



# College Readiness Monitoring Report

Reporting Period: July 1, 2024 through June 30, 2025 (FY25)

By: Dr. Kristin Shelby

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# College Readiness Monitoring Report

## Section I – Board Policy Context

**Policy Linkage:** [B1008](#) College Readiness

**SCCES Alignment:** Student Success

**HLC Alignment:** 2B; 3A, 3B, 3E, 3F; 3G, 4B

## Policy Restatement & Values

College Readiness Programming advances the College's mission by preparing students with the academic skills, learning strategies, and confidence necessary to succeed in college-level coursework and complete their educational goals.

Within the Student Success Element of the Shawnee College Continuous Excellence System (SCCES), College Readiness functions as an integrated academic transition system supporting students who enter with identified skill gaps. Through accelerated pathways, co-requisite support models, targeted developmental instruction, and integrated academic supports, College Readiness programming contributes to timely transition into pathway-level coursework, sustained academic momentum, equitable progression, and credential attainment.

College Readiness encompasses assessment-informed placement, developmental and co-requisite coursework, bridge and support programming, embedded academic skill development, and coordinated advising structures designed to promote rapid progression into and through college-level coursework.

The College affirms its responsibility to sustain and continuously improve College Readiness programming in ways that reduce unnecessary time in remediation, strengthen pathway transition, promote equitable outcomes, and align with institutional priorities for student success.

### The Board recognizes that:

- **Students** benefit when they can close academic skill gaps quickly and enter college-level coursework without prolonged delays that increase financial burden or attrition risk.
- **Students** benefit from instructional models that integrate developmental support with college-level coursework, promoting both academic confidence and measurable progress.
- **Students** benefit when readiness structures are designed to reduce achievement gaps and expand opportunity across diverse academic, socioeconomic, and demographic backgrounds.
- The **institution** benefits when improved readiness pathways strengthen gateway completion, retention, persistence, and long-term completion outcomes.
- **Communities** benefit when greater numbers of students successfully access academic pathways that would otherwise be unavailable due to skill deficiencies.

# College Readiness Monitoring Report

## **Board Evaluation Context**

Institutional performance relative to Board Policy B1008 is evaluated through system-level performance indicators aligned with the Academic Readiness Key Performance Area of the Student Success Element within SCCES.

The Key Performance Measures presented in this report reflect the institutional subsystems most directly connected to Academic Readiness, including assessment and pathway alignment, instructional effectiveness, monitoring and timely intervention, pathway-level transition, early pathway academic stability, and equitable pathway progression.

Evidence presented in this Monitoring Report provides the basis for evaluating institutional progress toward Board Policy B1008 and for assessing presidential effectiveness under the President Evaluation Instrument.

## **Board Expectations:**

To honor these values, the Board expects College Readiness Programming to produce measurable results in assessment and pathway alignment, instructional effectiveness, monitoring and timely intervention, successful transition into pathway-level coursework, early pathway academic stability, and equitable progression across student populations.

Institutional performance relative to these expectations shall be demonstrated through annual Monitoring Reports aligned with SCCES Key Performance Measures and Indicators. These Monitoring Reports serve as the primary evidence base for evaluating progress toward Board Policy B1008 – College Readiness Programming and for assessing presidential effectiveness under the President Evaluation Instrument.

# College Readiness Monitoring Report

## Key Performance Measures – Evidence of Results

<b>KPM: Assessment &amp; Pathway Alignment</b>		<b>System Phase: Input</b>
KPI: % Student placement by multiple measure.		
Target/Benchmark: <ul style="list-style-type: none"> <li>Multiple-measure placement practices consistent with national reform models.</li> <li>Expanded use of corequisite readiness pathways.</li> <li>Placement practices that support timely transition into gateway or pathway-level coursework.</li> </ul>		
Result: (FY25)		
Overall Trend: <b>Sustained Decreasing Trend (↓↓)</b>		
Chart 1 Interpretation:		
<b>Placement Measure</b>	<b>FY24-FY25 Combined Placement %</b>	<b>Approx. Students (n=2,042)</b>
ACT/SAT	10.7%	218
Proficiency/High School GPA	20.6%	421
Next Gen Accuplacer	68.7%	1,403
<p>The chart shows that 68.7% of placements were determined through Next Gen Accuplacer, while 31.3% were supported through ACT/SAT or high school proficiency/GPA measures. This distribution indicates that SCC has incorporated multiple measures, but the placement system remains weighted toward standardized assessment. In relation to the benchmark, the current pattern suggests partial alignment with national placement reform rather than full-scale multiple-measure implementation. Because national evidence supports use of high school performance and other indicators to improve placement accuracy, SCC may have an opportunity to reduce possible over-placement into readiness coursework and accelerate more students into gateway-level pathways where appropriate.</p> <p>The Board should interpret this as a developing placement system that has adopted multiple measures but has not yet fully shifted away from test-centered placement. Continued monitoring should examine whether students placed through high school GPA/proficiency, ACT/SAT, and Accuplacer have different gateway completion and retention outcomes. That comparison would help determine whether placement methods are producing accurate, equitable, and timely pathway entry.</p>		

# College Readiness Monitoring Report

## Key Performance Measures – Evidence of Results [Continued]

<b>KPM: Instructional Effectiveness</b>		<b>System Phase: Process</b>	
KPI: % Students completing corequisite coursework with a grade of C or better.			
Target/Benchmark:			
<ul style="list-style-type: none"> <li>Readiness course success rates approaching institutional averages for comparable credit coursework.</li> <li>Increasing gateway or pathway-level course success among students completing readiness interventions.</li> <li>Readiness course success rates comparable to peer Illinois community colleges where available.</li> <li>Reduced disparity between directly placed students and students completing readiness interventions.</li> </ul>			
Result: (FY25)			
Overall Trend: <b>Increasing</b> ↑			
Chart 2 Interpretation:			
<b>Year</b>	<b># of Students in Cohort</b>	<b>Completed C or Better</b>	<b>Success Rate</b>
FY24	84	40	48%
FY25	55	34	62%
<p>Corequisite course success increased from 48% in FY24 to 62% in FY25, a gain of 14 percentage points. This is an indication that a strong positive trend is emerging in SCC’s readiness system and is directionally consistent with national research toward corequisite models that pair college-level expectations with just-in-time support. The FY25 cohort is smaller, so the improvement should be confirmed over additional years, but the increase suggests that course design, instructional support, or student placement into corequisite sections may have strengthened. The decline in cohort size from 84 to 55 should be examined to determine whether fewer students needed corequisite placement, whether placement patterns changed, or whether enrollment declined in the relevant pathways.</p> <p>The Board can view this indicator as evidence of improved instructional effectiveness within corequisite readiness coursework. Future reports should connect corequisite completion to subsequent gateway course success so the College can determine whether course-level success is translating into pathway-level momentum.</p>			

# College Readiness Monitoring Report

## Key Performance Measures – Evidence of Results [Continued]

<b>KPM: Monitoring &amp; Timely Intervention</b>	<b>System Phase: Process</b>	
<b>KPI:</b> % Students receiving intervention who subsequently complete the readiness course with a grade of C or better.		
<b>Target/Benchmark:</b> <ul style="list-style-type: none"> <li>Increasing proportion of academically at-risk students receiving timely academic intervention.</li> <li>Improved course success rates among students receiving academic intervention.</li> <li>Early alert systems and intervention practices aligned with recognized student success practices.</li> <li>Institutional monitoring structures that support coordinated intervention across instructional and student support units.</li> </ul>		
<b>Result: (FY25)</b> Overall Trend: <b>Decreasing ↓</b>		
<b>Chart 3 Interpretation:</b>		
<b>Year</b>	<b>Students Receiving Intervention</b>	<b>% Completed C or Better</b>
FY24	33	83%
FY25	15	44%
Readiness course completion after academic intervention declined sharply from 83% in FY24 to 44% in FY25. This movement runs counter to the benchmark expectation that intervention should improve course success among students identified as academically at risk. The data may indicate that interventions occurred later, were less intensive, reached students with more severe academic barriers, or were documented differently across years. Even though FY25 was a smaller intervention group, a 39-point decline is large enough to warrant review even with the smaller numbers.		
This KPM should be treated as a priority improvement area. The College should examine retention alert timing, referral completion, tutoring/advising follow-through, faculty participation, and documentation practices. A useful next measure would be the average number of days from alert to first intervention, paired with course completion outcomes by intervention type.		

# College Readiness Monitoring Report

## Key Performance Measures – Evidence of Results [Continued]

<b>KPM: Pathway-Level Transition Success</b>	<b>System Phase: Output</b>	
<b>KPI: % Students completing their first gateway or pathway-level course following readiness placement.</b>		
<p>Target/Benchmark:</p> <ul style="list-style-type: none"> <li>Increasing proportion of readiness students successfully completing gateway or pathway-level coursework.</li> <li>Reduced time between readiness placement and gateway or pathway-level course completion.</li> <li>Gateway or pathway-level success rates approaching those of students placed directly into college-level coursework.</li> <li>Performance comparable to peer Illinois community colleges where available.</li> </ul>		
<p>Result: (FY25) Overall Trend: <b>Increasing</b> ↑</p>		
Chart 4 Interpretation:		
<b>Year</b>	<b># of Students in Cohort</b>	<b>Gateway Completion Rate</b>
FY24	17	36%
FY25	11	61%
<p>Gateway completion following readiness placement increased from 36% in FY24 to 61% in FY25, a 25-point gain. This trend aligns strongly with the benchmark expectation that readiness students should move successfully into gateway or pathway-level coursework. The positive movement also mirrors national reform behind corequisite and accelerated readiness models in that students are more likely to maintain momentum when developmental support is connected directly to college-level progression. Because the cohort declined from 17 to 11, the trend should not be overgeneralized until additional years are available.</p> <p>The Board can interpret this as encouraging evidence that students who complete or move through readiness structures are more successfully reaching gateway or pathway-level coursework. Other college readiness KPMs measuring student placement by measure and time-to-gateway completion could be triangulated to compare readiness students to traditionally placed students to determine whether the achievement gap is narrowing.</p>		

# College Readiness Monitoring Report

## Key Performance Measures – Evidence of Results [Continued]

<b>KPM: Early Pathway Academic Stability</b>	<b>System Phase: Outcome</b>	
<b>KPI: % Students retained to the subsequent academic term after completing their first gateway or pathway-level course following readiness placement.</b>		
<p>Target/Benchmark:</p> <ul style="list-style-type: none"> <li>Increasing retention rates among students transitioning from readiness pathways into college-level coursework.</li> <li>Increasing success in subsequent pathway courses following gateway completion.</li> <li>Reduced disparity between students completing readiness interventions and students placed directly into college-level coursework.</li> <li>Performance comparable to peer Illinois community colleges where available.</li> </ul>		
<p>Result: (FY25) Overall Trend: <b>Emerging Trend (→)</b></p>		
Chart 5 Interpretation:		
<b>Year</b>	<b># of Students in Cohort</b>	<b>Subsequent-Term Retention Rate %</b>
FY24	13	76%
FY25	6	55%
<p>Retention after gateway completion declined from 76% in FY24 to 55% in FY25. The FY25 decrease suggests that gateway completion alone did not consistently translate into continued enrollment, which may point to other factors influencing the trend such as advising, financial/transportation barriers, course scheduling, or other pathway-continuity barriers after the gateway course. The small FY25 cohort means the trend should be interpreted as emerging rather than negative or positive.</p> <p>The Board should view early pathway stability as an emerging measure that needs additional years and retention data on success rates for distinct cohorts.</p>		

# College Readiness Monitoring Report

## Key Performance Measures – Evidence of Results [Continued]

<b>KPM: Equitable Pathway Progression</b>		<b>System Phase: Outcome</b>	
KPI: % gap in pathway-level transition success across student populations.			
Target/Benchmark:			
<ul style="list-style-type: none"> <li>Year-over-year reduction in equity gaps in pathway-level transition success.</li> <li>Year-over-year reduction in equity gaps in early pathway retention following readiness intervention.</li> <li>Equity outcomes comparable to peer Illinois community colleges where available.</li> <li>Institutional progress toward more equitable academic progression across student populations.</li> </ul>			
Result: (FY25)			
Overall Trend: <b>Baseline</b>			
Chart 6 Interpretation:			
<b>Student Population</b>	<b>FY24 % Gateway Success</b>	<b>FY25 % Gateway Success</b>	<b>Change</b>
Pell Eligible	68%	83%	+15 pts
First Generation	55%	61%	+5 pts
Male	32%	39%	+7 pts
Female	68.%	61%	-7 pts
Black	32%	33%	+1 pt
White	57%	44%	-13 pts
<p>Pell-eligible success rates increased from 68.1% in FY24 to 83.3% in FY25, and first-generation success rates increased from 55.3% to 61.1%. Success rates also increased for male and Black students, while female and White students experienced a decline. These changes suggest that historically higher-need and underrepresented populations are present among students reaching gateway success. Future reports should report comparison groups such as Pell/non-Pell, first-generation/continuing-generation, male/female, and race/ethnicity groups where cohort size permits.</p> <p>The Board should view this KPM as a developing equity measure.</p>			

*Detailed results for each Key Performance Measure, prepared in accordance with the approved Monitoring Report structure, are provided on the following pages.*

# College Readiness Monitoring Report

## Evidence Framework Transition

The College is currently transitioning the structure of this Monitoring Report to align with the updated Shawnee College Continuous Excellence System (SCCES) framework.

The Academic Readiness Key Performance Area includes six Key Performance Measures (KPMs) spanning the full system cycle of inputs, processes, outputs, and outcomes. This structure reflects the College's systems-based approach to measuring student success and institutional effectiveness.

During this reporting cycle, evidence charts are presented for a subset of KPMs that represent the most mature and consistently available institutional indicators. These measures provide the clearest current evidence of Academic Readiness system performance while additional data structures and longitudinal measures are refined.

The indicators currently referenced in **the President Evaluation Instrument** are **represented** within this framework **through the KPMs addressing pathway-level transition success, early pathway academic stability, and equitable progression**. These measures capture the core outcomes associated with College Readiness programming.

Following the completion of this reporting cycle, the College anticipates updating the President Evaluation Instrument to reference the broader SCCES KPM structure rather than individual KPIs. This adjustment will allow future Monitoring Reports to provide the primary evidence base for evaluating presidential effectiveness while preserving flexibility for the institution to refine indicators as data systems evolve.

This phased approach allows the College to strengthen measurement practices while maintaining clear and reliable evidence for Board monitoring.

# College Readiness Monitoring Report

## KPM: Assessment & Pathway Alignment

KPI: % Students placed using multiple measures.

Board Monitoring Question: Are students being placed into academic pathways that align with their readiness and program goals?

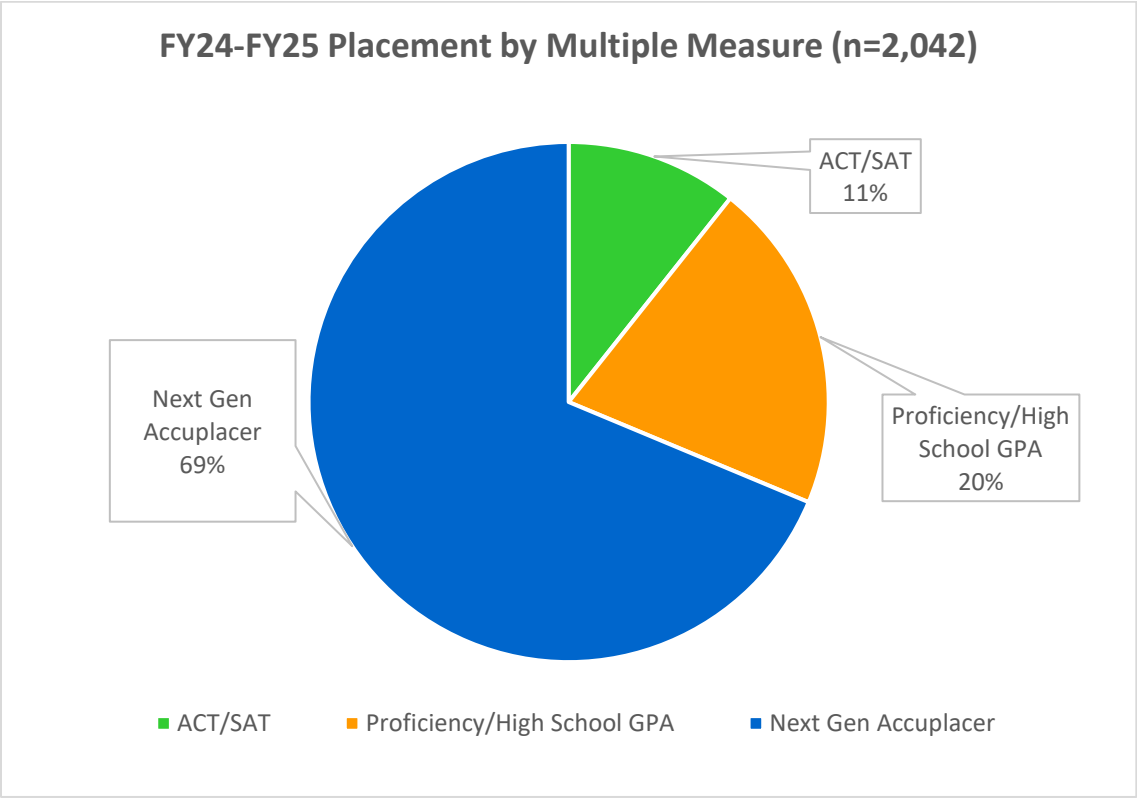


Chart 1 - Assessment & Pathway Alignment

# College Readiness Monitoring Report

## KPM: Instructional Effectiveness

KPI: Students completing developmental or corequisite coursework with a C or better.

Board Monitoring Question: Are students successfully completing developmental or corequisite coursework and transitioning from readiness pathways into college-level or program-relevant coursework?

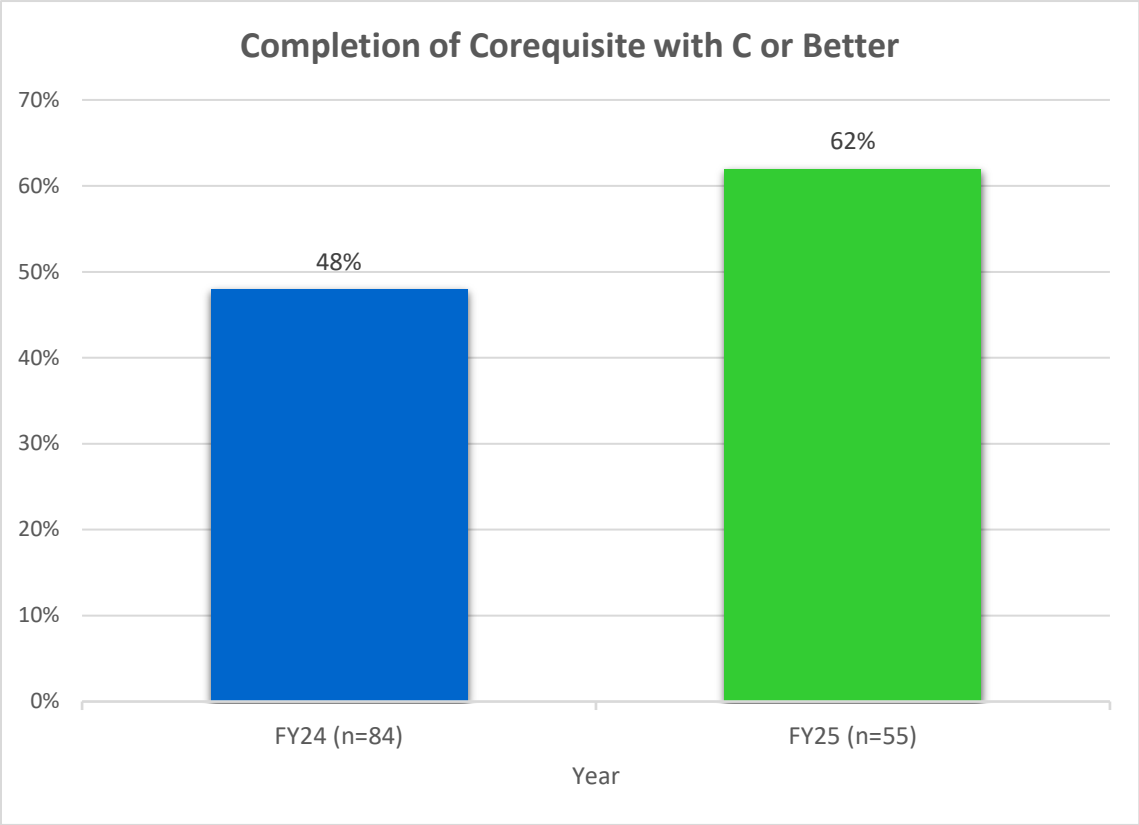


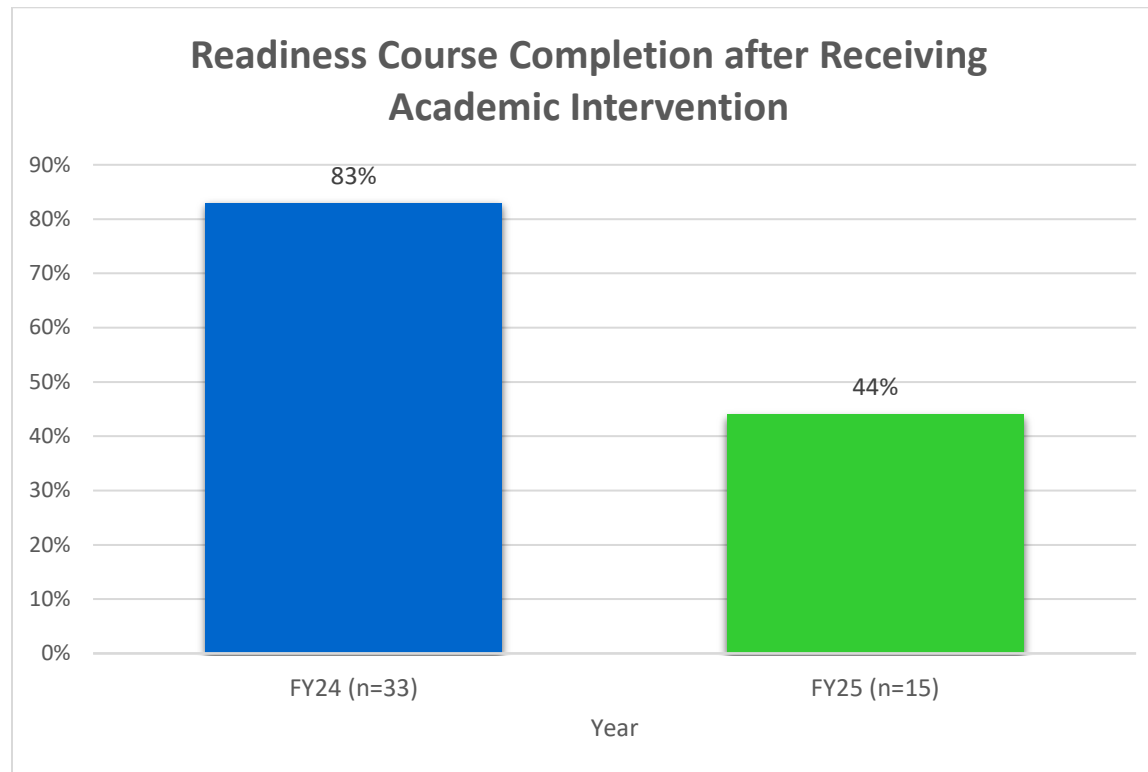
Chart 2 - Instructional Effectiveness

# College Readiness Monitoring Report

## KPM: Monitoring & Timely Intervention

**KPI:** Students completing readiness course with C or better after receiving academic intervention.

**Board Monitoring Question:** How do academic support structures contribute to successful completion of readiness coursework and subsequent success in gateway or pathway-level courses?



**Chart 3 - Monitoring and Timely Intervention**

# College Readiness Monitoring Report

## KPM: Pathway-Level Transition Success

KPI: Students completing their first gateway or pathway-level course following readiness placement

Board Monitoring Question: Are students successfully transitioning from readiness pathways into college-level or program-relevant coursework?

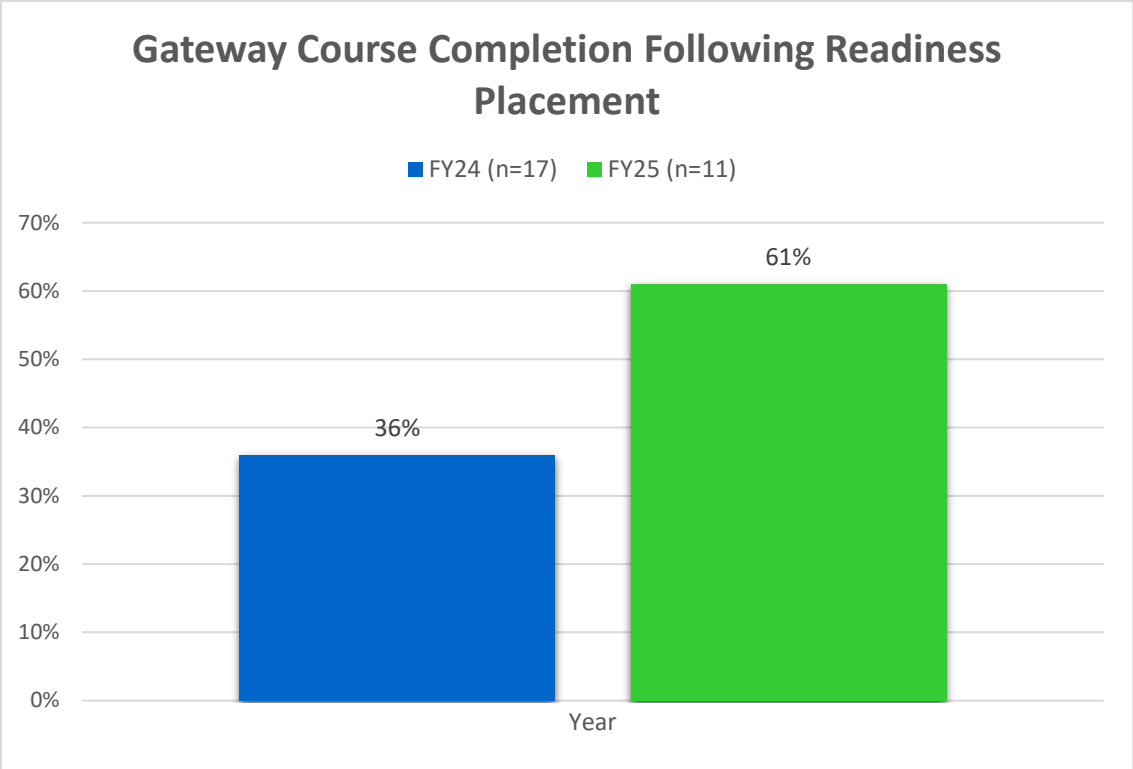


Chart 4 - Pathway Transition Success Trend

# College Readiness Monitoring Report

## KPM: Early Pathway Academic Stability

KPI: % Students retained to the subsequent academic term after completing their first gateway or pathway-level course following readiness placement.

Board Monitoring Question: Do students remain academically stable after entering their program pathway?

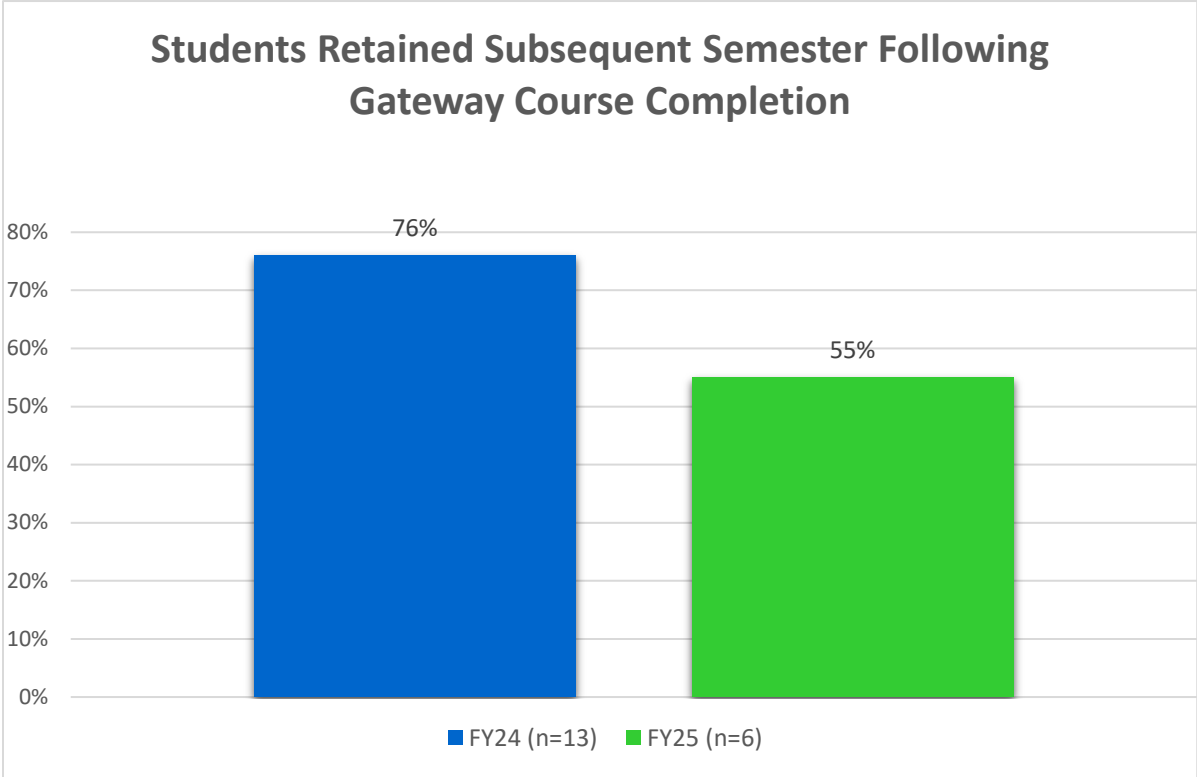


Chart 5 - Early Pathway Retention Following Readiness Placement Trend

# College Readiness Monitoring Report

## KPM: Equitable Pathway Progression

KPI: % gap in pathway-level transition success across student populations.

Board Monitoring Question: Are readiness outcomes equitable across student populations?

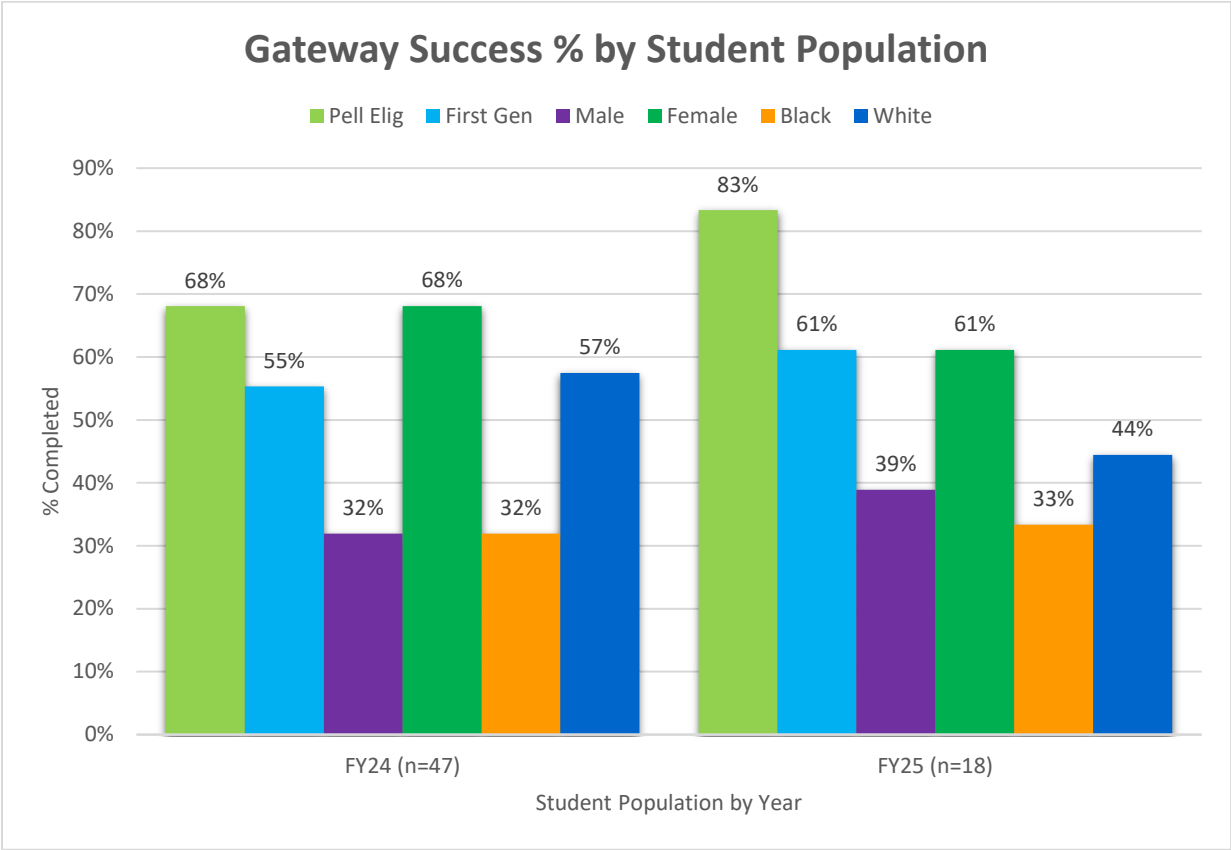


Chart 6 - Equity Gap in Pathway Progression Following Readiness Placement

# College Readiness Monitoring Report

## Interpretation of System Performance

The preceding Key Performance Measure analyses provide evidence of institutional performance across the Academic Readiness system, including placement practices, instructional effectiveness, intervention effectiveness, pathway transition outcomes, early academic stability, and equitable progression. Collectively, the measures suggest a readiness system demonstrating encouraging gains in instructional effectiveness and pathway transition while also identifying opportunities for improvement in intervention practices and longitudinal student persistence.

## Summary of Findings

Evidence presented in this report suggests continued progress in strengthening the College's readiness pathways and supporting student transition into program-aligned coursework for students entering with identified academic skill gaps.

Placement and pathway alignment measures indicate increasing adoption of multiple-measure placement practices designed to align students with appropriate readiness or gateway pathways. Instructional effectiveness indicators demonstrate generally stable to improving success rates in developmental and co-requisite coursework intended to accelerate student entry into college-level learning.

Pathway transition measures suggest that an increasing share of students completing readiness coursework are successfully progressing into gateway or pathway-level courses. Early pathway retention indicators reflect generally stable to improving academic continuation patterns following readiness placement, suggesting that students entering program pathways are maintaining academic momentum.

Equity analyses indicate areas where pathway progression gaps among student populations may be narrowing, while also identifying populations and disciplines where additional institutional attention may further strengthen equitable outcomes.

Collectively, these findings suggest that College Readiness Programming continues to support student transition into college-level coursework, reinforce early academic momentum, and strengthen the effectiveness of readiness pathways. Continued monitoring will help determine whether these trends are sustained across future cohorts, instructional modalities, and academic disciplines.

# College Readiness Monitoring Report

## Future Goals & Actions

Based on the evidence presented and ongoing institutional priorities, future efforts will focus on:

- **Placement & Pathway Alignment:** Continue strengthening placement practices that incorporate multiple measures and advising-informed decision-making to ensure students enter appropriate readiness or gateway pathways.
- **Instructional Effectiveness:** Expand corequisite and accelerated instructional models designed to reduce time in remediation while maintaining appropriate academic rigor.
- **Early Pathway Momentum:** Strengthen coordination between readiness instruction, advising, and program faculty to support student continuation following gateway or pathway-level coursework.
- **Equity Improvement:** Continue examining disaggregated pathway progression outcomes to identify populations where readiness supports may be strengthened.
- **Data & Reporting Capacity:** Expand the College's ability to monitor readiness outcomes through improved integration of student information, advising, and institutional research systems.

These actions reflect administrative priorities and are intended to sustain and strengthen outcomes aligned with Board expectations.

## Resource Support Needed

At this time, College Readiness outcomes are being pursued within existing institutional resources. Future considerations that may warrant Board awareness include:

- **Instructional Capacity:** Potential expansion of the corequisites across other academic areas and accelerated instructional models that may require additional faculty coordination or instructional resources.
- **Advising & Academic Support Integration:** Continued strengthening of coordination between advising, learning support, and readiness instruction to reinforce early pathway success.
- **Data Infrastructure:** Further development of institutional reporting capacity to support reliable longitudinal analysis of readiness outcomes.
- **Targeted Equity Interventions:** Potential allocation of resources toward populations or disciplines where progression disparities persist.

Any resource implications will be brought forward through established planning and budget processes as appropriate.

# College Readiness Monitoring Report

## **Compliance Statement**

This report provides evidence of institutional performance consistent with Board Policy B1008 – College Readiness Programming. Based on the results presented, the College affirms that College Readiness Programming is operating in alignment with Board expectations and demonstrates compliance with applicable Higher Learning Commission Criteria, including 2B, 3A, 3B, 3E, 3F, 3G, and 4B, as identified in the College’s HLC crosswalk.

The Board’s review of this report provides the basis for its determination regarding institutional performance under Policy B1008 and the President’s effectiveness in advancing College Readiness outcomes.