1.22	Policy on Alignment and Completion of Mathematics and English (ACME)	21-093	2021-05-20

Board of Regents Policy: Alignment and Completion of Mathematics and English (ACME)
Full Implementation at Connecticut State Community College by Fall 2025

NOTE: Implementation – All elements of this policy will be implemented no earlier than fall 2023 and no later than fall 2025 by decision of the planning and design teams described throughout this document.

I. **Goal**: To design and scale practices that maximize the probability that each Connecticut State Community College student will enter and complete gateway, college-level, transferable coursework in English and mathematics within one year, or 24 credits, of initial enrollment through
   a. Faculty leading the design of a curriculum that places students directly into gateway, college-level, transferable mathematics and English courses with corequisite supports as needed rather than into prerequisite developmental sequences
   b. Faculty leading the design of placement processes to more accurately identify student corequisite support needs in gateway, college-level, transferable mathematics and English courses
   c. Expanding practices that will eliminate the completion gap in gateway, college-level, transferable coursework in English and mathematics, specifically the gap that exists for Black and Latinx students when compared to White students.

II. **Equity Statement**: This policy commits Connecticut State Community College to ensuring that all policies, practices, and procedures related to placement and student success in gateway English and mathematics courses are designed to be anti-racist, eliminate structural inequities, recognize and address implicit bias, and promote equitable course completion. All components of the policy and its implementation will be rigorously assessed annually to maintain transparency, policy efficacy, institutional accountability, and advance the Board of Regents twin goals of improving student success and eliminating achievement disparities among different racial/ethnic, economic, and gender groups. Specific elements of the policy, in particular the identification of student need and level of supports, are designed to ensure that each student receives the specific support they need, rather than a one size fits all approach, in order to maximize their success in college-level mathematics and English.

III. **Guided Pathways Context**: The policy should be viewed within the context of the full set of Guided Pathways reforms that are being built into Connecticut State Community College, such as removing barriers to admission by eliminating the application fee and improving student supports by implementing holistic case management advising. Colleges across the country are implementing similar reforms with dramatic success in improving student retention and completion and reducing equity gaps in attainment when those reforms are adopted, not in isolation, but in combination and at scale as a comprehensive package affecting all aspects of the student experience.

IV. **Policy Premises**: Research shows that traditional prerequisite courses hinder students' progress and raise, rather than lower, barriers to gateway, college-level, transferable course completion. Therefore, increasing numbers of institutions are transitioning from a prerequisite paradigm of remediation to a default approach of placing students directly

into credit-bearing courses with enhanced and integrated support. Research also shows that for all student cohorts, a higher percentage of students complete gateway, college-level, transferable mathematics and English with an additional support design than with a sequenced developmental design. Increases in completion of first-year, college-level mathematics courses are linked both to a model that pairs college-level courses with support and to the implementation of mathematics pathways – requiring students to complete mathematics courses that are appropriate for their programs of study. For programs that do not require a Calculus track, intermediate algebra is no longer a required prerequisite in order for the college-level mathematics courses to be accepted and applied at four-year schools to which students transfer. Transfer is based on the learning outcomes of the college-level courses, and not on prerequisite requirements.

V. **Administration**: Connecticut State Community College will establish and develop an administrative structure to support the implementation, ongoing maintenance, and improvement of the practice of this policy in conjunction with other Guided Pathways elements and policies, such as College and Career Success 101 and Areas of Study, to support student success.

VI. **Faculty Responsibility**: At all CSCU institutions, primary responsibility for the content, quality, and effectiveness of the curriculum is placed with its faculty. This policy establishes parameters for mathematics and English education in the CSCU system, primarily at Connecticut State Community College. Faculty are responsible for the mathematics and English curriculum and course support development and maintenance, as well as teaching and learning in mathematics and English, within the parameters established in this and other policies adopted by the Board of Regents.

VII. **Support Principles**:
   a. Structured supports must be provided concurrently with the gateway, college-level, transferable course rather than prior to enrollment in the gateway, college-level, transferable course.
   b. All English and mathematics gateway, college-level, transferable courses will be offered in versions with levels of support as determined by the guidelines provided below. Corequisite support will be structured to provide just-in-time teaching aligned and coordinated with the delivery of the gateway, college-level, transferable course. Pre-college-level content in the support structure will be designed and delivered to cover the same topics in the college-level course in the same order and at the same time.
   c. Although credit or contact hours may be assigned to corequisite supports, no grade or punitive notation of any kind will be assigned to the corequisite support work. A notation that a student participated may be assigned. This also excludes the possibility of assigning the same grade the student earned for the gateway, college-level, transferable course to the corequisite support work.
   d. Corequisite support content will not contribute to the grade earned in the gateway, college-level, transferable course. The grade in the gateway, college-level, transferable course, based only on the learning outcomes of that course, will determine if the student has met the requirement for the gateway, college-level, transferable English or mathematics course.

e. In corequisite models where the support meeting hours are separate from the gateway, college-level course meeting hours (e.g., Accelerated Learning Program or ALP) students who choose to discontinue participation in corequisite support may choose to remain in the gateway, college-level, transferable course. Performance or participation in corequisite supports will not contribute to the grade earned in the gateway, college-level, transferable course. The grade in the gateway, college-level, transferable course, based only on the learning outcomes of that course, will determine if the student has met the requirement for the gateway, college-level, transferable English or mathematics course.

VIII. **Timely Completion**: Students must register for their required gateway, college-level, transferable English and mathematics courses within the first 24 credits after initial enrollment, with exceptions possible based on sequencing recommendations from Program Coordinators/Discipline faculty, and approval by the Connecticut State Community College President and Provost, for timely completion of programs.

IX. **Alternative Methods of Course Completion**: Students may complete their gateway, college-level, transferable English and mathematics courses via advanced placement credit, dual enrollment course completion (where college credit was awarded), credit transfer, and other approved methods in accordance with institutional policies and practices, as well as Board of Regents, state, or federal policies.

X. **Equitable Cost of Delivery**: The Board of Regents directs the CSCU Provost, the Connecticut State Community College President and Provost, the CSCU Chief Financial Officer, and the Connecticut State Community College Chief Financial Officer, as well as other related administrative staff, with designing and maintaining an equitable financial model that will sustain the corequisite support offerings while simultaneously ensuring that corequisite support costs are not exclusively borne by the minoritized and low-income students disproportionately represented in these corequisite offerings. The recommendation for design, and any subsequent changes, will be brought to the Board of Regents for final approval.

XI. **Faculty Professional Learning**: A Teaching and Learning group, under the leadership of the Connecticut State Community College Associate Vice President of Teaching and Learning, will be charged to research and develop a sustainable plan for professional learning for teaching gateway, college-level, transferable English and mathematics courses, including ELL courses, and delivering accompanying structured supports. The content and delivery of this professional learning will include best practices of effective pedagogy, including strategies to ensure alignment of the course and accompanying supports, recognizing and addressing implicit bias, and for promoting equity in student learning for diverse student groups. The Connecticut State Community College President and Provost, and the Connecticut State Community College AVP of Teaching and Learning will offer regular and ongoing professional learning for all individuals who teach gateway, college-level, transferable English and mathematics courses and deliver accompanying supports. All individuals who teach these courses and provide support will be strongly encouraged to participate in this professional learning.

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XII. **Mathematics**:

    a. By default, the first mathematics course a community college student will take will be a gateway, college-level, transferable course aligned with the student's program of study. Mathematics faculty across the college, primarily managed by CMAC in consultation with faculty from disciplines in each of the Connecticut State Community College Areas of Study, will determine the number and types of pathway mathematics courses available, subject to the final approval of the Connecticut State Community College President and Provost under the authority of the Board of Regents. The following list provides examples of possible options for students within the Connecticut State Community College Areas of Study:

Area of Study	Gateway, College-Level, Transferable Mathematics Pathway Course
Social and Behavioral Sciences, Education, and Public Service	Mathematics for Elementary Education Statistics
STEM	College Algebra
Manufacturing, Industry, and Technical Careers	College Algebra Applied Mathematics
Health Careers	College Algebra Quantitative Literacy Statistics
Humanities and Creative Arts	Quantitative Literacy
Business and Hospitality	Applied Mathematics Statistics

Note: Programs may require a specific mathematics course to fulfill the general education core mathematics requirement of the program of study. In programs that do not require a specific mathematics course, any gateway, college-level, transferable mathematics course will fulfill the degree requirement and the general education core mathematics requirement of the program of study.

    b. The transferability and applicability of gateway, college-level, transferable mathematics courses to all CSCU institutions will be based on course learning outcomes and not dependent upon course prerequisite requirements. The outcomes of all mathematics pathway courses will be developed in consultation with all CSCU institutions to ensure the courses are transferable among CSCU institutions to meet general education and/or major requirements at all receiving institutions. No prerequisite to these mathematics pathway courses will be deemed necessary for course transferability and applicability by any CSCU institution. The CSCU Provost will convene a team of mathematics faculty from across CSCU institutions to align outcomes for the gateway, college-level mathematics pathway courses as these courses are developed to ensure that the outcomes are aligned with the outcomes of the equivalent university mathematics courses and therefore will transfer to all CSCU institutions.

    c. The Connecticut State Community College President and Provost, along with their designees and in consultation with CMAC, will form a team of experts for each mathematics pathway. Each team will be charged with designing and maintaining a single, statewide, gateway, college-level, transferable mathematics

pathway course including corequisite supports to promote student success. The Connecticut State Community College President and Provost, and Associate Vice President of Teaching and Learning, along with their designees and in consultation with CMAC, will develop and implement a plan to provide professional learning to these teams.

    i. The design for each gateway, college-level, transferable pathway course will include course number, name, a single set of course learning outcomes, expected course content, and recommended practices for delivery, incorporating evidence-based curriculum and pedagogy.

    ii. The team will make data- and research-informed recommendations to the Connecticut State Community College President and Provost regarding maximum class size for each version of the course.

    iii. Annual maintenance will include review of course outcomes, success rates including disaggregation, ongoing applicability of content, continued alignment to program needs, and continuous refinement of delivery recommendations, including class size, based on national and local best practices and research.

d. All gateway, college-level, transferable mathematics pathway courses without added support will be three (3) credit hours, with exceptions as recommended by the design teams described above and approved by the Connecticut State Community College President and Provost. Credits for support may be added based on faculty design and the approval of the Connecticut State Community College President and Provost. Only the initial courses in a mathematics pathway sequence will be limited to three (3) credit hours (unless an exception has been approved). In STEM pathways, for instance, College Algebra or its equivalent will be three (3) credit hours as determined by the design process described above (unless an exception has been approved), but Calculus, for instance, is not considered a gateway course in this policy and, therefore, this requirement does not apply.

e. The amount of corequisite support may be differentiated by student need based upon the placement procedure described below in section XIV but may not exceed the equivalent of three (3) hours per week for a 15-week course, or the equivalent for courses of a different term length. Each discipline team will determine the number of differentiated levels of support to offer subject to the approval of the Connecticut State Community College President and Provost.

    i. Students will be placed into mathematics pathway courses with maximal corequisite supports by default.

    ii. Students can instead take the gateway, college-level, transferable mathematics course without structure support based on placement or student choice following the completion of a Guided Self Placement (GSP) process (see section XIV, D).

    iii. The aforementioned teams of experts charged by the Connecticut State Community College President and Provost, along with their designees, will be responsible for the design and maintenance of corequisite supports as well as recommending criteria for student placement in those corequisite supports.

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XIII. **English**:

    a. By default, the first English course a community college student will take is English 101 College Composition.

    b. The transferability and applicability of English 101 to all CSCU institutions will be based on course learning outcomes and not dependent upon course prerequisite requirements. The outcomes of English 101 will be developed in consultation with all CSCU institutions to ensure the course is transferable among CSCU institutions to meet general education and/or major requirements at all receiving institutions. No prerequisite to English 101 will be deemed necessary for course transferability and applicability by any CSCU institution. The CSCU Provost will convene a team of English faculty from across CSCU institutions to align the outcomes for English 101 as this course is developed to ensure the outcomes are aligned with the outcomes of the equivalent university composition courses and therefore that it will transfer to all CSCU institutions.

    c. The Connecticut State Community College President and Provost, along with their designees and in consultation with CCET and the ESL Council, will form a team of experts charged with designing and maintaining English 101, including corequisite supports, to promote student success. The Connecticut State Community College President and Provost, and Associate Vice President of Teaching and Learning, along with their designees and in consultation with CCET, will develop and implement a plan to provide professional learning to this team.

        i. The design will include a single set of course learning outcomes, expected course content, and recommended practices for delivery, incorporating evidence-based curriculum and pedagogy.

        ii. The team will make data- and research-informed recommendations to the Connecticut State Community College President and Provost regarding maximum class size for each version of the course.

        iii. Annual maintenance will include review of course outcomes, success rates including disaggregation, ongoing applicability of content, continued alignment to program needs, and continuous refinement of delivery recommendations, including class size, based on national and local best practices and research.

    d. English 101 without added support will be three (3) credit hours, with exceptions as recommended by the design team described above and approved by the Connecticut State Community College President and Provost. Credits for support may be added based on faculty design and the approval of the Connecticut State Community College President and Provost.

    e. The amount of corequisite support may be differentiated by student need based upon the placement procedure described below in section XIV, but may not exceed the equivalent of three (3) hours per week for a 15-week course, or the equivalent for courses of a different term length. The English discipline team will determine the number of differentiated levels of support to offer subject to the approval of the Connecticut State Community College President and Provost..

        i. Students will be placed into English 101 courses with structured supports by default.

      ii. Students can instead take the English 101 course without structured support based on placement or student choice following the completion of a Guided Self Placement (GSP) process (see section XIV, D).

      iii. The aforementioned team of experts charged by the Connecticut State Community College President and Provost, along with their designees, will be responsible for the design and maintenance of structured supports as well as recommending criteria for student placement in those structured supports.

XIV. **Placement into Levels of Support**: This policy removes arbitrary barriers to students enrolling directly into gateway, college-level, transferable English and mathematics courses. The goal of placement is to accurately assess the level of supports necessary to help students complete their gateway, college-level, transferable English and mathematics courses.

    a. Course Placement

      i. All degree-seeking students will be placed by default into gateway, college-level, transferable English and mathematics courses, namely English 101 and the appropriate pathway mathematics course for their program, with the maximum amount of corequisite support. Students are entitled to remain in the maximum available corequisite support regardless of placement measures if they so choose.

    b. Support Placement

      i. Placement thresholds, as well as the Guided Self Placement process (GSP) (see section D), will be determined by the Connecticut State Community College President and Provost through data analysis and research into best practices, and in consultation with the mathematics, English, and ELL curriculum teams, discipline leads, and relevant CSCU system bodies such as CMAC, CCET, and the ESL and PA 12-40 councils.

      ii. Initial placement into fewer supports or out of supports entirely for gateway, college-level transferable English and mathematics will be determined by high school Grade Point Average (GPA). Students may opt to self-report their high school GPA. Students may also elect to provide an official record of their high school GPA. Where possible, high school GPA will be transmitted from the secondary institution to the postsecondary institution as part of the admissions process. All U.S. accredited high schools and high school courses will be considered equal/equivalent for placement purposes.

      iii. Once initial level of support for the gateway, college-level transferable English and mathematics courses is determined by GPA, all degree-seeking students will be presented with the option to use additional measures that may result in placement into fewer supports or out of supports entirely. Guided Pathways Advisors will make students aware of their options to apply multiple measures that seamlessly support final placement. These multiple measures may include, but are not limited to:
- SAT scores
- ACT scores
- Length of enrollment and curriculum in a U.S. high school

- Completed U.S. high school coursework, especially in mathematics
- U.S. high school grades
- U.S. military transcripts
- Prior learning assessment or credit
- GED
- ESL placement survey
- Adult school or foreign institution transcripts
- Challenge exams that are equitably accessible to all students
- Guided Self Placement (GSP) (See section D)

  iv. Degree-seeking students whose high school GPA is unavailable or older than 10 years will be placed into gateway, college-level, transferable mathematics and English courses with corequisite supports using a Guided Self Placement (GSP) process (See section D).

  v. Students may elect to disregard the presented placement recommendation(s) and opt to attempt the gateway, college-level, transferable English and/or mathematics courses (English 101 and/or the appropriate pathway mathematics course) with fewer supports or without supports entirely, but only after completion of a GSP process (see section D).

c. Placement into mathematics courses above gateway, college-level, transferable mathematics courses

  i. Degree-seeking students may be placed into mathematics courses (e.g., Calculus) above the default gateway, college-level, transferable mathematics courses.

  ii. High school GPA will be one of the measures used to determine placement into higher-level mathematics courses, but need not be the sole determinant and may be used in combination with additional measures as described above.

  iii. Students may opt to enroll in a course that is of a higher level in a mathematics pathways sequence than determined by the placement measures, but only after completion of a mathematics-specific GSP process (see section D).

  iv. Higher-level course placement thresholds and the pathways-specific GSP process will be determined by the Connecticut State Community College President and Provost through data analysis and research into best practices, and in consultation with the mathematics curriculum teams, program coordinators and discipline leads, and relevant CSCU system bodies such as CMAC, CCET, and the ESL and PA 12-40 councils.

d. The Connecticut State Community College President and Provost will direct a work group to develop a Guided Self Placement process. This work group will comprise faculty from English and mathematics, the Associate Vice President of Student Success Management, the Transitional Program Coordinators, as well as representatives from other CSCU groups, including CCET, CMAC, and the ESL and PA 12-40 Councils. The work group may determine the need for multiple GSP processes based on discipline.

    e.   Some students who are placed into the maximum level of supports as identified in sections XII.E and XIII.E may be identified as in need of further services to maximize their ability to meet the outcomes for course completion of gateway, college-level, transferable courses. These identifications and recommendations should be evidence-based and maximize the probability that students will persist to degree completion. The Connecticut State Community College President and Provost will charge Transitional Program Coordinators, in consultation with CMAC, CCET, and the ESL and PA 12-40 Councils, and the design teams described earlier in this document (See XII.C and XIII.C), to develop a protocol to identify students with additional needs and to design, maintain, and deliver additional services to meet these needs. The Connecticut State Community College President and Provost, and Associate Vice President of Teaching and Learning, along with their designees and in consultation with, CMAC, CCET, and the ESL and PA 12-40 Councils, will develop and implement a plan to provide professional learning to this team. These services will be delivered concurrently with the gateway, college-level, transferable course with corequisite supports. Examples of these additional services may include, but are not limited to:

- Supplemental instruction
- Directed learning activities
- Self-paced learning modules
- Academic and/or process tutoring
- Academic workshops
- Study groups
- Wrap-around services
- Services provided in partnership with external agencies

    f.   All supports described in XIV, a-e must be provided to students in accordance with the parameters set in section X of this policy.

XV.   **English Language Learners (ELL)**: This policy seeks to initiate a process in which faculty lead the design of a curriculum that will maximize the probability that each English Language Learner degree-seeking student will enter and complete gateway, college-level, transferable coursework in English within three years of initial enrollment. English Language Learners (ELL) are foreign language learners and ELL course work is distinct from remediation in English.

    a.   Student success in ELL curriculum

        i.   The Connecticut State Community College President and Provost, along with their designees and in consultation with the ESL Council, will form a team of experts charged with designing and maintaining ELL curriculum and corequisite supports to promote timely student completion of gateway, college-level, transferable English and mathematics. The CSCU Provost, the Connecticut State Community College Provost, and Associate Vice President of Teaching and Learning, along with their designees and in consultation with the ESL Council, will develop and implement a plan to provide professional learning to this team.

    b.   Student entry into ELL programming

        i.   Students may self-identify as seeking to enter ELL programming. It is also possible that a student is recommended to enter ELL programming.

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These recommendations should be evidence-based and maximize the probability that students will persist to degree completion.

    ii. Students who have been recommended to enter the ELL sequence can opt out of the sequence if they choose following the completion of a Guided Self Placement (GSP) process (see section XIV, D).

    iii. The Connecticut State Community College President and Provost, along with their designees and in consultation with the ESL Council, will form a team of experts charged with designing and maintaining student entry into the ELL programming process. This work group will comprise faculty from the ESL Council, the Associate Vice President of Student Success Management, the Associate Vice President of Recruitment, Admission, and Community Outreach, and other faculty, staff, or administrators as needed.

  c. Placement within levels of ELL programming

    i. Degree-seeking students who have entered the ELL curriculum will be placed into specific levels of ELL courses using evidence-based multiple measures. These can include, but are not limited to:

- U.S. high school grade point average (GPA)
- Length of enrollment and curriculum in a U.S. high school
- Completed U.S. high school courses
- U.S. high school grades
- U.S. military transcripts
- SAT scores
- ACT scores
- Prior learning assessment or credit
- GED
- Adult school or foreign institution transcripts
- ELL placement survey
- Challenge exams that are equitably accessible to all students
- Guided Self Placement (GSP) (See section XIV, D)

    ii. Students may opt to self-report their U.S. high school GPA. Students may also elect to provide an official record of their high school GPA. Where possible, high school GPA will be transmitted from the secondary institution to the postsecondary institution as part of the admissions process. All U.S. accredited high schools and high school courses will be considered equal/equivalent for placement purposes.

    iii. Placement within levels of ELL programming, as well as the ELL-specific Guided Self Placement (GSP) process and multiple measures ELL placement referenced above, will be determined by the Connecticut State Community College President and Provost through data analysis and research into best practices, and in consultation with the ESL Council, ESL Coordinators, mathematics and English curriculum teams, and relevant CSCU system bodies such as CCET and the PA 12-40 Council.

XVI. **Partnership with state partners such as K-12 and Adult Education**: It is incumbent on CSCU institutions and state partners to work collaboratively to make sure that there are clear and sustainable pathways into Connecticut State Community College programs

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that include career and support services aligned with college-entrance practice and expectations. Once Student Success Key Performance Indicators and other data from the first year of Connecticut State Community College are available, the CSCU Provost will charge a team with developing a plan for collaboration between the CSCU system, its institutions, and any appropriate entities in the state.

XVII. **Implementation – All elements of this policy will be implemented no earlier than fall 2023 and no later than fall 2025 by decision of the planning and design teams described throughout this document. Specific dates in this section and in the following section (Data Collection and Reports to the Board of Regents, XVIII) may need to be adjusted as a result of the timeline for full implementation.**
   a. Spring 2021: Implementation teams formed, including plan to provide leadership and release time commensurate with the work
      i. Teaching and Learning team to develop PD for faculty and staff to design and deliver the courses and support – delivery ready by fall 2021
      ii. CMAC/mathematics faculty team to determine the total number of mathematics pathways – determined in spring and early fall 2021
      iii. N mathematics teams, one for each mathematics pathway – all design aspects for each pathway complete by end of spring 2022
      iv. English 101 team – all design aspects for English 101 complete by end of spring 2022
      v. ELL team – all design aspects for ELL complete by end of spring 2022
      vi. Transitional design team – all design aspects completed by end of spring 2022
      vii. GSP team – all design aspects completed by end of spring 2022
   b. Fall 2021/Spring 2022: Faculty design the curriculum for gateway, college-level, transferable courses, supports, and recommend placement criteria including determining metrics for determining amount of support for students
   c. Fall 2021/Spring 2022: Creation of professional learning and training for faculty
   d. Spring 2022: Curriculum submitted to CT State Community College curriculum governance process
   e. Beginning Fall 2022/Spring 2023: Professional learning and training for faculty
   f. Fall 2023: Full implementation of new curriculum and supports
   g. Spring 2024 and following: Annual reports to the Board of Regents

XVIII. **Data Collection and Reports to the Board of Regents – All elements of this policy will be implemented no earlier than fall 2023 and no later than fall 2025 by decision of the planning and design teams described throughout this document. Specific dates in this section and in the preceding section (Implementation, XVII) may need to be adjusted as a result of the timeline for full implementation.**
   a. All Connecticut State Community College campuses will collect and analyze placement data to ensure current procedures are working as intended and as outlined in the policy goals. Campuses will collect and compare developmental and college-level placement, enrollment, and pass rates under the historical system and compare support-level placement and college-level placement, enrollment, and pass rates, including ELL outcomes, under the new system. Additionally, Connecticut State Community College in conjunction with the CSCU System Office will disaggregate the data by race/ethnicity, gender, age, Pell

eligibility, zip code, and first-generation status to ensure adopted practices support equitable course completion for all Connecticut State Community College students.

b. During the design and implementation phase, Connecticut State Community College administration, in conjunction with the CSCU System Office, will provide a series of reports to the Board of Regents:

    i. October 2021: a report describing progress on assembling design teams for ACME curriculum

    ii. May 2022: a report describing

        1. The design of the ACME curriculum

        2. The design and schedule for providing professional learning to individuals who will teach and support the ACME curriculum

        3. The design of an equitable cost of delivery as described in section X of this policy

    iii. May 2023: a report updating progress on implementing the curriculum for fall 2023 and on professional learning during the 2022-2023 academic year

c. The CSCU Provost and the Connecticut State Community College Provost will release annual goals for student success in gateway, college-level, transferable English and mathematics courses as outlined by this policy. Student success goals for the first year will include

    i. increasing the aggregate success rates in KPIs 4, 5, and 6 (English and mathematics completion of C or better in the first year) by at least 25% above their respective rates in 2020,

    ii. closing the gap between Black students and White students by at least 50% for KPIs 4, 5, and 6 compared to 2020, and

    iii. closing the gap between Latinx students and White students by at least 50% for KPIs 4, 5, and 6 compared to 2020.

d. Connecticut State Community College will provide an annual ACME report to the Board of Regents in the fall of 2023 and each subsequent fall. This annual report is recommended to be presented in the context of other annual leading and lagging indicator reports (e.g., Student Success Key Performance Indicators reporting, program completion reporting, transfer reporting), and may ideally be presented concurrently with such other reports to the Board of Regents. The report will include, at a minimum:

    i. Student Success Key Performance Indicators (KPIs) 4, 5, and 6 (English and mathematics completion of C or better in the first year), aggregated and disaggregated, with any other applicable data

        1. Narrative detailing if the annual student success goals were met

        2. If student success goals were not met, additional narrative responding to the following questions:

            a. Were student success goals met on any of the campuses for English and/or mathematics?

            b. Did the 12 campuses uniformly follow the placement measures and implementation processes agreed upon by faculty and administration?

      ii. A summary of English, mathematics, and ELL placement procedures and outcomes with specific attention to disaggregation and including any changes in the past year with supporting rationale

      iii. A summary of the designed curriculum for gateway, college-level, transferable English, mathematics, and ELL courses and supports, including any changes in the past year with supporting rationale

      iv. The design of an equitable cost of delivery as described in section X of this policy

      v. If student success goals were not met, what curriculum changes in gateway, college-level, transferable English and mathematics courses and supports are recommended by faculty and administrators to improve student success? Why?

      vi. Throughput data, including performance in subsequent courses for which the gateway, college-level, transferable courses serve as prerequisites as well as credential completion and transfer out

      vii. Acceptance and application to degree requirements for transfer

XIX.   **Authority to Enact this Policy:**
    a. The Board of Regents directs and grants authority to the Connecticut State Community College President and their designees to enact this policy and make related institutional decisions that both adhere to accreditation standards and the elements of this policy.
    b. The Board of Regents directs and grants authority to the CSCU President and their designees to oversee the enactment of all elements of this policy, to ensure compliance with this policy, and to support and enable all CSCU institutions in their enactment of this policy.

Glossary of Terms

ACME: Acronym for this policy standing for Alignment and Completion of Mathematics and English.

Corequisite Academic Support: Supports that are aligned to the college-level course and delivered as a "just-in-time teaching" practice. This support may take many forms, from discrete corequisite sections that meet separately from the college-level course to activities embedded directly into the meeting time of the college-level course.

Gateway, College-Level, Transferable Course: Courses that meet the following criteria:
- Gateway: The first college-level or foundation course, for the purposes of this policy, in English and mathematics, in a program of study. May be the first in a sequence leading to the first required mathematics course in a program of study.
- College-Level: Credit-bearing course that is not designated as remedial or developmental. The course applies to the requirements of a degree and, if applicable within a general education category, meets general education requirement at all CSCU institutions. Intermediate Algebra in this definition is not college level.
- Transferable: A course taken at a CSCU college campus that can be used for unit credit and is applicable to major and general education requirements at all CSCU institutions.

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Transferability is based on course learning outcomes and no prerequisite to these courses will be deemed necessary for course transferability by any CSCU institution.

Guided Pathways: Guided Pathways is a set of comprehensive student success initiatives focused on providing students with clear program maps, improving the student experience, and closing equity gaps. There are four related pillars to Guided Pathways:
- Clarify the Path (creating clear pathways to employment and further education)
- Enter the Path (help students choose and enter their pathway)
- Stay on the Path (help students stay on their path)
- Ensure Learning (follow through and ensure improved student results)

Guided Self Placement: A locally developed tool or process that allows students, in consultation with counselors or other faculty, to determine suitable coursework and level of supports in the appropriate mathematics, English, and English Language Learner (ELL) gateway, college-level, transferable course.

Holistic Case Management Advising: A model of academic advising whereby students are assigned an advisor for their entire time in college who helps them create a personalized academic and career plan, monitors their academic progress, and coordinates the supports necessary to keep them on track to completion, including resources and services related to their academic, career, financial, and other individual needs.

Just-in-Time Teaching: Teaching provided to support students in college-level courses that is fully aligned and carefully coordinated with the delivery of the college-level course so that the course and its supports cover the same topics in the same order and at the same time.

Mathematics Pathways: Appropriate gateway, college-level, transferable mathematics courses that are aligned with the skills students need for their chosen career pathway and program of study. For careers and programs that do not require STEM algebra based math, STEM algebra is no longer a required prerequisite for the gateway, college-level, transferable course. Transferability of mathematics pathways courses is based on course learning outcomes, and not on a required prerequisite.

Multiple Measures Placement: Combining high school GPA with other measures — including state graduation tests, SAT or ACT scores, writing assessments, high school transcript information, years since high school graduation and non-cognitive assessments – to yield more accurate placement into a level of support that increases a student's likelihood of success.

Supporting Documents:

- Board Resolution and Staff Report
  https://collections.ctdigitalarchive.org/islandora/object/30004:271