



Board of Regents Corequisite Reporting Guidance: Placement and Admissions Criteria

In response to the need for assessing and reporting on outcomes for students not meeting the subject-specific minimum scores on any assessment listed in Academic Affairs Policy 2.18 (listed below).

Students may enroll in co-requisite support in the **entry level college** math and/or English course(s) where there is a deficiency as determined by placement requirements. In order to capture this information, the following options have been outlined for reporting data in the Statewide Student Profile System (SSPS). **Please note that for 2-year campuses, this applies to all students enrolling in an entry level college math/English course, regardless of their admission status. It is not only for first-time in-college (FTIC) students (admission status="1").**



SSPS Data Entry Guidance: Placement and Admissions Criteria

Pursuant to Academic Affairs Policy 2.18, students who do not meet eligibility requirements for enrollment in an introductory college-level Math or English course may enroll in a co-requisite course offered by the institution. Co-requisite courses are intended to align college-level Math or English content with developmental support. This concurrently provides underprepared students with the instruction and resources necessary for success in the course. Upon successful completion of a co-requisite course, the student earns credit for an introductory college-level Math or English course that counts toward degree requirements. Institutions are required to report on the support provided and the Board of Regents will monitor student success.

Recognizing the various models of co-requisite courses delivery utilized by institutions, this policy provides reporting requirements necessary for reporting and monitoring purposes.

1. If it is determined that the student is deficient in one or more subjects, campuses should identify the corequisite course (dependent on the type of delivery) and/or the college level course/section with the appropriate flag.
 - a. The co-requisite course should be coded with a "C". This applies to both a "side-by-side" method of delivery or if the course is compressed. This is the current reporting requirement in Statewide Student Profile System (SSPS) for the Transitional Course Flag. A grade is typically given for this course.

AND

The corresponding college level entry course should be coded with “M” for math and “E” for English, in the Transitional Course Flag. It should be noted the name of this field will be changed in the Statewide Student Profile System (SSPS) for clarification. This will enable Board of Regents (BOR) staff to identify students not meeting placement minimums.

- b. If the gateway college level entry course (or course section) is reconfigured to require supplemental instruction and/or additional support (i.e. additional credits added to the course) in order to support students who do not meet placement minimums, the corresponding college level entry course should be coded with “M” for math and “E” for English, in the Transitional Course Flag. It should be noted the name of this field will be changed in the Statewide Student Profile System (SSPS) for clarification. This will enable BOR staff to identify students not meeting placement minimums and compare outcomes of traditional and modified course delivery types. A single grade will be given for this method of course delivery.
- c. If the student meets minimum placement requirements, the Transitional Course Flag SHOULD BE LEFT BLANK on the college-level Math/English course/section. This will allow BOR staff to assess outcomes for the different populations of students within the same course or section and across institutions.

Therefore, any student not meeting placement requirements MUST have an “M” or “E” in the applicable course/section for the gateway college level course in which they are enrolled.