AY23 College Readiness Programming Board Monitoring Report

Introduction

As identified in the College purpose statement (B1000), college readiness (developmental) programming is an essential service that prepares students with basic academic skills needed to succeed in college-level study.

According to the Board's College Readiness Programming Strategic Outcomes policy (B1008), students benefit from courses, programs and services that develop attitudes, behaviors, and strategies needed to facilitate success in their academic pursuits. Students benefit from services that help them identify, select and utilize various college resources that will assist them with academic success. Students benefit from courses that help them close academic achievement gaps that prepare them for success in college-level work. Students receive greater benefit when they can navigate through college readiness courses and sequences as quickly as possible.

The College benefits when students successfully transition into and successfully complete college-level coursework as soon as possible.

The Community benefits when students have options that allow them to access academic pathways that are otherwise unavailable. To achieve these benefits, the Board directs the President to establish, deliver, and continuously improve adult education programming.

This report provides updates on the College's College Readiness Programming and how it aligns with the Board Strategic Outcomes using the Key Performance Indicators (KPIs) in the Shawnee Community College Effectiveness System (SCCES).

Some areas of focus for College Readiness in 2022-2023, along with the Strategic Plan initiative to which they align, include:

- Develop and provide free access to math, reading, and writing refresher modules (Summer Bridge Courses) to prepare individuals for taking the College's placement exam. (2.4.A)
- Work with K-12 institutions to ensure high school graduates are "college ready" via Transitional math and English courses in the high schools, multiple measures placement, or by taking the College's placement exam. (2.4.S)
- Accelerate the developmental math and English course sequence by use of multiple measures placement. (2.4.C)
- Bundle developmental units of instruction with college-level courses (math and English corequisite courses). (2.4.G)

As specified by Board Policy *B1008 College Readiness Programming*, the following SCCES areas of performance (KPAs) have been identified:

- Enrollment
- Academic Readiness
- Academic Progress
- Academic Success
- Completion
- Deployment

Narrative for the 2023 College Readiness Programming Board Monitoring Report will address the College's accomplishments and provide recommendations for future consideration, as they relate to the Board's value statements for College Readiness Programming, an essential service that prepares students with basic academic skills needed to succeed in college-level study.

Subsequent sections of the report demonstrate how **Students**, the **College**, and the **Community** benefit from the activities and accomplishments in Academic Year 2022-23 (AY23), as it relates to the focus areas and KPAs for College Readiness Programming in the College's Strategic Plan.

Students

Over the past academic year, the College has developed and implemented a number of strategic planning goals and objectives to improve College Readiness Programming so that students benefit from: courses, programs and services that develop attitudes, behaviors, and strategies needed to facilitate success in their academic pursuits; services that help them identify, select and utilize various college resources that will assist them with academic success; courses that help them close academic achievement gaps that prepare them for success in college-level work; and, when they can navigate through college readiness courses and sequences as quickly as possible. This section demonstrates the ways in which the College has added value for students in College Readiness Programming.

The academic affairs division has undergone a number of changes over the past several years, particularly in the way the schedule of courses was developed and rolled out to students. In prior years, the schedule of courses was simply rolled over from term to term and changes were made primarily to sections with low enrollment from the previous year, among others. Rolling the schedule was problematic in many ways, but nothing more problematic for students than a course being dropped for low enrollment days before the term began leaving them scrambling to find other courses to take. Beginning in SP23, the academic deans and department chairs were tasked with working together to develop a schedule with fewer sections, with the understanding that sections could always be added if there was enough demand, in an attempt to eliminate canceling sections with low enrollment. There was also an emphasis on offering courses when students needed them, an even distribution of MWF and T H courses, and more face-to-face and fewer online sections. The scheduling process for SM23 and FA23 was similar to SP23; however, for SP24, the process will be refined further with a goal of no more than 50 "negative" changes once the schedule is public. An example of a "negative" change would be a change of day or time, or having to cancel the class due to low enrollment. Adding a section would be considered a "positive" change and does not count against the goal of 50. By refining the course scheduling process, students benefit from flexible course offerings that do not impede their academic pursuit.

Students also receive value from services that assist in their academic success. As it relates to College Readiness Programming, the need has emerged this fall for tutoring assistance in some of the higher-enrolled math and English corequisites. The Tutoring Center is currently working with faculty to deliver tutoring to those classrooms most in need to ensure students receive the help they need to be successful. Discussions with faculty teaching corequisites and key personnel in student affairs are ongoing to ensure we deliver the types of services and instruction students need to be successful.

Courses that help students close academic achievement gaps and prepare them for success in college-level work are another value of College Readiness Programming. Strategic Plan Goal 2.4.A specifically targets this value statement. The objective of this goal is to "develop and provide free access to math, reading, and writing refresher modules that could prepare individuals for taking the College placement

exam." Additionally, one of the goals of the ASPIRE project, a grant-funded cohort group of SCC and nine other community colleges involved in developmental course redesign and the implementation of multiple measures, is to develop a free summer bridge course for students who are not yet academically ready for MAT 041 Introduction to Algebra, or one of the corequisites. Summer bridge course planning, development and implementation will begin this fall with a target date of SM24 to pilot the course. Opportunities currently exist to implement virtual reality (VR) and artificial intelligence (AI) into the summer bridge program instruction in both math and English. The College will seek grant funding to help pay faculty for course development, per the Collective Bargaining Agreement (CBA), and to deliver instruction during non-contractual months. It is anticipated there will be much greater detail to report regarding summer bridge courses in the 2024 College Readiness Programming Board monitoring report.

The speed at which students are able to navigate through college readiness courses and sequences as quickly as possible is a value from which students receive the greatest benefit. The development and implementation of multiple measures and corequisites at SCC allow students to achieve this. Math and English faculty, alongside the Dean of Transfer & Adult Ed., devoted a significant amount of time in AY23 on establishing the criteria for Multiple Measures Placement in accordance with state standards. (SP 2.4.G) Multiple measures placement allows more ways for students to be placed into transfer-level English and math courses rather than being solely reliant on college placement exams (AccuPlacer); which research has demonstrated is not an accurate predictor of college readiness. Instead, advisors look at cumulative high school GPA (after 7 semesters), SAT/ACT scores, high school transitional courses (explained later in the report), GED scores, or scores on ALEKS remediation modules (math only). A student only needs to meet one measure in the above criteria to be placed into a transfer-level course, thus eliminating the need to take the AccuPlacer placement exam. Advisors are to only refer a student for an AccuPlacer exam if they fail to meet any of the multiple measures criteria. At the conclusion of each semester, a CROA report will be generated for faculty and deans to examine the success rates of students, and more importantly, which multiple measure advisors used for placement (for example, GPA). These data will allow for conversations among faculty and deans regarding adjustments to the multiple measures placement criteria thresholds.

In addition to multiple measures, math and English faculty worked closely with the Dean of Transfer & Adult Ed. on the development and implementation of math and English corequisite courses. (SP 2.4.G) Three corequisite courses were created in FA22 and effective for FA23; one in English and three in math. The concept of a corequisite is for the developmental course to be interwoven seamlessly into the transfer-level course, providing the student with remediation while being enrolled in the college-level course. SCC offers two different models of corequisites; however, the concept is the same for all, in which the remediation is included with the transfer-level content. The first type of corequisite is where the remediation is offered as a 1 credit hour lab and must be taken concurrently with the transfer-level course. For example, ENG 090 English Corequisite Lab (1 cr) is offered concurrently with ENG 111

English Composition I (3 cr). Additionally, MAT 090 General Education Math Corequisite Lab (1 cr) must be taken concurrently with MAT 110 General Education Mathematics (4 cr). The second type of corequisite SCC offers is where the review is built into the course and is not as a separate lab course. The two courses offered this way are MAT 120 College Algebra with Review and MAT 208 General Elementary Statistics with Review.

Course placement and success data, as well as other types of disaggregate completion and persistence data will be available at the completion of AY24. The 2024 report will also include updates on what worked well and what opportunities for improvement need to be implemented.

The College

The College benefits when students successfully transition into and successfully complete college-level coursework as soon as possible. There are various ways students can demonstrate college readiness through multiple measures. Students need only meet one of the following criteria to demonstrate college readiness: high school GPA (after at least 7 semesters); completion of a transitional math and/or English course (explained in following paragraph); Accuplacer; ALEKS; SAT or ACT; GED; or successful completion of prior course. SCC advisors are to look at all criteria for multiple measures before requiring students to take the Accuplacer. Research has shown that a student's high school GPA is the best predictor of college success, so I would anticipate the largest category of multiple measures placement will be by high school GPA.

Transitional [math](#) and [English](#) courses are high school courses developed and offered only at the high school. These courses cannot be existing high school courses and must meet prescribed ICCB/ISBE state standards that have been agreed upon by a collaboration of high school and community college representatives from across the state. Additionally, transitional courses are high school courses and students who enroll are not college-ready, they cannot be considered dual credit or dual enrollment (per ICCB regulations). The development of a transitional course is designed to be a collaboration between the high school and community college, who, in order to approve and submit transitional courses for approval, must form a local advisory panel (LAP) to ensure the prescribed course content and criteria are met before being submitted to the state panel for review. Resources to assist high schools in the development of [transitional math](#) and [transitional English](#) are available at the Education [Systems Center at NIU](#). Community colleges are the only ones who can submit courses to the state panel for review. High schools were required to have transitional math and English courses on the books by AY2023, or submit letters to ISBE to be approved to opt out. The community college has no responsibility in the enforcement of high schools for implementation of transitional courses, and are simply a partner in the development process, if high schools participate.

Currently, there are no high schools in the SCC district who have developed a transitional English course to submit to the state panel, and none who have been approved to opt out of offering transitional English. SCC district high schools have made a bit more progress in transitional math. The College has submitted high school transitional courses to the state panel, and been approved portability codes for STEM and Quantitative Literacy and Statistics; meaning high schools with approved courses by the LAP can offer transitional math courses in STEM and QL & Statistics. The only high schools who have participated in transitional math are Anna-Jonesboro, Century, Joppa, and Massac County, with Vienna being approved by the state to opt out of transitional math.

Transitional courses, while not gaining much traction in the SCC district, are thriving in other community college districts; therefore, we must ask ourselves why? The most logical response is because of past practice of SCC offering developmental courses in the high schools as dual credit;

against Section 1501.313(a) Dual Credit of the ICCB Administrative Rules, in the ICCB Systems Rules Manual (August 2023). The College began notifying high schools early in the SP23 semester that, as of FA23, developmental courses would no longer be offered in the high schools, to ensure compliance with ICCB Administrative Rule 1501.313(a). It has yet to be determined the impact this change will have on college readiness or the high schools' willingness to develop and offer transitional courses. What we do know from not offering developmental courses in the high schools is twofold. The College experienced a 39.5% drop in remediation headcount from FA22 to FA23, as well as -340 less credit hours generated from developmental courses from FA22 to FA23. Additionally, the College is offering fewer developmental courses due to the implementation of English and math corequisites, thus contributing to the enrollment data.

To meet the anticipated demand of students who are not college-ready as a result of no longer offering developmental courses in the high schools, math and English faculty will work with Department Chairs and the Dean of Transfer & Adult Education on the development and implementation of "free" summer bridge courses. Faculty will be tasked to incorporate VR (virtual reality) and AI (artificial intelligence), as well as other module-based approaches into instruction to immerse and engage students in learning in a fun and exciting environment.

In order to know how much high school remediation rates change for AYs 23 and 24, the following data includes remediation rates by high school for AY22 high school graduates. As you can see in the chart below, many of SCC district high schools have double-digit remediation rates, even with developmental courses still being offered in the high schools during that year. It will be interesting to see which way the needle moves for 2023, and eventually 2024 high school graduates with the implementation of multiple measures, corequisites, and summer bridge courses.

| | 2022 HS Grads | | | | | |
	Grad Count	Matriculated to SCC	Matriculated Fall Term into Remedial	Percent of Matriculated Students in FALL Remedial	Matriculation Spring Term into Remedial	Percent of Matriculated Students in SPRING
ANNA-JONESBORO COMMUNITY HS	154	43	9	20.93%	1	2.33%
Cairo High School	17	5	2	40.00%		
Century High School	35	16	2	12.50%	1	6.25%
Cobden High School	43	4	1	25.00%		
Dongola High School	17	8	2	25.00%		
EGYPTIAN HIGH SCHOOL	18	8	3	37.50%		
GOREVILLE HIGH SCHOOL	43	10				
Joppa Jr & Sr High School	12	3				
Massac County High School	173	36	2	5.56%		
Meridian High School	36	15	4	26.67%	1	6.67%
Shawnee High School	17	2				
VIENNA HIGH SCHOOL	86	18	2	11.11%		
Sum:	651	168	27	16.07%	3	1.79%

The Community

EQUALITY **EQUITY** **SOLUTION!!!!**

1

- Providing everyone with equal access does not consider the needs of the individual and is not a way to remove barriers, as the image on the left depicts. Equality is not equitable.
- The middle image depicts how individuals are given different supports (boxes) to provide them with equal access. What many may not realize is this puts the support, required by, or provided to others under a microscope for all to see. This could potentially make those using the support feel singled out as if they are different, or need help.
- The image on the right illustrates giving everyone access and creating a system that does not warrant a need for support or accommodations. The systemic barrier (fence) is removed and everyone is being treated equitably.

The above image illustrates the approach the College has taken in College Readiness in order to eliminate those types of barriers (fences) for students and ensure a college education is obtainable and accessible to all. The final value statement in the College Readiness Programming Strategic Outcomes

---

[1] Image from the *Inclusion Solution*

Policy states that the Community benefits when students have options that allow them to access academic pathways that are otherwise unavailable. SCC is taking steps in its College Readiness Programming initiatives that remove barriers, which can even include access to college for some. Multiple measures is one of the College's solutions to remove the systemic barrier of placement testing for college entry. Another solution is to expand Early College offerings to all 12 district high schools. Many of SCC's district high schools do not have the resources to hire dual credit qualified teachers, so by utilizing SCC instructors to deliver instruction at the extension centers or on main campus, ensures students who might not otherwise have the opportunity, are able to earn college credit. Along with Early College offerings, the College is also working on CTE career pathways, as well as transfer pathways. Students will be able to map out their degree plan while still in high school, eliminating the costs of taking unnecessary courses, and most importantly, decreasing time to graduation.

Actions and Recommendations

Actions Completed/Currently Implemented and the [Strategic Plan Initiative](#) to which they are aligned:

- Multiple measures placement for math and English was fully implemented for Fall 2023 semester. (2.4.C)

- Multiple measures placement tracking has been built in Colleague for reporting of enrollment/success data by placement measure. (2.4.C)

- ENG 090 English Corequisite Lab course developed and offered concurrently with ENG 111 English Composition I in Fall 2023. (2.4.G)

- MAT 090 General Education Math Corequisite Lab course developed and offered concurrently with MAT 110 General Education Mathematics in Fall 2023. (2.4.G)

- MAT 208 General Elementary Statistics with Review corequisite developed and offered in Fall 2023. This is the only math corequisite that is IAI approved. (2.4.G)

- MAT 120 College Algebra with Review corequisite developed and offered in Spring 2023. (2.4.G)

- As of Fall 2023, no developmental English courses are offered. Students not placed directly into English Composition I by multiple measures placement are enrolled in the English corequisite with built-in remediation along with transfer-level content. (2.4.G) Limiting remediation to one or fewer courses for English and math, ensures SCC is in compliance with ICCB-mandates regarding remedial/developmental courses.

- As of Fall 2023, only MAT 041 Introduction to Algebra is offered as a remediation course. Students not placed into either general education math corequisite by multiple measures placement are enrolled in MAT 041 to prepare them for the corequisite or transfer-level math course by the end of their first year. (2.4.G)

Recommendations and Actions for Future Consideration and the Strategic Plan Initiative to which they are aligned:

- The recommendation is for the Board to consider a due date change for the College Readiness Programming monitoring report for the following reasons. Full-time faculty are not contractually obligated to be on campus during the summer months, per the CBA. With the spring semester ending in May, which corresponds with the end of the academic year, course success rates and completion data are not reviewed by faculty until the following fall. As a result, English and math faculty have not had the ability to collaborate with one another on course success rates or

completion data, or with the Dean of Transfer & Adult Education; therefore, faculty voice is absent from the College Readiness Programming Board monitoring report.

So as not to disrupt the schedule of other monitoring reports or those responsible, the recommendation is for the Board to switch the College Readiness Programming (B1008) report (due for First Read in September) with the Transfer Programming (B1003) report (due for First Read in January). The Transfer Programming monitoring report can be completed over the summer months because faculty are not as involved in data analysis, and instead involve areas of student affairs. The Dean for Transfer & Adult Education is responsible for both the College Readiness Programming and Transfer Programming Board monitoring reports. (Board Calendar)

- Due to an increased demand in the number of students requiring math and English corequisites, additional tutors to assist math and English faculty with remediation of students needs to be a budgetary consideration for FY25. (2.4.G)

- Math and English faculty will begin work in Fall 2023 to develop summer bridge programs for high school students not college-ready by multiple measures placement or the College's placement exam. Strategic Plan Goal 2.4.A, states the intent to "develop and provide free access to math, reading, and writing refresher modules that could prepare individuals for taking the College placement exam." If grant funds are not able to be secured to support development and implementation of summer bridge courses, it is recommended that FY25 departmental budget requests be funded to pay faculty to develop (one-time payment, per CBA) and teach these free summer bridge courses. (2.4.A)