Board Monitoring Report

College Readiness Programming

October 2022

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Introduction

The SCC Board of Trustees, through the Strategic Outcomes policy on College Purpose (B1000), has identified eight critical services:

- Transfer Programming (B1003)
- Professional Programming (B1004)
- Continuing Education Programming (B1005)
- Workforce Training (B1006)
- Community Education Programming (B1007)
- College Readiness Programming (B1008)
- Adult Education Programming (B1009)
- Student Services (B1010)

In addition, the Board believes accreditation and diversity are essential elements needed to support the achievement of those services (B1002). As such, the Board has identified Strategic Outcome policies for Accreditation & Certification (B1011) and Diversity, Equity, and Inclusion (B1012).

To provide an effective and consistent assessment framework for the Board to evaluate the College's progress, the Board will regularly inspect the strategic outcomes, through monitoring reports which employ the Shawnee College Effectiveness System (SCCES). Specific monitoring measures and indicators of performance are suggested in each Strategic Outcomes policy and aligned to Strategic Plan strategies.

In accordance with the Board policy on Monitoring College Effectiveness (B1002), monitoring reports will assist the Board with guiding the President on decisions related to the Strategic Plan for prioritizing improvement initiatives and allocating resources. Monitoring reports will include, at minimum:

- An explicit alignment with the College's Strategic Plan strategies
- An in-depth analysis of the aligned key performance indicators in SCCES
- Relevant strengths and areas for improvement informed by the analysis
- Specific, measurable actions and recommendations for continuous improvement anchored in a realistic timeframe

Further, through the Governance & Bylaws policies, the Board has identified key areas integral to the success of the Strategic Outcome policies for which monitoring reports are required (B4003). These areas include:

- Finance & Budget (Quarterly)
- Investment (Quarterly)
- Foundation (Quarterly)
- Facilities (Quarterly)
- Information Technology (Quarterly)
- Human Resources (Quarterly)
- Risk Management (Quarterly)
- Student Academic Assessment (Annual)

Executive Summary for College Readiness

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 2021-2022, along with the Strategic Plan initiative to which they align, include:

- Develop and provide free access to math, reading, and writing refresher modules that could prepare individuals for taking the College Placement Exam. (G2.O4.SA)
- Work with K-12 institutions to ensure high school graduates test as "college ready" on the Accuplacer entrance exam. (G2.O4.SB)
- Accelerate the developmental math and English course sequence. (G2.O4.SC)
- Bundle developmental units of instruction with college-level courses. (G2.O4.SG)

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

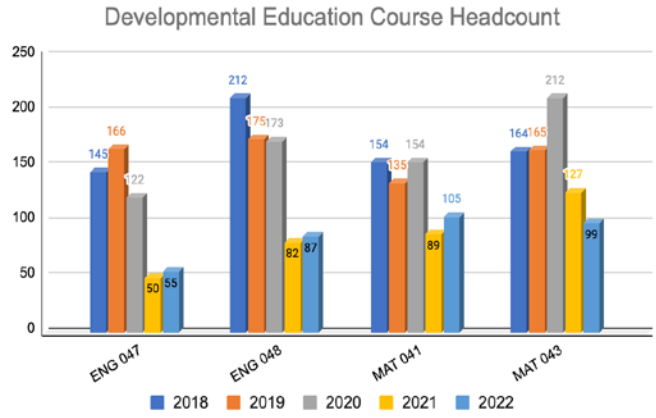
Key Findings

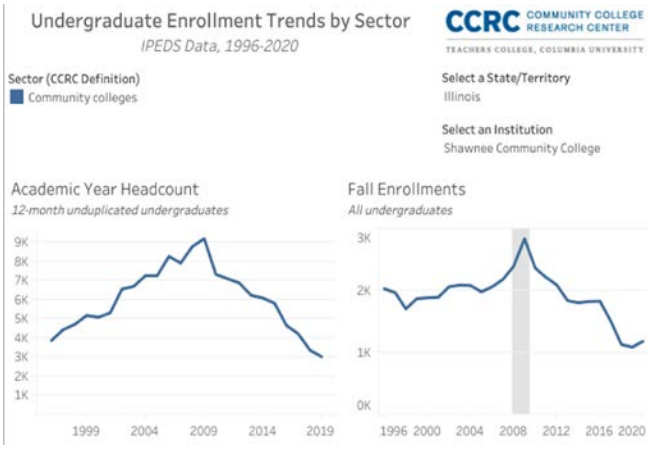
When analyzing the KPIs aligned to these SCCES areas, the following patterns and trends are evident:

- Enrollment in developmental education coursework has been significantly decreasing over the last several years.
- Students enrolled in developmental math are significantly less likely to be retained and successfully complete a college-level math course within their first academic year.
- Students enrolled in developmental coursework are often part-time students.
- Significant equity gaps exist between college-readiness scores when examined by district high school.
- Students who participate in the co-requisite English model are more likely to be successful and retained for the following year.

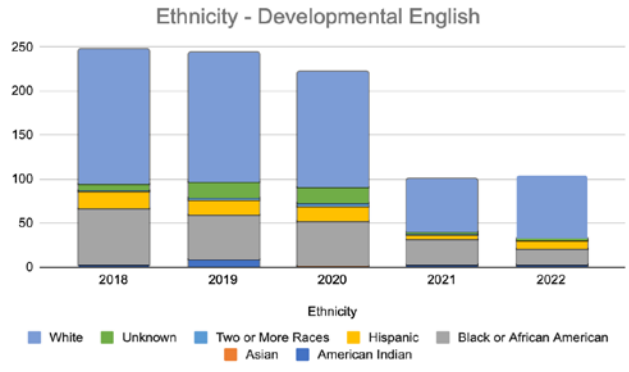
Performance Area: Enrollment in Developmental Education Courses

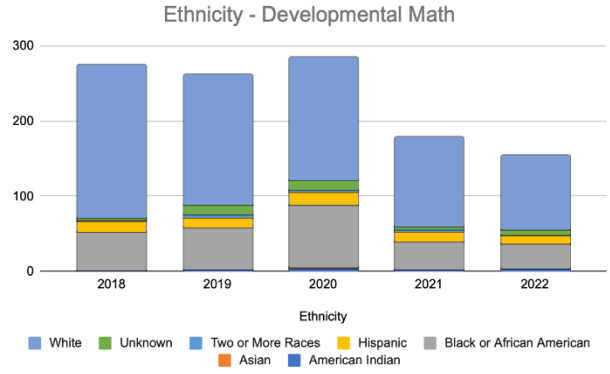
The following charts depict headcount in the four developmental education English and math courses from 2018-2022. While it is easy to look at these, for the most part, declining numbers and feel encouraged, we must keep in mind enrollment has been on a steady decline since 2009, as indicated in the second chart entitled, *Undergraduate Enrollment Trends by Sector*. One positive trend to highlight is the sharp decline in headcount for developmental English after 2020, which could be due, in part, to the implementation of a corequisite model that combines ENG 048-Developmental Writing and ENG 111-English Composition I. Students who would have previously been enrolled in ENG 048 for the entire semester were able to take the corequisite, thus partially meeting the College's goal of students being able to enroll in the transfer-level English course by the end of their first year in college. Headcount in developmental math was a bit more unpredictable with 2020 being the highest enrolled years, perhaps due to the COVID-19 Pandemic. Additionally, no corequisite math class currently exists at the College.



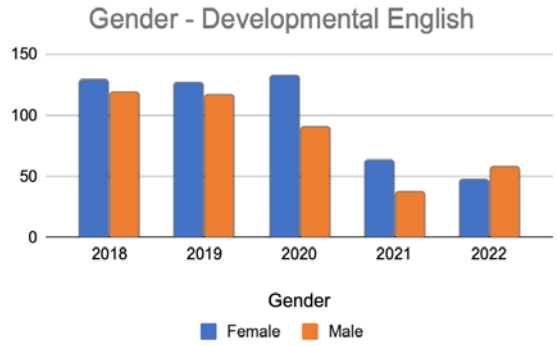


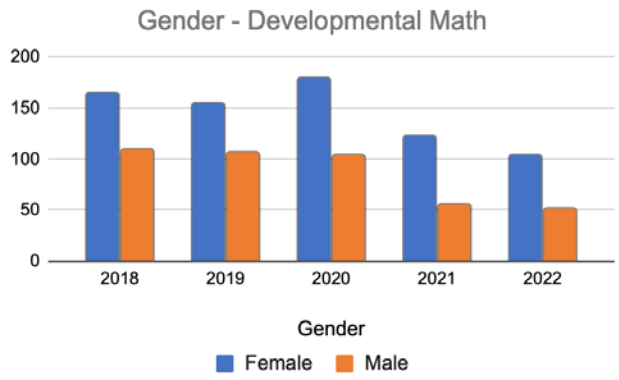
The following charts will take a deeper dive into the demographic composition of our developmental education students from 2018-2022, beginning first with ethnicity. As evidenced, the two most predominate ethnicities represented in our developmental education students are White and Black or African American. It is important to mention that the ethnicities of developmental students mirror that of the College.



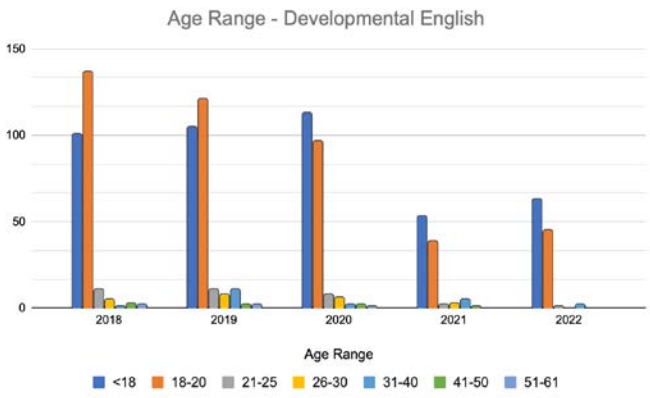


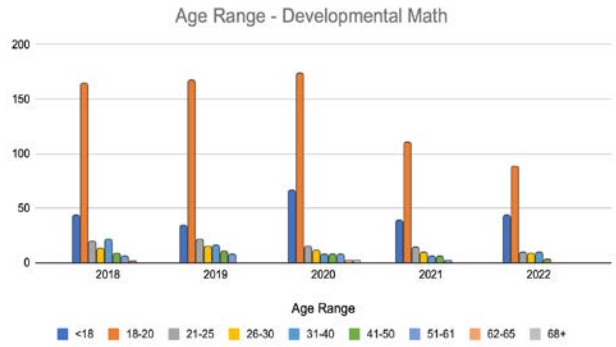
The following charts demonstrate that a higher percentage of females are enrolled in developmental English and math versus males; however, in 2022 male enrollment in developmental English surpassed that of females. The enrollment decline in developmental English after 2020, due perhaps to the corequisite, is represented in gender as well. Even though gender is representative of that of the College, the other important trend to highlight is the overall higher enrollment numbers for both males and females in developmental math.





During 2018-2022, 18–20-year-olds represented our highest demographic age range in developmental math. Developmental English is where the interesting trends occur after 2019, where the <18-year-old age range surpassed the 18–20-year-old age range for three consecutive years. First, keep in mind the drop in enrollment, due perhaps, to the corequisite. Secondly, several of our high schools offer ENG 047 and ENG 048, so the combination of the English corequisite on campus in 2020, coupled with the continued offerings in the high schools could have possibly inflated the developmental education enrollment for the <18-year-old age range. To examine this further, a report could be generated excluding high school sections, which would allow for a more accurate comparison.





Performance Area: Academic Readiness

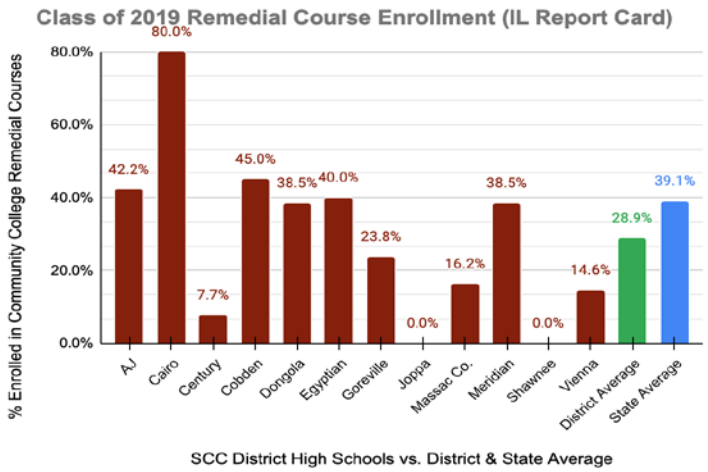
The Strategic Plan strategies pertaining to Academic Readiness include:

- G2.O1.SB: Evaluate placement exam cutoff scores and develop standards that reflect the knowledge and skills needed for individual (CTE & Transfer) program success.
- G2.O4.SA: Develop and provide free access to math, reading, and writing refresher modules that could prepare individuals for taking the College Placement Exam.
- G2.O4.SB: Work with K-12 institutions to ensure High School graduates test as "college ready" on the Accuplacer entrance exam.

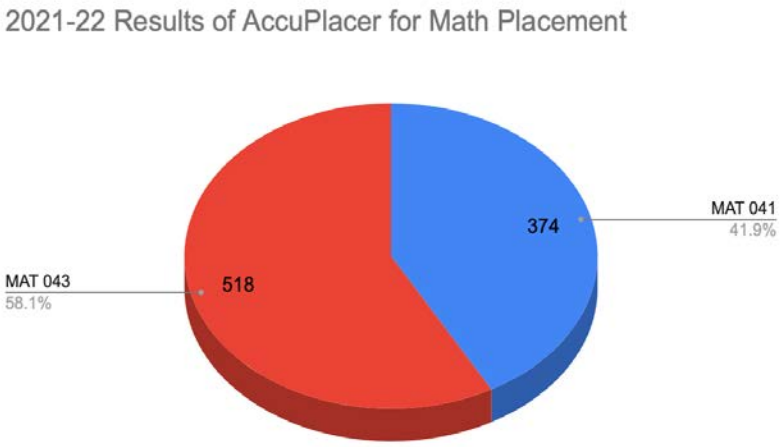
Major Accomplishments in Support of Strategic Plan Strategies:

- Partnered with three district high schools (Anna-Jonesboro, Century, and Joppa) to offer transitional math. Upon successful completion of this transitional math course, students are deemed as "college-ready" and may enter into college-level coursework.
- Supported district high schools in the launch of transitional English through a transitional English workshop. One district high school has applied to offer transitional English the following academic year. Transitional English is designed similarly to Transitional Math that high school students will be certified as "college-ready" in English upon successful completion of the course.
- Implemented multiple placement measures, incorporating high school GPA. Through the implementation of multiple measures, the goal is to increase the number of students deemed college-ready through expanding the means a student may be qualified as college-ready.

To following chart is a snapshot of the Class of 2019 (pre-pandemic) of SCC district high schools based on data from the IL Report Card. It is important to understand that only those students from the Class of 2019 who attended a community college and had to take a remedial course (or courses) were included in this data. The chart also shows how each high school compared to the district and state. [Note: Joppa and Shawnee both had students who attended a community college; however, no students enrolled in a developmental course immediately after graduation.] This chart illustrates the equity gap that exists in college-readiness scores by district high schools.



The following pie chart represents the number of students in 2021-22 who placed into MAT 041 or MAT 043 after taking the AccuPlacer exam. English placement numbers will also be examined; however, they were not available at the time of this report.



Distribution of Placement Exam Scores 2018-2022

Student Term Academic Year	Test	Average Student Score	Student Count
2018	ACCUPLACER Arithmetic	31.31	76
	ACCUPLACER College Level Math	36.85	160
	ACCUPLACER Elementary Algebra	55.17	593
	ACCUPLACER Reading	66.57	620
	ACCUPLACER Sentence Skills	74.98	606
	ACT Composite	19.97	642
	ACT English	19.53	598
	Act Math	18.95	603
	ACT Reading	20.56	601
	ACT Science Reasoning	19.62	598
	COMPASS Algebra	25.99	300
	COMPASS College Algebra	41.36	8
	Compass Pre-Algebra	39.43	229
	COMPASS Reading	77.42	508
	COMPASS Writing	64.13	590
	Next Gen Accuplacer Reading	245.95	116
	Next Gen Accuplacer Writing	245.73	90
	Next Gen Adv Algebra	237.13	1
	Next Gen Arithmetic	224.06	5
	Next Gen Quan Reasoning	247.15	136
	TABE Grade Equivalent	8.91	36
2018			

Student Term Academic Year	Test	Average Student Score	Student Count
2019	ACCUPLACER Arithmetic	31.31	116
	ACCUPLACER College Level Math	36.85	204
	ACCUPLACER Elementary Algebra	55.17	810
	ACCUPLACER Reading	66.57	971
	ACCUPLACER Sentence Skills	74.98	956
	ACT Composite	19.97	491
	ACT English	19.53	447
	Act Math	18.95	450
	ACT Reading	20.56	450
	ACT Science Reasoning	19.62	446
	COMPASS Algebra	25.99	197
	COMPASS College Algebra	41.36	5
	Compass Pre-Algebra	39.43	156
	COMPASS Reading	77.42	348
	COMPASS Writing	64.13	400

	Next Gen Accuplacer Reading	245.95	220
	Next Gen Accuplacer Writing	245.73	210
	Next Gen Arithmetic	224.06	7
	Next Gen Quan Reasoning	247.15	301
	TABE Grade Equivalent	8.91	33
2019			

Student Term Academic Year	Test	Average Student Score	Student Count
2020	ACCUPLACER Arithmetic	31.31	76
	ACCUPLACER College Level Math	36.85	140
	ACCUPLACER Elementary Algebra	55.17	558
	ACCUPLACER Reading	66.57	740
	ACCUPLACER Sentence Skills	74.98	731
	ACT Composite	19.97	354
	ACT English	19.53	311
	Act Math	18.95	313
	ACT Reading	20.56	314
	ACT Science Reasoning	19.62	311
	COMPASS Algebra	25.99	103
	COMPASS College Algebra	41.36	1
	Compass Pre-Algebra	39.43	84
	COMPASS Reading	77.42	219
	COMPASS Writing	64.13	254
	Next Gen Accuplacer Reading	245.95	609
	Next Gen Accuplacer Writing	245.73	616
	Next Gen Arithmetic	224.06	14
	Next Gen Quan Reasoning	247.15	710
	TABE Grade Equivalent	8.91	30
2020			

Student Term Academic Year	Test	Average Student Score	Student Count
2021	ACCUPLACER Arithmetic	31.31	34
	ACCUPLACER College Level Math	36.85	76
	ACCUPLACER Elementary Algebra	55.17	301
	ACCUPLACER Reading	66.57	440
	ACCUPLACER Sentence Skills	74.98	429
	ACT Composite	19.97	249
	ACT English	19.53	209
	Act Math	18.95	210
	ACT Reading	20.56	209
	ACT Science Reasoning	19.62	209
	COMPASS Algebra	25.99	77

	COMPASS College Algebra	41.36	2
	Compass Pre-Algebra	39.43	67
	COMPASS Reading	77.42	143
	COMPASS Writing	64.13	160
	Next Gen Accuplacer Reading	245.95	821
	Next Gen Accuplacer Writing	245.73	803
	Next Gen Adv Algebra	237.13	2
	Next Gen Arithmetic	224.06	16
	Next Gen Quan Reasoning	247.15	871
	TABE Grade Equivalent	8.91	19
2021			

Student Term Academic Year	Test	Average Student Score	Student Count
2022	ACCUPLACER Arithmetic	31.31	34
	ACCUPLACER College Level Math	36.85	52
	ACCUPLACER Elementary Algebra	55.17	205
	ACCUPLACER Reading	66.57	310
	ACCUPLACER Sentence Skills	74.98	303
	ACT Composite	19.97	219
	ACT English	19.53	190
	Act Math	18.95	191
	ACT Reading	20.56	190
	ACT Science Reasoning	19.62	190
	COMPASS Algebra	25.99	61
	COMPASS College Algebra	41.36	1
	Compass Pre-Algebra	39.43	53
	COMPASS Reading	77.42	124
	COMPASS Writing	64.13	136
	Next Gen Accuplacer Reading	245.95	995
	Next Gen Accuplacer Writing	245.73	851
	Next Gen Adv Algebra	237.13	3
	Next Gen Arithmetic	224.06	16
	Next Gen Quan Reasoning	247.15	916
	TABE Grade Equivalent	8.91	14
2022			

Performance Area: Academic Progress, Success, and Completion

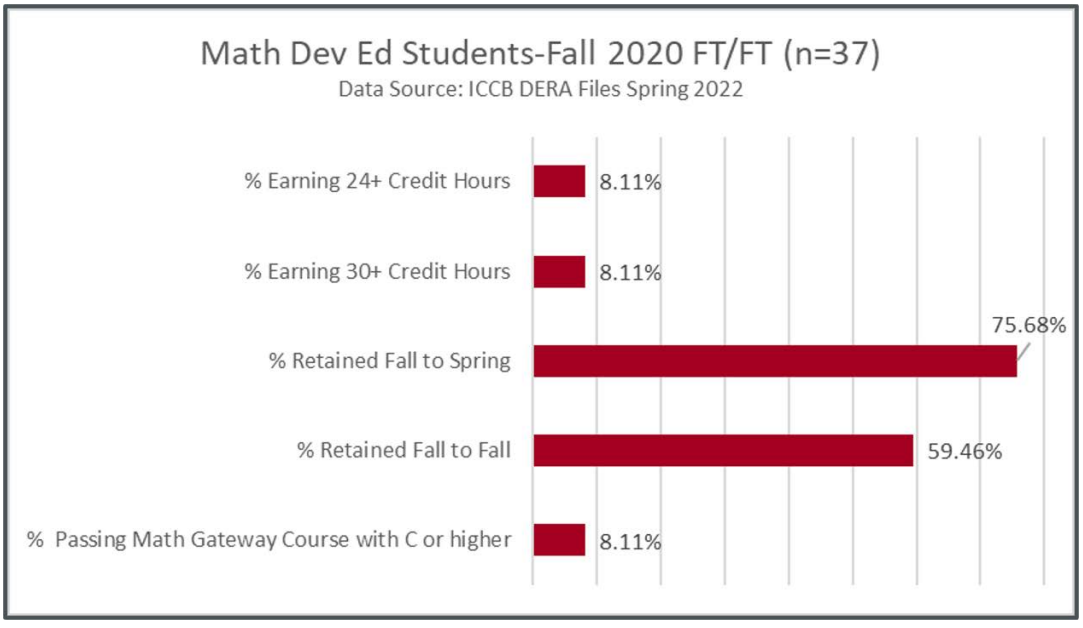
The Strategic Plan strategies pertaining to Academic Readiness include:

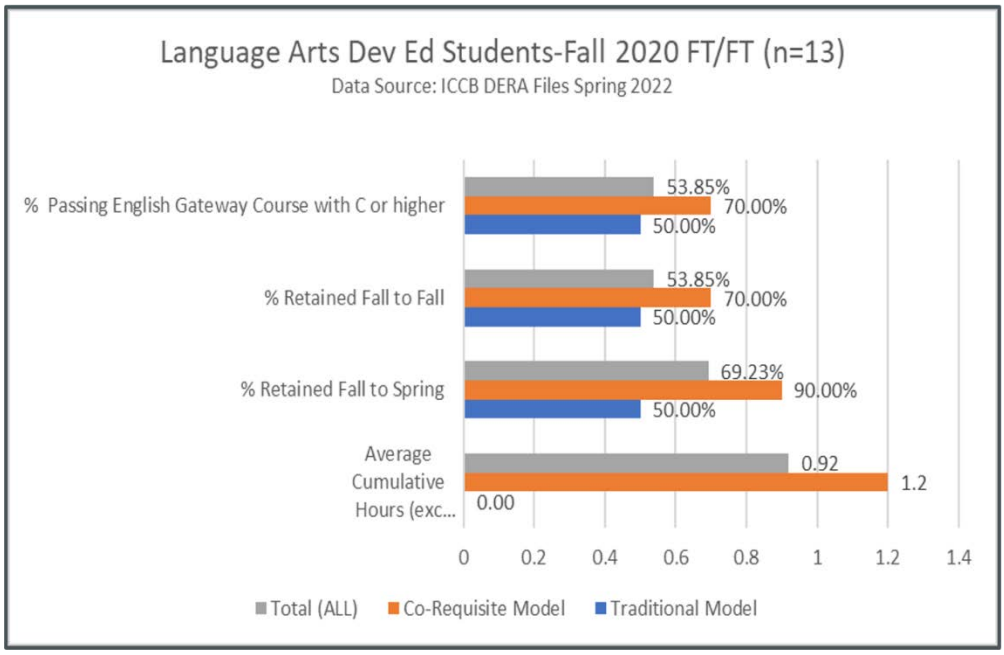
- G2.O4.SC: Accelerate developmental reading, math, and English course sequence.
- G2.O4.SF: Develop an alternative pathway for students to complete the development sequence.

Major Accomplishments in Support of Strategic Plan Strategies:

- Seeing positive academic progression and success results in English corequisite model (see below).
- A new math course, MAT 0120-College Algebra with Review, which combines MAT 0043-Intermediate Algebra with MAT 0116-College Algebra, was developed and will be offered in Spring 2023.
- Purchased ALEKS Software to support developmental education students in completion of their coursework. Piloting ALEKS in Fall 2022.
- Received the ICCB Developmental Education Innovation Grant which allows for the purchase of the ALEKS software and hiring completion coaches to work with student through their developmental education coursework.

The following charts were taken from the Developmental Education Reform Act Report – Spring 2022 with a detailed analysis following.





The Developmental Education Reform Act (DERA) report required community colleges to provide "baseline data and benchmarks for progress, including, but not limited to, (i) enrollment in credit-bearing English language or mathematics courses, (ii) rates of successful completion of introductory college-level English language or mathematics courses, and (iii) college-credit accumulation." A cohort of students was identified from FY21 A1 ICCB data and are the bases of this report. The highlights of this survey that relate to this strategy include:

DERA Report General Baseline Data Highlights

- 37/41 were enrolled in developmental math (90.2%)
- 13/41 were enrolled in developmental ELA (31.7%)
- 9/41 were enrolled in both developmental math and developmental ELA (21.9%)

Retention

- 31/41 were retained fall to spring (75.6%)
- 24/41 were retained fall to fall (58.5%)
    - *Question: What happened to the 17 students we did not retain from fall to fall?*

College Credit Accumulation

- 3/37 students enrolled in developmental math earned 24+ credit hours (8.1%)
- 3/37 students enrolled in developmental math earned 30+ credit hours (8.1%)
    - *Hypothesis: Same 3 students who passed the gateway math course (below)*
- 0/13 students enrolled in developmental ELA earned 24+ credit hours (0%)
    - 0/13 students enrolled in developmental ELA earned 30+ credit hours (0%)

Hypothesis: Students are running out of courses to take due to prerequisite requirement of ENG 111 in many of our courses

Gateway Course Completion with C or Higher

- 10/41 passed a Gateway Course with C or Higher (24.3%)
- 3/37 passed gateway math course (8.1%)
    - *Possible reasons for low success rate: Opted not to enroll in the gateway math course in the spring; or, did not make it through the developmental math sequence in time to enroll in a gateway course within this cohort.*
- 7/13 passed gateway ELA course within this cohort (53.8%)
- 1*/41 passed a Gateway Course with C or Higher and also earned 24+ credit hours (2.4%)
- 1*/41 passed a Gateway Course with C or Higher and also earned 30+ credit hours (2.4%)
    - **Denotes same student*

Conclusions and Recommendations

Conclusions:

- Enrollment in Developmental Education courses are decreasing overall due to the College's intentional effort to:
    - Design and implement effective multiple placement measures
    - Build out and implement effective corequisite models in English and math
    - Partner and support district high schools in the development and launch of transitional English and math
- Significant equity gaps still exist at district high schools in terms of college readiness scores
- Students enrolled in a corequisite course are more likely to be retained and be successful than those enrolled in a traditional developmental education course.
- Students enrolled in traditional developmental education courses are less likely to succeed and complete in a timely manner (150% time)

Recommendations:

- Partner with Cairo, Cobden, and Egyptian High Schools in the development and implementation of transitional math and English courses and dual credit offerings.
- Develop additional corequisite math courses to offer a Statistics and General Education math pathway to continue to offer additional opportunities for students to enter straight into a college-level course.
- Continue to build capacity and infrastructure, developing a seamless and consistent way to track students entering under multiple measures placement.