities, 2022

41.4%

Community colleges, 2022
Includes transfer-out rate

52.8%

Technical colleges, 2022



Retention Rates

81.4%

State universities, 2022

61.9%

Community colleges, 2022

70.4%

Technical colleges, 2022



Developmental Education - Math: Academic Years 2010 - 2022

Institution Type		Cohort	Percent Enrolled in Developmental Math Course	Percent Completed Developmental Math Course	Percent Completed Developmental Math Course and College Algebra
Overall					
Community Colleges		247,777	26.2%	65.9%	19.7%
Universities		172,321	12.6%	69.7%	34.7%
By Age					
Age: 17-19	Community Colleges	148,794	27.9%	66.4%	23.1%
	Universities	155,983	11.4%	73.0%	38.8%
Age: 20-24	Community Colleges	52,413	27.1%	61.8%	15.7%
	Universities	11,304	21.9%	55.4%	24.1%
Age: 25+	Community Colleges	46,017	20.0%	70.2%	15.6%
	Universities	4,966	28.0%	52.4%	26.7%



Developmental Education - Math: Academic Years 2010 - 2022

Institution Type	Cohort	Percent Enrolled in Developmental Math Course	Percent Completed Developmental Math Course	Percent Completed Developmental Math Course and College Algebra
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By Race / Ethnicity

Hispanic	Community Colleges	34,306	30.6%	65.1%	19.2%
	Universities	14,268	19.2%	70.0%	33.0%
African American, Non-Hispanic	Community Colleges	30,742	37.2%	57.9%	13.9%
	Universities	8,299	32.0%	60.9%	28.3%
White, Non-Hispanic	Community Colleges	148,170	22.9%	68.1%	20.9%
	Universities	125,535	10.5%	71.7%	37.0%
Other Race	Community Colleges	34,559	26.5%	68.7%	22.9%
	Universities	24,219	12.9%	68.2%	31.7%

By Gender

Female	Community Colleges	122,971	27.4%	70.0%	22.9%
	Universities	90,563	13.8%	73.0%	37.3%
Male	Community Colleges	124,388	25.1%	61.5%	16.2%
	Universities	81,751	11.2%	65.1%	31.1%



Gateway Math Courses



Background

1. College Algebra was created to prepare students for Calculus.



Who Needs It

1. Today's Reality:
Only 20% of Majors require calculus

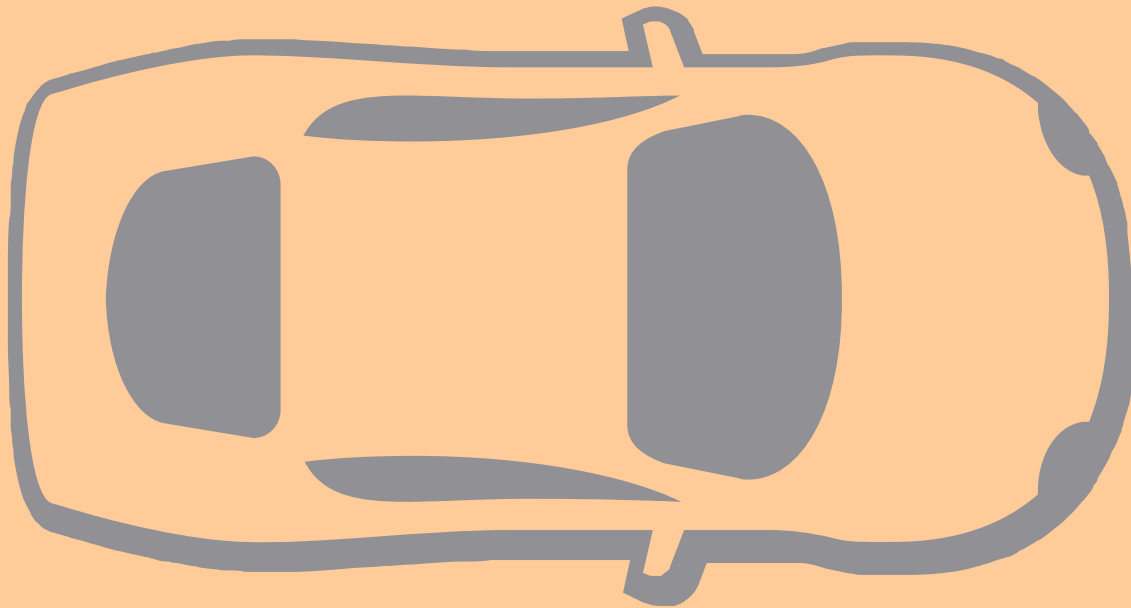


Enrollment

1. College Algebra is consistently among the top five highest-enrolled courses in the system.



College Algebra

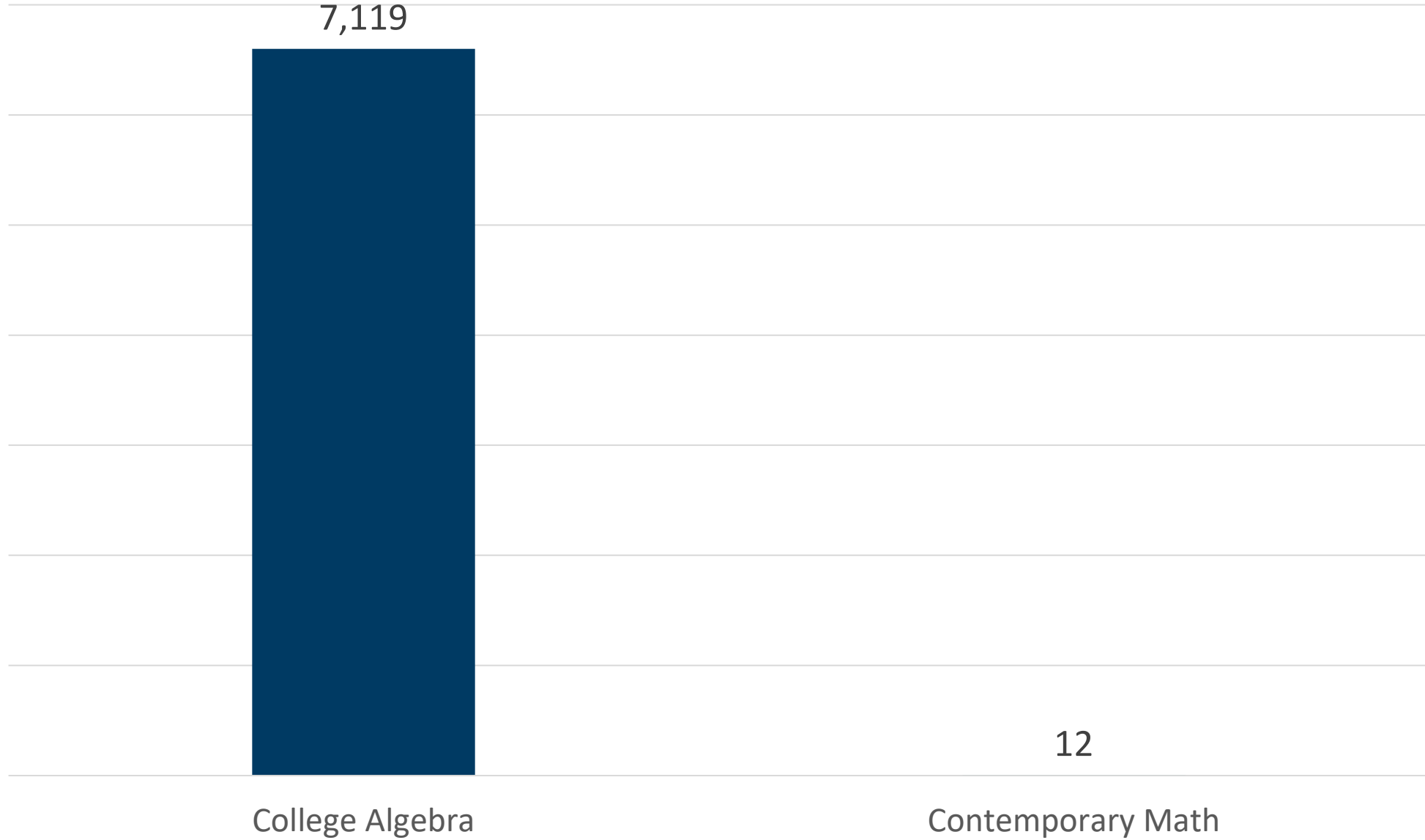


Most Majors

19,037 students enrolled in College Algebra in AY 23 at Kansas Public Colleges & Universities.



AY 23 Dual Enrollment: College Algebra Versus Contemporary Math





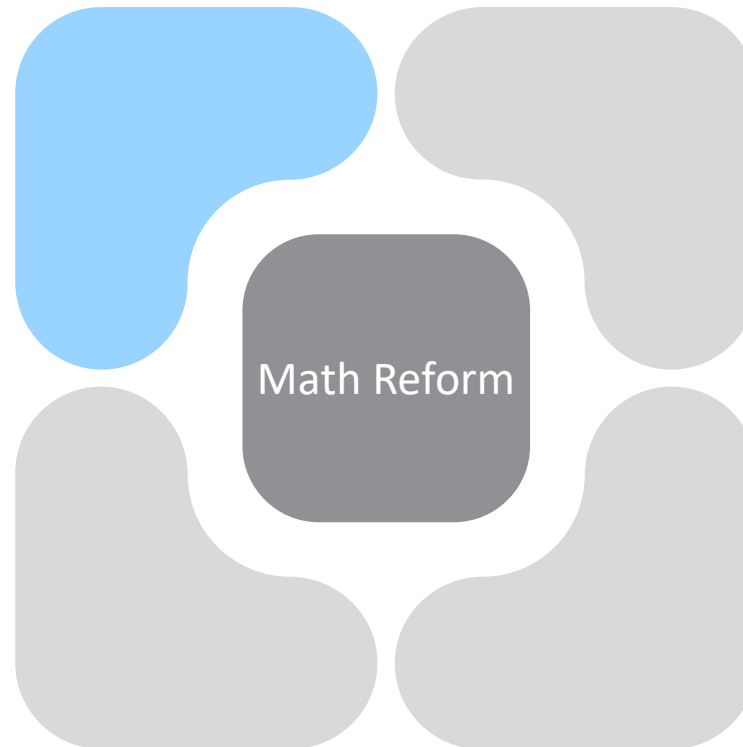
Math Reform

Math Reform Wave

Math reform has been one of the most significant common undergraduate level changes in higher education

Future Council Higher Ed

#1 and #2 recommendations were corequisite and math pathways.



KBOR Strategic Plan: Building a Future

Implement proven practices that remove barriers and advance access, affordability, success, & completion.

Council of Presidents

Expressed strong interest in math reform.



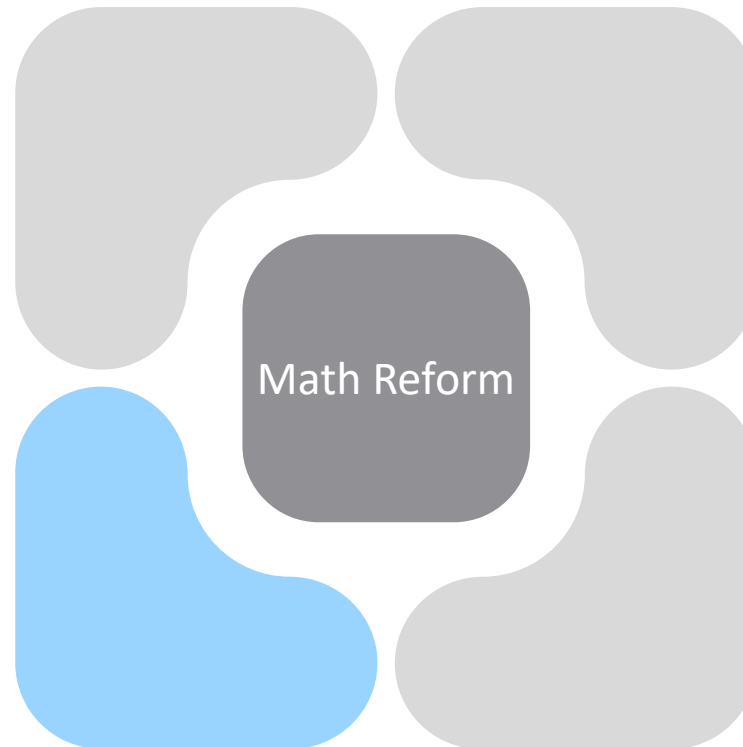
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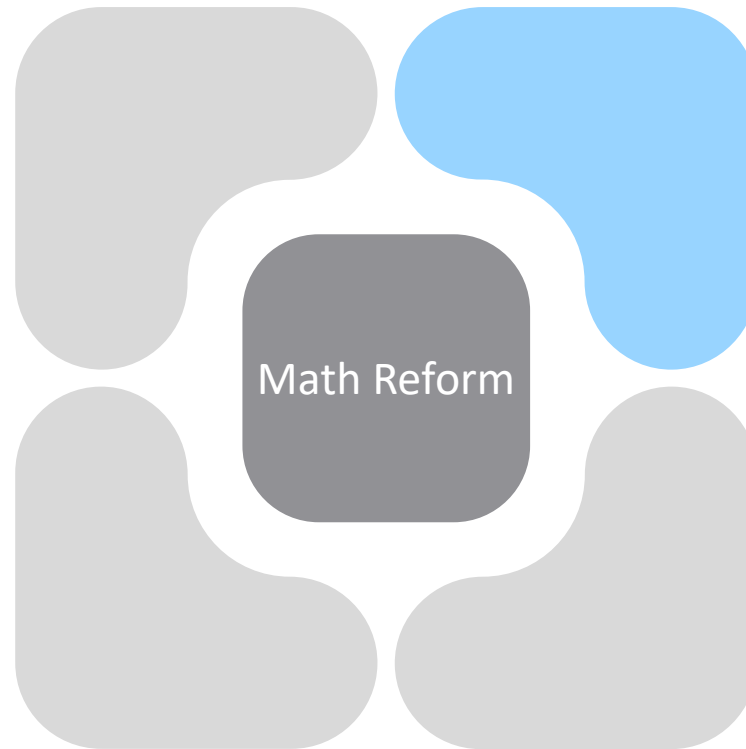
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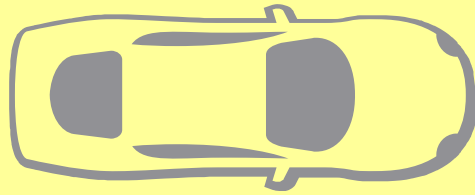
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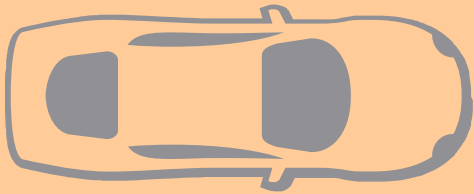
**Elementary
Statistics**



**Contemporary
Math**



**College
Algebra**



**Majors Requiring
Calculus**

20% of All Majors



Gateway Math Courses By Program

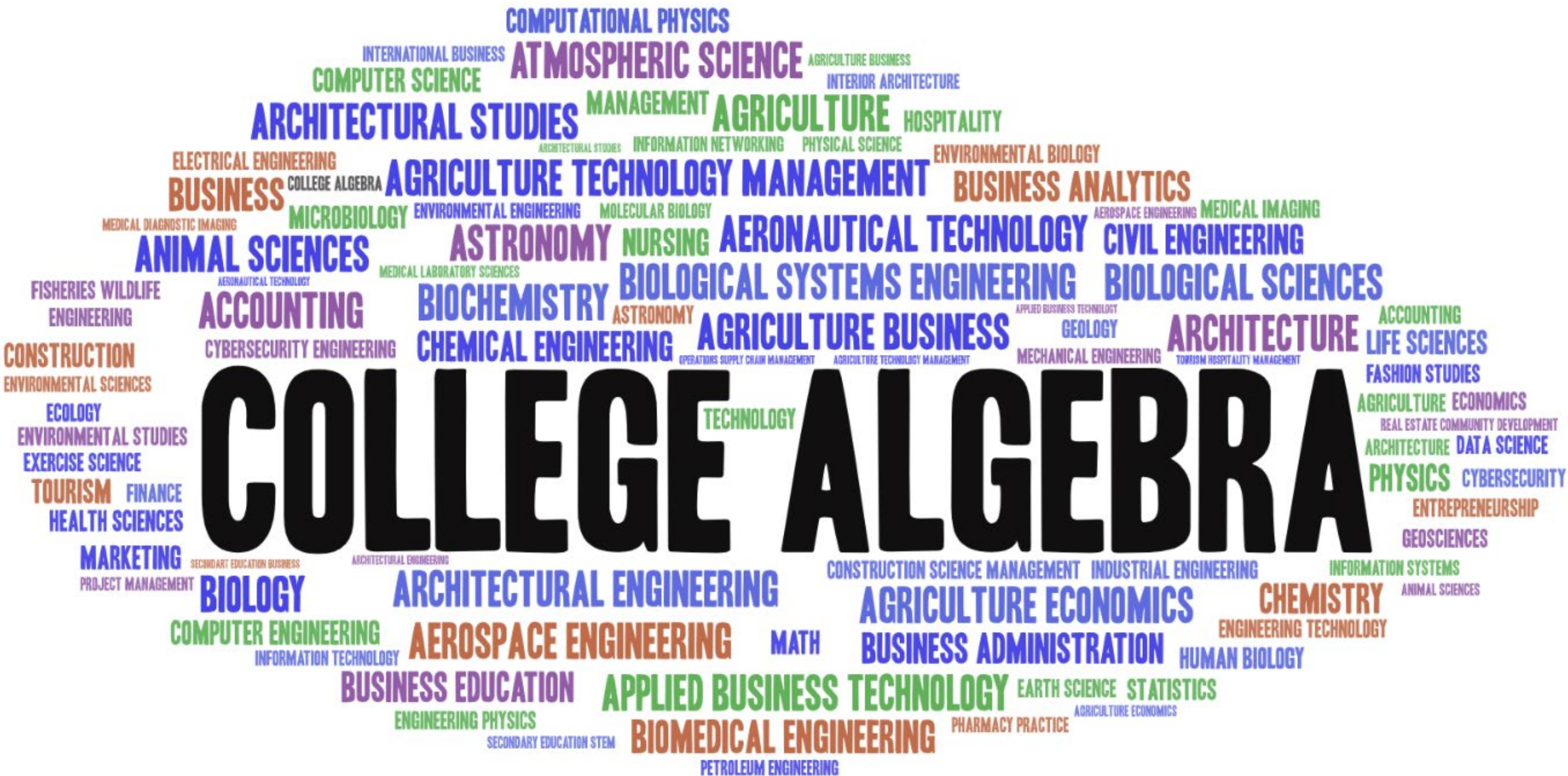
Discipline
Meetings

CAO
Confirmation

Program
Inventory
Comparison

Systemwide
General
Education
Council
(SWGEC)
Approval

BAASC
Notification



A word cloud centered around the words 'CONTEMPORARY' and 'MATH' in large, bold, black font. The background is white, and the surrounding text consists of various academic disciplines and fields of study in smaller, colorful fonts. The colors used include shades of blue, green, orange, purple, and brown. The words are arranged in a roughly rectangular shape, with 'CONTEMPORARY' on the left and 'MATH' on the right. Other prominent words include 'PHILOSOPHY', 'PUBLIC HEALTH', 'GENERAL STUDIES', 'CLASSICS', 'ART HISTORY', 'PERFORMING ARTS', 'LEADERSHIP', 'ELEMENTARY EDUCATION', 'COMMUNICATION STUDIES', 'FAMILY SCIENCE', 'FINE ARTS', 'DANCE', 'AFRICAN AMERICAN STUDIES', 'SCIENCES', 'ENTOMOLOGY', 'VISUAL ART', 'LIBERAL ARTS', 'SPANISH', 'FRENCH FRANCOPHONE ITALIAN STUDIES', 'HUMAN DEVELOPMENT', 'PARK MANAGEMENT', 'THEATRE', 'MEDIA', 'LAW', 'SOCIETY', 'ORGANIZATIONAL LEADERSHIP', 'AMERICAN SIGN LANGUAGE DEAF STUDIES', 'EARLY CHILDHOOD EDUCATION', 'HUMAN SERVICES', 'MODERN LANGUAGES', 'LEGAL STUDIES', 'HEALTH STUDIES', 'MUSIC', 'SLAVIC GERMAN EURASIAN', 'GLOBAL BUSINESS ENGLISH', 'CONSERVATION', 'ADVERTISING HISTORY', 'SPEECH WOMEN GENDER STUDIES', 'HEALTH STUDIES', 'RELIGION', 'FILM MEDIA STUDIES', 'ART', 'ADVERTISING PUBLIC RELATIONS', 'GRAPHIC DESIGN', 'JEWISH STUDIES', 'HUMANITIES', 'MUSIC PERFORMANCE', 'EAST ASIAN LANGUAGES CULTURES', 'HUMANITIES', 'SPORTS MEDIA', 'COMMUNICATION', 'INTERIOR DESIGN', 'AMERICAN ETHNIC STUDIES', 'SPORTS MEDIA', 'RELIGIOUS STUDIES', 'ETHNICITY STUDIES', 'MASS MEDIA', 'DIGITAL INNOVATION MEDIA', 'HORTICULTURE', 'MUSIC THEATRE', and 'HUMAN SEXUALITY'.



Gateway Math Courses By Program

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GATEWAY MATH COURSE DECISIONS

What are Gateway Math Courses?

Gateway math courses form a conceptual framework designed to offer diverse and equitable pathways in mathematics education for students. Unlike the traditional one-size-fits-all approach, gateway math courses recognize that students have varied goals, interests, and strengths. This framework aims to provide a range of learning experiences aligned with students' future aspirations, whether academic, vocational, or technical. By catering to different learning styles and career objectives, this approach not only enhances student engagement but also increases the likelihood of success in both academic and real-world settings.

To that end, the state of Kansas will offer three gateway math courses at all public post-secondary institutions, giving programs greater flexibility in selecting a math course that aligns with the needs of students.

These three courses are:

- [Elementary Statistics](#)
- [Contemporary Math](#)
- [College Algebra](#)

How were the decisions made?

The following files contain the gateway math courses by program for each institution. These decisions were made by faculty members from various disciplines who gathered from across the state to discuss the different gateway math courses, review the learning outcomes for each, and select the course that best fits the needs of their students. Chief Academic Officers (CAOs) have confirmed these decisions.

[Gateway Math Courses by Program \(All Programs/All Institutions\)](#)

Gateway Math Courses by Gateway Math Course

- [College Algebra](#)
- [Contemporary Math](#)
- [Elementary Statistics](#)

Gateway Math Courses by Institution

- [Emporia State University](#)
- [Fort Hays State University](#)
- [Kansas State University](#)

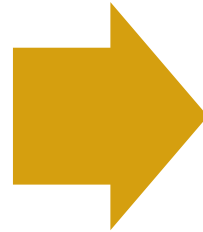


Multiple Placement Measures



Course Placement

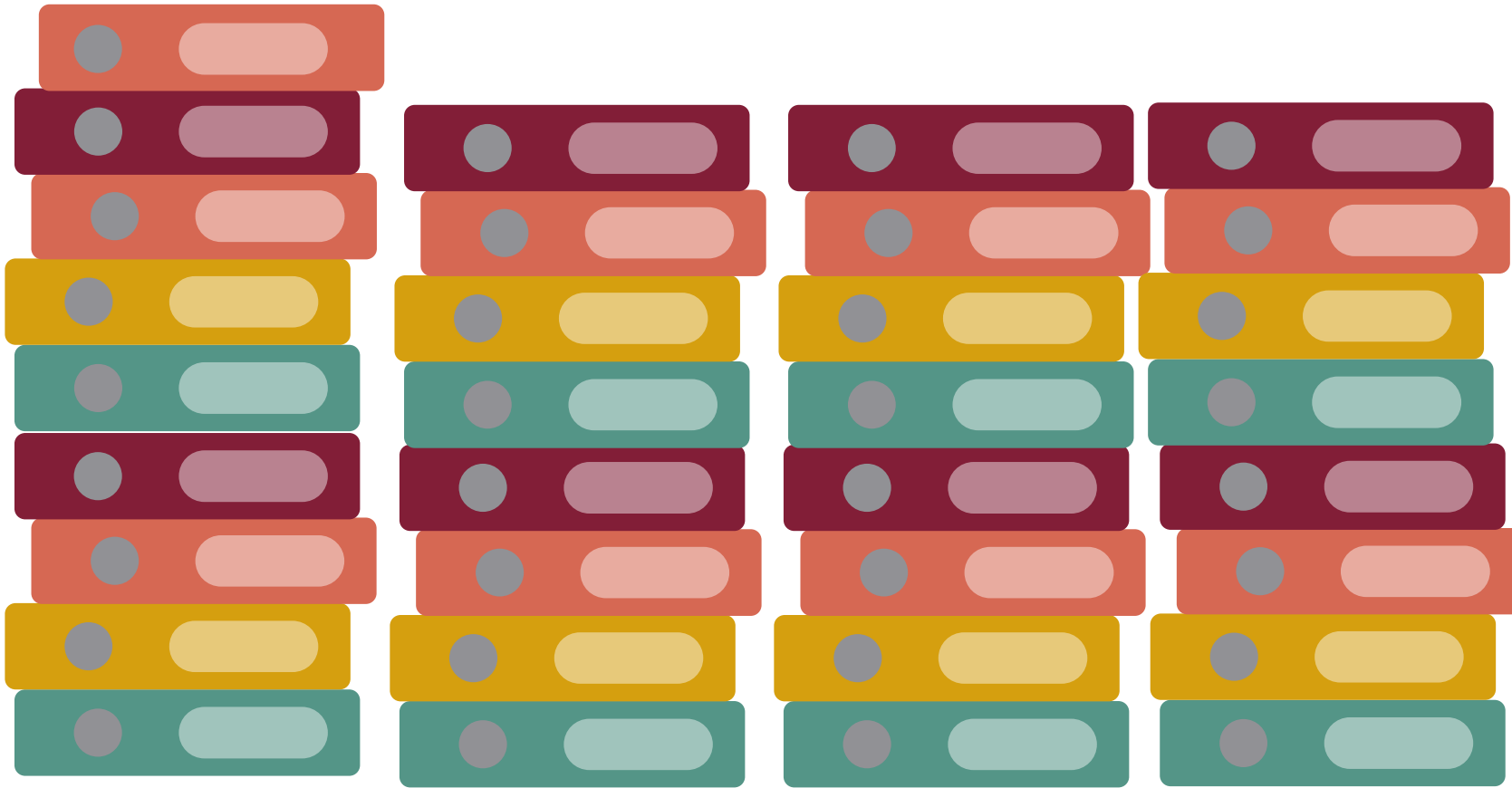
Standardized
Tests – Narrow
Evaluation



Multiple
Measures –
Holistic Approach



Common question from a high school counselor:
What is required to enroll in college algebra?



Up to 32
Different
Standards



Systemwide Math Course Placement Committee

- Established
- Charge
- Recommendations



Gateway Math Enrollment

Does the Student Meet One of the Following?

- 1) A Systemwide Course Placement Measure Required for the Gateway Math Course Associated with Their Major; OR
- 2) Institutionally Designated Course Placement Measure & Professional Discretion.

Yes

The Student is Eligible for the Gateway Math Course Section.

No

The Student Enrolls in the Gateway Math Course Section.



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



College Algebra

Math ACT: 22 or higher OR

Math SAT: 540 or higher OR

ALEKS PPL: 46 or higher OR

Accuplacer QAS: 263 or higher OR

HS GPA and Course Grade: 3.25 cumulative GPA **and** B- or higher in

Second semester Algebra 2 or Integrated Math 3 OR

Institutional Measure* (including professional discretion)



Contemporary Math & Elementary Statistics

Math ACT: 19 or higher OR

Math SAT: 510 or higher OR

ALEKS PPL: 30 or higher OR

Accuplacer QAS: 255 or higher OR

HS GPA and Course Grade: 3.00 cumulative GPA **and** C- or higher in

Second semester Algebra 2 or Integrated Math 3 OR

Institutional Measure* (including professional discretion)



Evidence Based Discretion Limitations



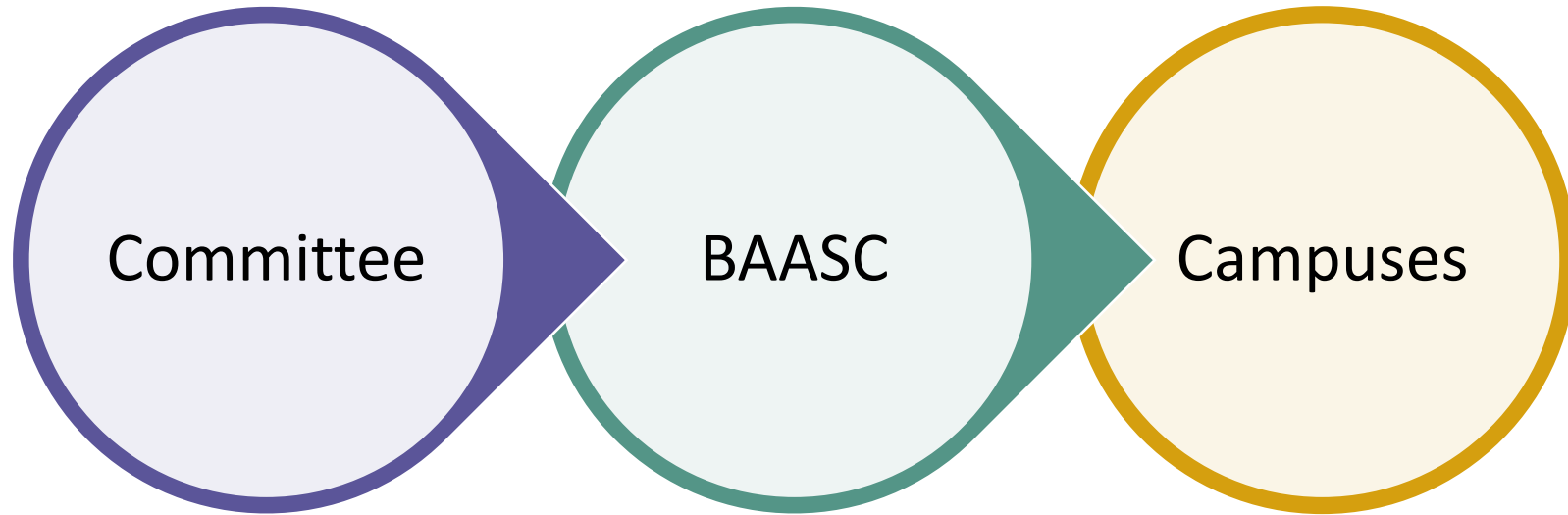
Eliminate or disregard an approved statewide measure



Prevent enrollment in gateway course if score is met



Approval Process Overview





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MULTIPLE MEASURES PLACEMENT DECISIONS

Background

Higher education institutions have traditionally relied on standardized testing to place students in gateway English and math courses. While these assessments have their place, using test scores as the sole placement tool provides a limited evaluation, as they measure a student's abilities based on one test taken on a single day. A more comprehensive approach incorporates multiple measures for course placement, such as ACT/SAT subject scores, completion of specific high school courses, and high school GPA. Research shows that using multiple measures is a more accurate predictor of student success and helps reduce unnecessary placements in developmental education.

In addition to overreliance on standardized tests, Kansas colleges and universities have historically operated with independent criteria for determining whether a student is eligible for gateway math or English courses. This lack of uniformity has led to up to 32 different standards across the state's higher education system, creating confusion for students, high school teachers, and counselors regarding college readiness expectations.

To address this, KBOR updated its policy on May 17, 2023 ([Ch. III.A.14.](#)), embracing a more cohesive and holistic approach to course placement.

KBOR policy (Ch. III.A.14.b.vii.) states:

"Systemwide course placement measure" is a high school performance grade standard, requisite ACT/SAT score, or other common assessment mechanism that is recognized by all coordinated and state university institutions to determine if a student is eligible to enroll in a gateway English or math course. These measures are informed by recommendations from the Systemwide Course Placement Math and English Committees and will require approval from the Board of Academic Affairs Standing Committee.

Systemwide Math Course Placement Committee

A Systemwide Math Course Placement Committee was first convened in February 2024. President Flanders attended the first meeting and charged the Committee with developing recommendations for systemwide multiple placement measures for three gateway math courses: College Algebra, Elementary Statistics, and Contemporary Math. The Committee convened on seven occasions this year (February 28, March 22, April 19, May 17, June 10, June 26, July 22) to reach consensus on the proposed recommendations.

The [recommendations](#) from the Committee, approved by BAASC in September and communicated by VP Monhollon, can be found in this [issue paper](#).

Summary of Decisions

Per KBOR policy, each student who meets either a systemwide course placement measure OR an institutionally designated* course placement measure is eligible to enroll in a gateway course *without developmental support*. Each student meeting neither of the above shall be placed into the gateway course with developmental support.

College Algebra

Math ACT: 22 or higher OR

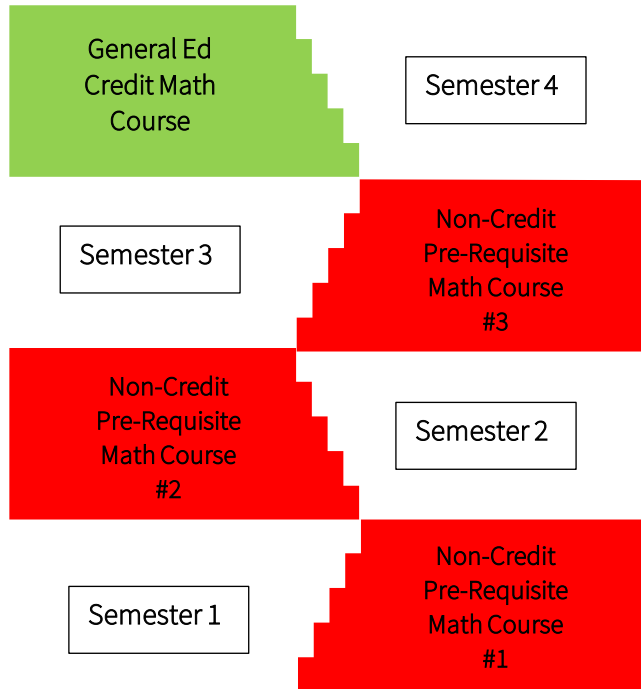


Corequisite Support

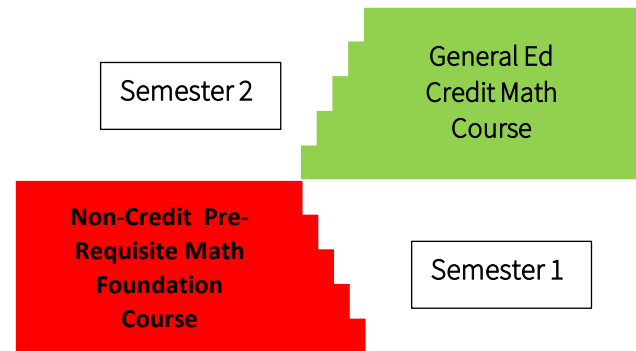


Different Developmental Education Models

Pre-requisite Developmental Education Sequence Before Gateway Math Course



Pre-requisite Developmental Education Foundation Course Before Gateway Math Course



Gateway Math Course AND Co-requisite Math Developmental Education Support





Gateway Course Placement & Developmental Education Policy

Defines Gateway Courses

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



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



Developmental Education Policy

Defines “**Corequisite support developmental education**”

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



Developmental Education Policy

Corequisite Support:

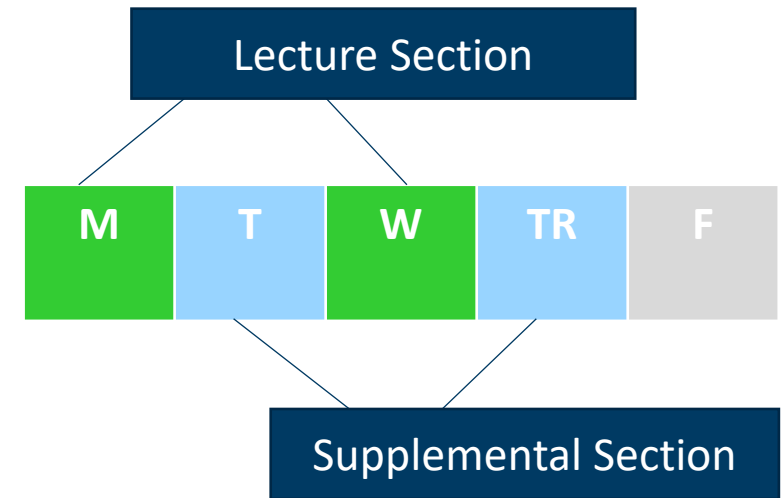
- **Sections may be tailored for specific student groups and offered for different amounts of credit (up to three semester credit hours)**
- **Tuition and fees may be charged** as otherwise authorized for each institution's credit-bearing courses
- **Credit awarded in corequisite developmental education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



Section Models

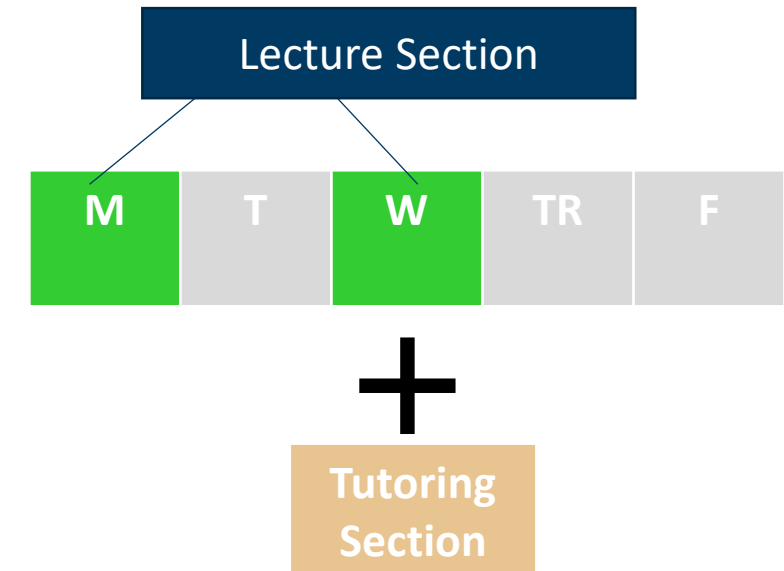
(1) Supplemental course section

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



(2) Mandatory tutoring section

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

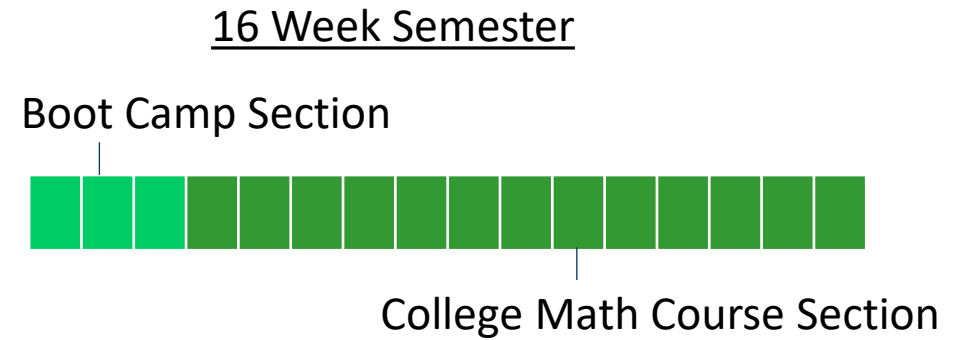




Section Models

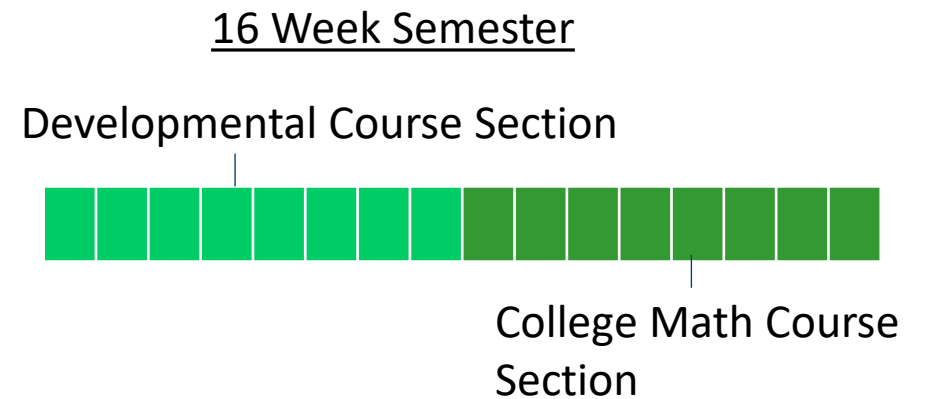
(3) Boot camp section

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



(4) Compressed course section

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





Institutional Decisions

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



Additional Guidelines



Placement

- Each student who meets either a systemwide course placement measure OR an institutionally designated course placement measure should be eligible to enroll in a gateway course without developmental support
- Each student meeting neither of the above measures shall be placed into the gateway course with developmental support
- Each student who demonstrates proficiency at a higher level than the gateway math course for the student's major may be placed, as determined by the state university or coordinated institution, in a course that is more advanced than the gateway math course if that course fulfills the math requirement for general education and the student's major.



Application & Effective Date

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

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



Additional Information



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MATH PATHWAYS PROFESSIONAL DEVELOPMENT & IMPLEMENTATION

Math Pathways Professional Development & Implementation

In fall 2024, the Kansas Board of Regents is sponsoring a statewide professional development training series for Math Pathways. The purpose of this series is to provide targeted support to various stakeholders during the systemwide rollout of Math Pathways initiatives.

The table below lists the planned professional development sessions by targeted audience. Registration links are provided where applicable. Please note that the webinar on October 8 is open to all faculty, staff, and higher education professionals in the state of Kansas.

Please check back regularly for updates to events and additions to the training series.

Stakeholder	Date & Time	Presenters / Format	Registration (if available)
Math Faculty	Monthly Meetings 2:00 - 4:00 p.m.	Facilitated by Whitney Turner (Faculty Member, JCCC) & Dr. Connie Richardson (Dana Center) via Zoom Meeting	9/6/2024 & Agenda 9/27/2024 10/18/2024 11/15/2024 12/6/2024
Advisors	9/27 KAAN Conference	Dr. Karla Wiscombe & Mistie Knox	Registration available through KAAAN
	10/15 Lunch & Learn Noon - 1:30 p.m.	Facilitated by Dr. Melinda Anderson via Zoom Meeting & open to all advisors	Forthcoming
Registrar & Admission Teams	9/26 & 9/27 KACRAO	Facilitated by Sam Christy-Dangermond & Dr. Jenn Bonds-Raacke via in person meeting	Registration available through KACRAO
Higher Education Professionals (open to all)	10/8 2:00 - 4:00 p.m.	Facilitated by KBOR Academic Affairs Team via Zoom Webinar	Forthcoming



Teacher Education Initiatives
Transfer & Articulation
University Calendars

Registrar & Admission Teams	9/26 & 9/27 KACRAO	Facilitated by Sam Christy-Dangermond & Dr. Jenn Bonds-Raacke via in person meeting	Registration available through KACRAO
Higher Education Professionals (open to all)	10/8 2:00 - 4:00 p.m.	Facilitated by KBOR Academic Affairs Team via Zoom Webinar	Forthcoming
Executive Implementation Teams (invited by CAOs)	Monthly Meetings	Facilitated by Drs. Jenn Bonds-Raacke (KBOR) & Connie Richardson (Dana Center) via Zoom Meeting	Calendar invites sent to members
Math Pathways Task Force	Monthly Meetings	Facilitated by Keith Dreiling (Faculty Member, FHSU) & Whitney Turner (Faculty Member, JCCC) via Zoom Meeting	Calendar invites sent to members
Kansas Association for Career and Technical Education Conference	July 30, 2024	Facilitated by Mistie Knox – topics included Math Pathways and student success initiatives	Closed
Kansas State College Advising Corps Pre-Service Training	August 7, 2024	Facilitated by Mistie Knox – topics included Math Pathways and student success initiatives	Closed
High School Heroes webinar series	September 3, 2024	Facilitated by Mistie Knox – topics included Math Pathways and student success initiatives	Closed

Professional Development Resource Bank

Resources from various professional development trainings will be listed in the table below as they become available. Please check back regularly for updates!

Event	Agenda	Presentation Slides	Meeting Notes	Chat Questions	Recording
Math Faculty 9/6/2024	Agenda	Corequisite Development: Policy Review & Institutional Decisions Corequisite Development Support Models & Best Practices KSU Spotlight: Merging Corequisite Developmental Models	Notes & Attendance	Chat Questions & Responses	



LUNCH & LEARN FOR ADVISORS

HOSTED BY:
DR. MELINDA ANDERSON

FOCUSED ON:
SUPPORTING STUDENTS
DURING MATH PATHWAYS
IMPLEMENTATION

TUESDAY, OCTOBER 15
12:00 - 1:30 P.M.
CENTRAL TIME

Save The Date:

Advisors

SAVE
The
DATE



IN THIS SECTION:

- Academic Portfolio Reviews
- Adult Education
- Credit for Prior Learning
- Dual Credit Cooperative Agreements
- Developmental Education
- Employer Recognition
- English Initiatives
- Faculty of the Year
- Kansas EPSCoR/IDeA
- Math Pathways**
 - Gateway Math Course Decisions
 - Math Pathways Professional Development & Implementation
 - Math Pathways FAQs**
 - Multiple Measures Placement Decisions
- Michael Tilford Conference
- New Program Approval
- Open Educational Resources
- Performance Agreements
- Program Search
- Private/Out-of-State
- Qualified Admissions
- Reverse Transfer
- SARA
- Systemwide General Education

[Home](#) / [Academic Affairs](#) / [Math Pathways](#) / Math Pathways FAQs

MATH PATHWAYS FAQs

The systemwide Math Pathways initiative in Kansas encompasses several key components, including gateway math courses, multiple placement measures, and corequisite developmental support. The Math Pathways Taskforce has developed this FAQ Guide to provide institutions with a comprehensive list of frequently asked questions and responses. As our work progresses, new questions and answers will be added!

1. Where can I find more information about Math Pathways in Kansas?

Information regarding Math Pathways in Kansas, along with a relevant webinar, can be found at the following website: https://www.kansasregents.org/academic_affairs/math-pathways

2. Where can I find more information about Math Pathways at my institution?

Institutions are encouraged to provide relevant information for Math Pathways and / or link to the KBOR Math Pathways website. Math Pathways Task Force members and Chief Academic Officers are charged with this work.

3. When will Math Pathways be fully implemented in Kansas?

Math Pathways is scheduled to be fully implemented in Kansas by the fall semester of 2026.

4. Where can I find a timeline for Math Pathways in Kansas?

A timeline (slide 22) is contained within the webinar presentation available at the following website:

https://www.kansasregents.org/resources/PDF/Academic_Affairs/Math_Pres-September_15_2023_DrArcher.pdf

5. How will Math Pathways in Kansas be reviewed and adapted over time to ensure successful implementation and continued improvement?

The Math Pathways Task Force and Systemwide Math Course Placement Measures Committee are asked to make recommendations on how Math Pathways will be reviewed and adopted over time. These recommendations will be shared with the Board of Regents. The Board and Board staff will also review system data to assess the effectiveness of math pathways, corequisite support, and course placement measures.

6. What is a meta-major and where do I find which pathway course is assigned to which major?

A meta-major is a group of academic programs with common courses or occupations that help students enroll in relevant courses aligned with a coherent degree program. By August 2024, programs across the state will have selected gateway math courses and we anticipate these selections will have been confirmed by the Chief Academic Officers. After the confirmation occurs, KBOR will post the selected gateway math courses by programs on their website.

7. Is a Math Pathway course the same as a Kansas Quantitative General Education requirement?

The Math Pathway course selected by programs will satisfy the Systemwide General Education requirement.



[Home](#) / [Academic Affairs](#) / Transfer & Articulation

SEAMLESS SYSTEMWIDE TRANSFER

The [Transfer Kansas portal](#) houses all Systemwide Transfer (SWT) courses approved by the Kansas Board of Regents, for which faculty develop and update learning outcomes. SWT courses transfer to any [Kansas public institution](#) offering an equivalent course. The decision of lower division courses to count toward upper division credit hours is at the discretion of the *receiving institution*.

For transfer information at a specific institution, visit: kansasregents.org/institutional-transfer-information.

TRANSFER
KS



[Systemwide Transfer Courses by Discipline](#) (pdf): A one-page listing of all Systemwide Transfer courses



Transfer Kansas

Home Transfer Courses Resources

KANSAS PUBLIC POSTSECONDARY TRANSFER COURSE SELECTIONS

SUBJECT/DISCIPLINE: SYSTEMWIDE TRANSFER (SWT) COURSE TITLE: INSTITUTION: REPORT FORMAT OPTIONS:

KANSAS BOARD OF REGENTS

KANSAS PUBLIC POSTSECONDARY TRANSFER COURSE LISTING

SELECTED FILTERS: DISCIPLINE=MATH, KRSN COURSE=CONTEMPORARY MATH / ESSENTIAL MATH, INSTITUTION=

SUBJECT / DISCIPLINE	SWT CODE	SWT COURSE TITLE	INSTITUTION	INSTITUTION COURSE TITLE	COURSE ID & HOURS	CORE OUTCOMES
MATH	MAT1040	CONTEMPORARY MATH / ESSENTIAL MATH	ALLEN COMMUNITY COLLEGE	ESSENTIAL MATHEMATICS	MAT130 (3 Hours)	MAT1040.pdf
MATH	MAT1040	CONTEMPORARY MATH / ESSENTIAL MATH	BARTON COMMUNITY COLLEGE	CONTEMPORARY MATH	QMAT1826 (4 Hours)	MAT1040.pdf
MATH	MAT1040	CONTEMPORARY MATH / ESSENTIAL MATH	BARTON COMMUNITY COLLEGE	CONTEMPORARY MATH	QMAT1828 (3 Hours)	MAT1040.pdf
MATH	MAT1040	CONTEMPORARY MATH / ESSENTIAL MATH	BARTON COMMUNITY COLLEGE	MATHEMATICS FOR LIBERAL ARTS	MATH1823 (3 Hours)	MAT1040.pdf
MATH	MAT1040	CONTEMPORARY MATH / ESSENTIAL MATH	BUTLER COMMUNITY COLLEGE	CONTEMPORARY MATH	MA 130 (3 Hours)	MAT1040.pdf
MATH	MAT1040	CONTEMPORARY MATH / ESSENTIAL MATH	CLOUD COUNTY COMMUNITY COLLEGE	CONTEMPORARY MATH	MA108 (3 Hours)	MAT1040.pdf



Math Pathways Taskforce Members

- Rachel Bates - Cowley Community College
- Kindra Wells & Qiang Shi - Emporia State University
- Keith Dreiling - Fort Hays State University
- Ryan Ruda - Garden City Community College
- Tricia Paramore - Hutchinson Community College
- Whitney Turner - Johnson County Community College
- Gabe Kerr - Kansas State University
- Brian Koch - Manhattan Area Technical College
- Tim Flood - Pittsburg State University
- Kim Warren - University of Kansas
- Sarah Cook - Washburn University
- Nancy Krehbiel - Wichita State University
- Jolene Goodheart-Peterson - KSDE
- Jennifer Hamlet - KSDE



Systemwide Math Course Placement Measures Committee

- Kindra Wells - Emporia State University
- Keith Dreiling - Fort Hays State University
- Mat Johnson - University of Kansas
- Gabe Kerr - Kansas State University
- Tim Flood - Pittsburg State University
- Stephen Brady - Wichita State University
- Sarah Cook - Washburn University
- Marc Malone - Garden City Community College
- Bethany Chandler - Butler Community College
- Nicole Dick - Garden City Community College
- Marcelle Cooper - Johnson County Community College
- Willis Ryan - Coffeyville Community College
- Brian Koch - Manhattan Area Technical College
- Talelia Schroeder - WSU Tech



Project Timeline

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



Q & A