Board Monitoring Report

College Readiness Programming

March 2025

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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), holds the following *values*:

1. Students benefit from courses that help them close academic achievement gaps that prepare them for success in college-level work.
2. Students receive greater benefit when they can progress through college readiness courses and sequences as quickly as possible.
3. Students successfully transition into college-level coursework as soon as possible.
4. Students successfully complete college-level coursework.

To achieve these benefits, the Board directs the President to establish, deliver, and continuously improve college readiness programming.

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

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

Key Findings

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

- Corequisite models integrate remedial support with college-level coursework, helping students bridge academic achievement gaps while progressing toward credit-bearing courses.
- Since introducing Multiple Measures placement (e.g., high school GPA, SAT/ACT, coursework) we have reduced reliance on Accuplacer and decreased enrollment in remedial courses.
- Access to college-level courses for first-time students is hindered by the restrictive seven-semester GPA threshold; using GPA at time of entry is proposed to increase access.
- Academic success in gateway English and math courses for first-time, full-time students has improved; particularly with the 2022 cohort.
- First-time, full-time (FT/FT) remedial English students earned very few credit hours in Year 1 at SCC, with none earning 24+ credit hours.
- FT/FT remedial math students consistently accumulated more credits than English, with 34.38% of the 2021 cohort and 17.95% of the 2022 cohort earning 24+ credits in Year 1.

- Only 15.38% of the FT/FT remedial English 2020 cohort completed in Years 1 or 2; with 23.08% graduating within 150% normal time. However, the overall advancement rate (graduated, transferred, or still enrolled) of this cohort is 46.15%.
- FT/FT remedial math students experienced higher completion and graduation rates than English. For example, 43.24% of the 2020 cohort graduated within 150% of normal time. The overall advancement rate (graduated, transferred, or still enrolled) of this cohort is 59.46%.

Policy Value 1: Courses to Close Academic Achievement Gaps

Corequisite courses help students close academic achievement gaps and prepare them for success in college-level work. SCC currently offers four corequisite courses; one in English and three in math. The concept of corequisite courses is for developmental/remedial content to be interwoven into the transfer-level course, thus, providing students with remediation while being enrolled in the college-level course.

SCC offers two types of corequisite courses. The first is where the remediation is offered as a one credit hour lab taken concurrently with the transfer-level course.

- ENG 111 English Composition I (3 cr) with ENG 090 English Corequisite Lab (1 cr)
- MAT 110 General Education Mathematics (4 cr) with MAT 090 General Education Math Corequisite Lab (1 cr)

The second is where the remediation is built into transfer-level course content and not taken as a separate lab.

- MAT 120 College Algebra with Review
- MAT 208 General Elementary Statistics with Review

Performance Area: Student Success in Remedial Courses

Success Rate (C or Better)	2020	2021	2022	2023
English	82.81%	67.79%	73.78%	81.82%
Math	60.31%	71.95%	71.29%	75.89%

Since implementing the new corequisite model, student success rates in remedial education have increased.

Policy Value 2: Timely Progression through College Readiness Courses

In AY23, the College implemented a Multiple Measures approach to determining college readiness in English and math. Under multiple measures placement, students can demonstrate college readiness by such measures as either high school GPA, SAT or ACT scores, performance in prior coursework or high school transitional coursework, or, AccuPlacer scores if no other measure is met. Accuplacer tests should be used as a last method of placement, not first, as it has in the past. Multiple measures

placement, along with the use of the corequisite model, has led to a decrease in the number of students enrolling in remedial courses.

The College has recently discovered that the current seven semester GPA threshold for multiple measures placement is causing high school aged applicants to revert back to the least predictive placement measure (Accuplacer) as the primary means for eligibility in a college level course. The proposed solution is to remove the seven semester GPA threshold and use GPA at time of entry as the measure.

Performance Area: Enrollment in Remedial Courses

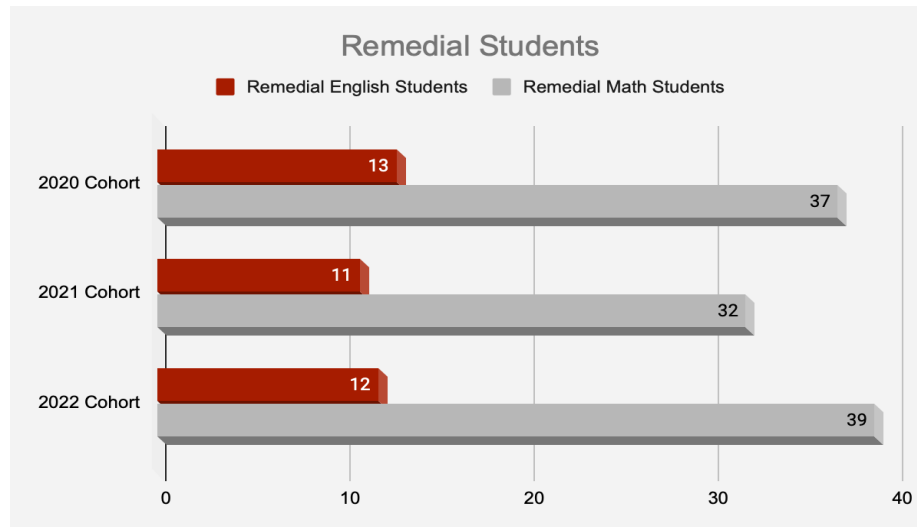Table 1: FT/FT Enrollment in Remedial (*Source: ICCB Data First-Time Full-Time Students in Remedial*)

Table 2: All Students Enrolled in Remedial *(Source: SCC Dashboard, Course Enrollment Report)*

Number of Total Students Enrolled	2020*	2021	2022	2023	2024
English	221	100	104	34	34
Math	284	179	156	119	65

*Includes remedial as dual credit

Policy Value 3: Success in College-Level Courses

Performance Area: Academic Success in College-Level Courses

Table 3: FT/FT Students who Passed Gateway English Course with C or higher during First and Second Year (*Source: ICCB Data for DERA Report*)

SCC Cohort	Number of Remedial English Students	Number (Percentage) who Passed Gateway English Course in First Year	Number (Percentage) who Passed Gateway English Course in Second Year
2020	13	7 (53.85%)*	*no change
2021	11	9 (81.82%)*	*no change
2022	12	10 (83.33%)	(no data for 2022 Cohort)

There was an upward trend in each of the cohorts in the percentage of students who passed the gateway English course by the end of year one. By 2022, over 83% of remedial English students passed the gateway course in their first year, indicating strong effectiveness of English corequisite instruction.

Table 4: FT/FT Students who Passed Gateway Math Course with C or higher during First and Second Year (*Source: ICCB Data for DERA Report*)

SCC Cohort	Number of Remedial Math Students	Number (Percentage) who Passed Gateway Math Course in First Year	Number (Percentage) who Passed Gateway Math Course in Second Year
2020	37	3 (8.11%)	13 (35.14%)
2021	32	2 (6.25%)	16 (50.00%)
2022	39	17 (43.59%)	(no data for 2022 Cohort)

There was a dramatic increase with the 2022 cohort in the number of students who passed a first-year gateway math course (from 6.25% in 2021 to 43.59% in 2022). This suggests recent curricular or placement changes (e.g., corequisites or multiple measures) have had a positive impact.

When comparing the English and math cohort groups, a much higher percentage of remedial English students went on to pass the gateway English course (ENG 111 English Composition I). Of the 16 students from Cohorts 2020 and 2021 who passed the gateway English course, all did so within their first year.

Table 5: All Students who Passed Gateway English Course with C or higher during First and Second Year (*Source: SCC Dashboard, ENG Follow-Through Report*)

English Follow Through to College Level	Number (Percentage) in First Year	Number (Percentage) in Second Year
2020	35 (15.83%)	38 (17.19%)
2021	12 (12%)	15 (15%)
2022	14 (13.46%)	26 (25%)
2023	14 (70.59%)	2 (5.89%)

Table 6: All Students who Passed Gateway Math Course with C or higher during First and Second Year (*Source: SCC Dashboard, ENG Follow-Through Report*)

Math Follow Through to College Level	Number (Percentage) in First Year	Number (Percentage) in Second Year
2020	22 (7.75%)	68 (23.94%)
2021	15 (8.37%)	42 (23.46%)
2022	11 (7.05%)	35 (22.44%)
2023	22 (20.18%)	20 (18.35%)

After the implementation of the new model for remedial education, the percentage of students who passed a college level gateway course in year 1 increased.

Policy Value 4: Successful Completion of College-Level Coursework

Performance Area: Academic Progress

Table 7. FT/FT Remedial Course Load (*Source: ICCB Data for DERA Report*)

Remedial English Cohort	Average Hours in Year 1	Average Hours in Year 2	Total Earning 24+ Credit Hours	Year One % Earning 24+ Credit Hours	Total Earning 30+ Credit Hours	Year One % Earning 30+ Credit Hours
2020 (13 students)	0.92	14.38	0	0.00%	0	0.00%
2021 (11 students)	0.55	19.09	0	0.00%	0	0.00%
2022 (12 students)	0.00	n/a	0	0.00%	0	0.00%
Remedial Math Cohort						
2020 (37 students)	5.81	17.19	3	8.11%	3	8.11%
2021 (32 students)	12.30	18.88	11	34.38%	7	21.88%
2022 (39 students)	7.77	n/a	7	17.95%	5	12.82%

All three English cohorts show extremely low average credit accumulation in Year 1. No students earned 24 or more credit hours, which generally indicates successful academic progress. Year-over-year performance declined, with the 2022 cohort averaging zero credits in Year 1. It is important to

understand that during the 2020 and 2021 cohorts, the College was still offering a 5 credit-hour remedial English course (ENG 048) that students had to earn a grade of C or higher before being allowed to enroll in the gateway English course. Additionally, many of the courses at SCC had either the ENG 048 prerequisite, with a C or higher, or, successful completion of ENG 111. These prerequisites were identified as barriers for students to be able to enroll in courses at SCC, thus greatly impacting their academic progress.

Math remedial students accumulated more credits than the English remedial students. In the 2021 cohort, over a third of students reached the 24+ credit milestone, indicative of full-time status and stronger academic momentum. There was a slight drop in 2022, but outcomes still surpassed the 2020 cohort. These results align with earlier improvements in Math gateway pass rates and retention, suggesting stronger academic integration for math students in recent years with the implementation of the corequisites.

Performance Area: Retention and Persistence

Table 8: FT/FT Remedial Student Retention and Persistence (*Source: ICCB Data for DERA Report*)

Remedial English Cohort	Total Retained Fall to Spring	% Retained Fall to Spring	Total Persisted Fall to Fall	% Persisted Fall to fall
2020 (13 students)	9	69.23%	7	53.85%
2021 (11 students)	11	100.00%	5	45.45%
2022 (12 students)	7	58.33%	4	33.33%
Remedial Math Cohort				
2020 (37 students)	28	75.68%	22	59.46%
2021 (32 students)	31	96.88%	14	43.75%
2022 (39 students)	32	82.05%	26	66.67%

English fall-to-spring retention peaked in 2021 (100%) but declined sharply in 2022. Math fall-to-fall retention improved steadily, hitting 66.67% in 2022, suggesting stronger persistence among remedial math students.

Performance Area: Completion Rates of Students in Remedial Coursework

Table 9: FT/FT Remedial Student Completion (*Source: ICCB Data for DERA Report*)

Remedial English Cohort	Completed in either Year 1 or Year 2	% Completed in either Year 1 or Year 2	Graduated w/in 150% Normal Time	Graduation Rate
2020 (13 students)	2	15.38%	3	23.08%
2021 (11 students)	0	0.00%	*2021 Cohort Data Not Yet Available*	
2022 (12 students)	*2022 Cohort Data Not Yet Available*		*2022 Cohort Data Not Yet Available*	
Remedial Math Cohort				
2020 (37 students)	8	21.62%	16	43.24%
2021 (32 students)	8	25.00%	*2021 Cohort Data Not Yet Available*	
2022 (39 students)	*2022 Cohort Data Not Yet Available*		*2022 Cohort Data Not Yet Available*	

Remedial Math students show higher completion and graduation rates than English students—with over 43% of the 2020 math cohort graduating within 150% of normal time. Once data is available for the 2021 and 2022 cohorts, a full trend analysis will be able to be conducted.

Actions and Recommendations

Actions Completed/Currently Implemented:

- Successfully launched four corequisite courses (1 English, 3 math), allowing students to receive remediation while enrolled in college-level coursework.
- An intentional shift to multiple measures placement led to fewer students being placed in non-credit remedial courses, shortening time to degree completion.
- Remedial English gateway course pass rates rose to over 83% in the first year by the 2022 cohort.
- Remedial Math gateway course pass rates improved dramatically from 6.25% in 2021 to 43.59% in the 2022 cohort.
- Over a third of remedial math students in the 2021 cohort earned 24+ credits in Year 1; a strong indicator of momentum and academic progress.
- Fall-to-fall retention among remedial math students steadily improved, reaching 66.67% in 2022.

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

- To support greater access to college level courses, consider changing the 7-semester GPA requirement to GPA at time of entry.
- Continue evaluating the effectiveness of multiple measures and Accuplacer use to ensure accurate placement and timely progression.