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February 15, 2023

**TO:** Governor JB Pritzker  
The Honorable Don Harmon, Senate President  
The Honorable Dan McConchie, Senate Minority Leader  
The Honorable Emanuel "Chris" Welch, Speaker of the House  
The Honorable Jim Durkin, House Minority Leader

**FROM:** Ginger Ostro, Executive Director

**RE:** Developmental Education Reform Act Report

We are pleased to submit to you a report on the status of developmental education reforms at public universities as specified in the Developmental Education Reform Act (110 ILCS 175/100).

Please contact Dr. Eric Lichtenberger at [lichtenberger@ibhe.org](mailto:lichtenberger@ibhe.org), if you have any questions about this report.

Enclosure

**CC:** Illinois State Library  
Legislative Research Unit

# **STATUS OF DEVELOPMENTAL EDUCATION REFORMS AT ILLINOIS PUBLIC UNIVERSITIES**

IN RESPONSE TO  
THE DEVELOPMENTAL EDUCATION REFORM ACT  
110 ILCS 175/100



February 15, 2023  
Illinois Board of Higher Education

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**TABLE OF CONTENTS**

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**EXECUTIVE SUMMARY**..... 4

**I. INTRODUCTION** ..... 5

**II. METHODOLOGY** ..... 6

    Definitions..... 6

    Other Notes ..... 7

**III. PROCESS AND CONTEXT**..... 9

    Developmental Education Placements..... 9

    Context: High School Grade Point Averages of Students Placed in Traditional Developmental Education and Corequisite Models ..... 10

**IV. ANALYSIS** ..... 11

**ENGLISH LANGUAGE ARTS**..... 11

    Traditional English Language Arts Development Education..... 11

*Gateway Course Entry* ..... 11

*Passing a Gateway Course* ..... 12

*Fall to Spring Retention*..... 13

*Credit Accumulation*..... 14

    Corequisite English Language Arts..... 15

*Passing a Gateway Course* ..... 15

*Fall to Spring Retention*..... 16

*Credit Accumulation*..... 16

**MATHEMATICS**..... 17

    Traditional Math Development Education ..... 17

*Gateway Course Entry* ..... 18

*Passing a Gateway Course* ..... 18

*Fall to Spring Retention*..... 19

*Credit Accumulation*..... 19

    Corequisite Math..... 20

*Passing a Gateway Course* ..... 21

*Fall to Spring Retention*..... 22

*Credit Accumulation*..... 22

**V. RECOMMENDATIONS TO CONSIDER FOR FUTURE REPORTING** ..... 23

**CONTACTS** ..... 24

**APPENDIX: DEVELOPMENTAL EDUCATION REFORM ACT** ..... 25

This report represents the Illinois Board of Higher Education's (IBHE) response to the Developmental Education Reform Act (DERA), [110 ILCS 175/100](#). It builds off the [June 2022 IBHE report](#), "Scaling Alternatives to Traditional Developmental Education and Using Multiple Measures for Placement to Increase Access to College-Level Coursework at Public Universities." In June 2022, the IBHE documented the current status of public universities' placement practices into college-level English (writing, composition, rhetoric) and mathematics, as well as the status of co-requisite coursework and other scaffolded supports versus traditional developmental education.

The current report includes data on the progress of the developmental education reforms with an emphasis on outcomes of students placed in traditional and corequisite models and includes: enrollment in credit-bearing English language or mathematics courses; rates of successful completion of introductory college-level English language or mathematics courses; and college-credit accumulation and the measures are disaggregated by gender, race and ethnicity, and federal Pell Grant status, a proxy for low-income status.

In some cases, the outcomes information presented in this report does not reflect more recent developmental education (Dev. Ed.) reform efforts adopted by the Illinois public universities as documented in June 2022. Although the report notes the dynamic nature of the recent reform and scaling efforts made within the Dev. Ed. space by the Illinois public universities, fully translating those efforts into a more immediate data collection and analysis could not occur.

At Illinois public universities, since 2018, there has been a measurable and rapid shift to corequisite placements away from traditional development education in both math and English language arts (ELA). Traditional math Dev. Ed. placements went from nearly 2,000 in 2018-19 to 929 in 2020-21 representing a decrease of 52.8%. Traditional ELA Dev. Ed. placements went from 745 in fall of 2018-19 to 272 in the fall of 2020-21, which represents a decline of 63.4%. When considering the balance between placements in traditional Dev. Ed. and corequisite models, the majority of math placements are now in corequisite models, and the overwhelming majority of ELA placements are in corequisite models.

The Illinois public universities with traditional ELA Dev. Ed. placed 2% of new full-time freshmen from the fall semester of 2020-21 into such a model. The Illinois public universities with corequisite ELA placed over 6% of new full-time freshmen from fall semester of 2021-22 into such a model. When comparing the two, the placement rate for corequisite ELA is three times as high as the placement rate for traditional ELA Dev. Ed.

Overall, 6.9% of freshmen enrolled at Illinois public universities with traditional math Dev. Ed. during the fall semester of AY 2020-21 were placed in that Dev. Ed. model. Among the Illinois public universities with corequisite math, 6.6% of new full-time freshmen were placed in such a model. Therefore, the model specific placement rates between corequisite and traditional math Dev. Ed. were fairly close.

As with previous Dev. Ed. reports, IBHE cautions readers about making direct comparisons between the outcomes of students placed in traditional Dev. Ed. with those placed in corequisite models. As shown in this report, the background academic characteristics (based on high school GPA) of students placed in traditional and corequisite models are somewhat different.

## I. INTRODUCTION

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This report represents the Illinois Board of Higher Education’s (IBHE) response to the Developmental Education Reform Act (DERA), [110 ILCS 175/100](#). It builds off the [June 2022 IBHE report](#), “Scaling Alternatives to Traditional Developmental Education and Using Multiple Measures for Placement to Increase Access to College-Level Coursework at Public Universities.” In June 2022, the IBHE documented the current status of public universities’ placement practices into college-level English (writing, composition, rhetoric) and mathematics, as well as the status of co-requisite coursework and other scaffolded supports versus traditional developmental education. Notably as of that report, 92% of new freshmen were enrolled directly in credit-bearing English and math courses that count toward graduation in fall 2019-20, and eight out of 12 public universities do not or will not have traditional developmental coursework in English or mathematics as of Fall 2023. Recommendations for further action to close equity gaps in higher education were provided including: ongoing institutional research to evaluate the success of universities’ placement and developmental education reform efforts; the success of students in gateway courses, as well as subsequent courses in the major; expansion of outreach programs to support high school students’ academic development and success; and the expansion and evaluation of holistic support programs for underrepresented students.

The current report includes data on the progress of those developmental education reforms with an emphasis on outcomes of students placed in traditional and corequisite models and includes: enrollment in credit-bearing English language or mathematics courses; rates of successful completion of introductory college-level English language or mathematics courses; and college-credit accumulation and the measure are disaggregated by gender, race and ethnicity, and federal Pell Grant status, a proxy for low-income status.

To fulfill the reporting requirements set forth in this legislation, IBHE worked with each Illinois public university with a traditional or corequisite developmental education model to establish the necessary student-level enrollment and course outcomes information. This was facilitated through the enrollment and course-assignment collection IBHE manages using its Illinois Higher Education Information System (IHEIS) data collection system. DERA requires the IBHE to collect data and report on the status of developmental education reforms at institutions on a biennial basis beginning in February 15, 2023.

This report builds on previous work conducted under [Illinois Senate Joint Resolution 41 to scale effective developmental education practices to support student academic success in entry-level, credit-bearing, college coursework, as well as retention and degree completion. The importance of this work](#) is addressed in the higher education strategic plan, “[A Thriving Illinois](#): Higher Education Pathways to Equity, Sustainability, and Growth,” adopted by the Illinois Board of Higher Education (IBHE) in June 2021. “A Thriving Illinois” outlines strategies to “support a higher education system that serves all students of different ages and at various points in their careers who need to re-skill, up-skill, or change career paths.” Equity Strategy Seven calls for the adoption of “evidence-based models that allow for expeditious placement into credit-bearing coursework,” addressing the disparate impact on underrepresented students in terms of the additional time and cost involved in traditional developmental education coursework.

### Definitions

“*Traditional Developmental Education*” was defined as stand-alone courses numbered below 100 or 1000 that do not count toward graduation requirements. “Traditional” was used to distinguish these courses from supports (co-requisite, lab, studio, etc.) to credit-bearing courses that may be considered as developmental. These supports may or may not be credit-bearing as determined by each institution.

“*Gateway*” courses in English and Math were defined as lower-level or entry-level credit-bearing courses that are applicable to graduation requirements, with the understanding that certain majors, engineering for example, require a significantly higher-level math course as their entry point.

“*Corequisite*” models may vary greatly in their implementation and include supports, such as instructor-facilitated lab sessions, extended instructional time, and paired courses, students having access to peer tutors or graduate-level learning assistants, among other alternatives to traditional remediation. The key to the definition is that the support is “concurrent”. The additional remediation occurs concurrently with the entry-level credit-bearing Math and English courses. In some cases, there is another course that is taken concurrently with the desired Gateway course.

“*Traditional Dev. Ed. cohort members*” were any first-time, full-time undergraduate student (generally a freshmen) placed and enrolled in a traditional development education model (see definition above) in either math or English language arts (ELA) during the fall semester of 2020-21. The use of this slightly older cohort (2020-21) was done to provide a long enough time horizon to track a student’s gateway course outcomes through the end of their second academic year, including summer semesters.

“*Corequisite cohort members*” were any first-time, full-time undergraduate student (generally a freshmen) placed and enrolled in a corequisite model in either math or ELA during the fall semester of 2021-22. Due to several public universities transitioning to corequisite remediation during the past few years, the latest year available (fall 2021-22) was chosen in an effort to include the subsequent outcomes of the students enrolling in recently implemented corequisite models. Also, because placement into a corequisite model equates to immediately and directly enrolling in one of the respective gateway courses, a two-academic year time horizon was not needed, as was the case with the individuals placed into traditional Dev. Ed.

A fall to spring “*retention rate*” was used for this analysis. A fall semester student is marked as “retained” if the student was enrolled in the same institution in the spring semester. The students’ institutional IDs were used to match the fall semester enrollment file to the spring semester enrollment file.

To address the required “*credit hour accumulation*” component, three metrics were used: average credit hours accumulated; the percent obtaining 12 or more credits; and the percent obtaining 15 or more credits. Because the retention measure was fall to spring, the credit accumulation was the number of credits obtained in the spring semester after completing the traditional remediation in the fall. Only students who were retained were used to calculate these three metrics. The credit hours accumulated was calculated by subtracting the fall total hours earned from the spring total hours earned. Of those retained in the spring, the mean was calculated for the average credit hours accumulated. The percent obtaining 12 or more credits was calculated by taking the number of students accumulating 12 or more credits and dividing it by the total that were retained. The percent obtaining 15 or more credits was calculated by taking the number of students accumulating 15 or more credits and dividing it by the total who were retained.

“*Gateway course entry*” percentage was the number of fall 2020-21 traditional Dev. Ed. students who subsequently took the corresponding gateway course by the summer of 2021-22, then divided by the total number of students in that traditional Dev Ed. subject area (Math or ELA).

“Successful completion of a gateway course” was operationalized as a student receiving a “C or better” or a “Passed/Satisfactory” grade in that gateway course.

## **Other Notes**

Although some may argue that corequisite models are different than Dev. Ed., particularly Dev. Ed. in a traditional sense, throughout the report the term “Dev. Ed.” was used in a general way to describe both traditional and corequisite models.

Some of the public universities offer Dev. Ed. (either traditional or Co-Requisite) in Reading, which is a subject area outside of mathematics and English language arts. The third most common Dev. Ed. subject area was reading. Because reading is not fully aligned with ELA, those courses are not included in this analysis, but will be considered in future analysis.

In the demographics tables within the race/ethnicity category, “All other categories” aggregates the following race/ethnicity categories: American Indian/Alaskan Native, Native Hawaiian or Pacific Islander, International, Not Reported, and Two or more races. This was done due to traditional cell size restrictions on reporting student academic information.

The information presented in the report may be duplicated in some instances. The same individual may be enrolled in Dev. Ed. or in corequisite in both mathematics and ELA at the same time and would get counted in both categories.

It should also be noted that all the students reflected in the following analyses were enrolled during an unprecedented time and their higher education pursuits were impacted by COVID-19. Due to data limitations, the current report does not include information on learning modality, such as whether a student took courses during AY2021-22 in a fully-remote, hybrid, or partially-remote fashion.



### III. PROCESS AND CONTEXT

The IBHE informed the IHEIS primary administrators at the Illinois public universities of the requirements of the Developmental Education Reform Act and the timeline for each campus to respond. This occurred at the Illinois Association of Institutional Research's (IAIR) Annual Forum and the annual IHEIS training webinar, as well as direct email messaging to the public universities' IHEIS primary administrators. Preliminary information was shared with the IBHE Academic Leadership group on February 3, 2023, and feedback was provided on the initial results. An initial table of results was emailed to each public university institutional research office for review, resulting in some of the Illinois public universities updating their data in coordination with IBHE Information Management and Research staff. All updates were included in the final database and used the the following analyses in the report.

The information in Table 1 is specific to what was occurring in the Dev. Ed. space at Illinois public universities during AY 2020-21 for traditional Dev. Ed. and AY2021-22 for corequisite models and was used in the analysis to meet the reporting requirements. In some cases, the data presented in this report do not reflect more recent developmental education (Dev. Ed.) reform efforts adopted by the Illinois public universities.<sup>1</sup> For example, as of fall semester 2022-23, Southern Illinois University Edwardsville (SIUE) no longer has traditional development education in either mathematics or English language arts (ELA). However, there is a natural lag in collecting course-level information and the reporting requirements involved the tracking of students enrolled in traditional developmental education into gateway courses; therefore, it necessitates using a slightly earlier cohort. The outcomes information that would be related this Dev. Ed. reform at SIUE will not be collected at the course-level until this coming fall (October of 2023), highlighting the lagging nature of higher education data collection processes. In essence, it can be challenging to keep pace between the recent reform and scaling efforts at Illinois public universities and the data collection that would fully demonstrate those efforts. The subsequent report in February of 2025 will include the more immediate Dev. Ed. reform efforts, such as what took place at SIUE during academic year 2022-23. However, there is a brief summary of the more recent and planned Dev. Ed. reform efforts below Table 1.

Table 1: Developmental Education Models by Illinois Public University: Mathematics and English Language Arts

Illinois Public University	Mathematics		English Language Arts	
	Traditional	Co-Requisite	Traditional	Co-Requisite
Chicago State University*		x	x	x
Eastern Illinois University	x	x	x	
Governors State University*				
Illinois State University*	x			
Northeastern Illinois University	x	x	x	
Northern Illinois University		x		x
Southern Illinois University Carbondale		x		
Southern Illinois University Edwardsville*	x	x	x	x
University of Illinois Chicago	x	x	x	x
University of Illinois Springfield*	x			
University of Illinois Urbana-Champaign				
Western Illinois University*	x	x		

\*CSU eliminated traditional Dev. Ed. in ELA starting in AY 2021-22; GSU, based on the June 2022 report, had plans to offer Math and ELA corequisite courses that following fall; ISU has moved to corequisite math model in AY 2022-23; SIUE eliminated traditional Dev. Ed. in Math and ELA starting in AY 2022-23; UIS is developing an ELA corequisite course in 2024 and a Math corequisite course in 2023. WIU eliminated traditional Dev. Ed. in Math prior to AY 2022-23.

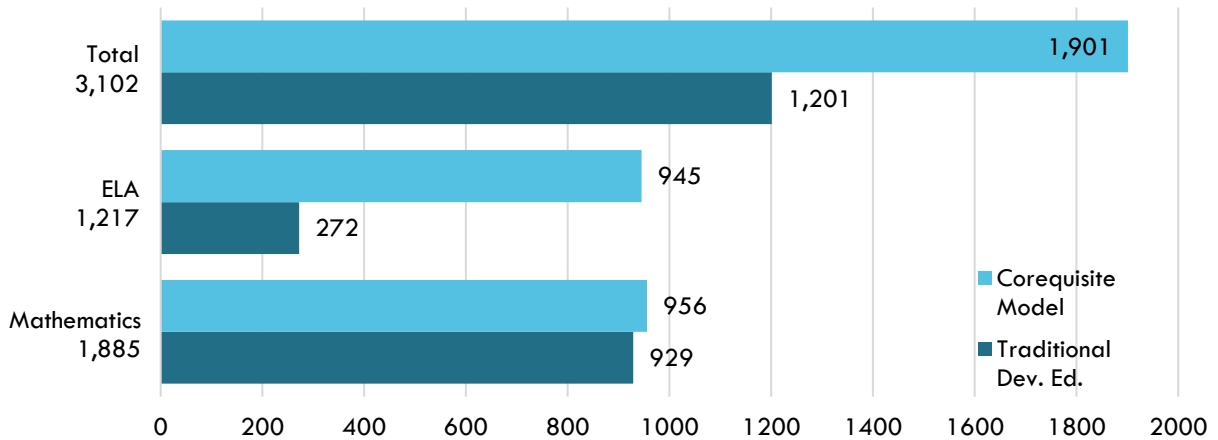
<sup>1</sup> Illinois Board of Higher Education. (June 2022). *Scaling Alternatives to Traditional Developmental Education and Using Multiple Measures for Placement to Increase Access to College-Level Coursework at Public Universities*. Springfield, IL Retrieved from: [https://www.ibhe.org/assets/files/SJR41/IBHE\\_DERA\\_Report.pdf](https://www.ibhe.org/assets/files/SJR41/IBHE_DERA_Report.pdf)

## Developmental Education Placements

As illustrated in Figure 1, the sample for the current report includes 3,102 placements into either traditional or corequisite math or ELA Dev Ed. There are now more placements into corequisite models at the Illinois public universities relative to traditional Dev. Ed. , particularly with ELA. Slightly more than half of the math placements were in corequisite models and three-quarters of the placements in ELA were in corequisite models.

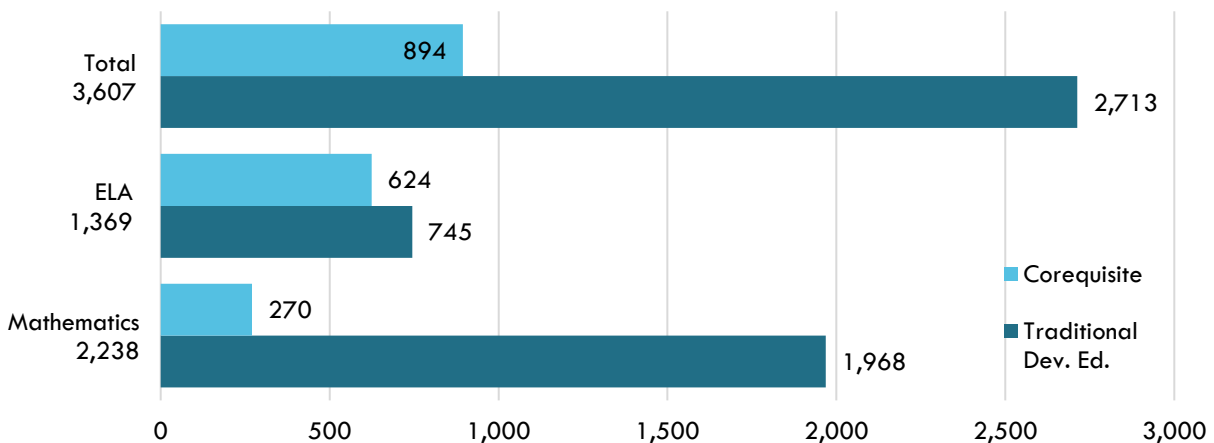
As noted above in Table 1, there has been a rapid shift in developmental education reform efforts in examining the Illinois public universities as a whole. Relative to the 2018-19 information that was reported in the [SJR 41 Final Implementation](#) report (See Figure 2) , there are now substantially fewer individuals being placed in traditional Dev. Ed along with a parallel shift to higher proportions being placed in corequisite models. In fact, for both Math and ELA, there were substantially fewer placements in traditional developmental education, with traditional math Dev. Ed. placements going from nearly 2,000 in 2018-19 to 929 in 2020-21 representing a decrease of 52.8%. Traditional ELA Dev. Ed. placements went from 745 in fall of 2018-19 to 272 in the fall of 2020-21, which represented a decline of 63.4%.

Figure 1: Developmental Education (Fall 2020-21) and Corequisite Placements (Fall 2021-22) at Illinois Public Universities by Academic Area



Source: IBHE IHEIS Course Assignment file, First-time FT students taking Fall 2021-22 corequisite course and/or Fall 2020-21 traditional remedial courses.

Figure 2: Developmental Education and Corequisite Placements at Illinois Public Universities by Academic Area for Fall 2018-19



Source: ICCB and IBHE. (Dec. 2020). Final Report: Update on Implementation of Developmental Education Models in Public Community Colleges and Universities in Illinois. Springfield, IL.

## Context: High School Grade Point Averages of Students Placed in Traditional Developmental Education and Corequisite Models

The June 2022 IBHE report<sup>2</sup> provided recommendations for placement frameworks for the Illinois public universities. However, for the earlier cohorts used in the current study, common placement information was not available at the student and course levels for all Dev. Ed. students who were placed in a developmental education model in Math or ELA. It was established that nearly all the students in the sample had a high school grade point average, which had been recommended for use in placement processes, along with other measures, by the Illinois Board of Higher Education. To allow for a more direct comparison of academic qualifications and to attempt to control for varying admissions criteria across the Illinois public universities, only the six Illinois public universities with both traditional and corequisite Dev. Ed. (as measured in the current study) were included in this part of the analysis.

As shown in Table 2, the students placed in traditional Dev. Ed. courses at Illinois public universities with both traditional and corequisite models had a lower average high school GPA by 0.20 average grade points. This illustrates that at institutions that have both models, those placed into corequisite models, on average, had comparatively stronger high school academic qualifications based on high school GPA. There was a smaller difference when examining those placed in traditional Math Dev. Ed. to those in corequisite Math—a difference of 0.15 average grade points favoring those in corequisite math. The difference in ELA was nearly two times as large, favoring the students placed in corequisite ELA. Due to these differences and as with previous Dev. Ed. reports, IBHE cautions readers about making direct comparisons between the outcomes of students placed in traditional Dev. Ed. with those placed in corequisite models.

Table 2: Average High School GPA of Public Universities with Both Traditional and Corequisite Models

Dev. Ed. Type	Corequisite	Traditional Dev. Ed.	Difference
Overall	3.32	3.12	-0.20
Math	3.32	3.17	-0.15
ELA	3.31	3.02	-0.29

Source: Fall 2020-21 and 2021-22 IBHE IHEIS Course Assignment and Fall Enrollment file

It should be noted different cohorts were used for traditional and corequisite and that those placed in traditional Dev. Ed. were likely high school seniors during the beginning of the COVID-19 pandemic. As all schools moved to fully-remote settings in the spring of 2020, most high schools adopted policies that granted students grades reflective of what they had earned at the time of transitioning to fully-remote, or providing students with the option of choosing the higher grade (at time of transition or at the end of the year). This may have resulted in some comparative grade inflation for both groups, the traditional Dev. Ed. group as high school seniors and the corequisite group as high school juniors.

<sup>2</sup> Illinois Board of Higher Education. (June 2022). *Scaling Alternatives to Traditional Developmental Education and Using Multiple Measures for Placement to Increase Access to College-Level Coursework at Public Universities*. Springfield, IL Retrieved from: [https://www.ibhe.org/assets/files/SJR41/IBHE\\_DERA\\_Report.pdf](https://www.ibhe.org/assets/files/SJR41/IBHE_DERA_Report.pdf)

ENGLISH LANGUAGE ARTS

**Traditional English Language Arts Development Education**

The Illinois public universities with traditional ELA Dev. Ed. placed 2% of new full-time freshmen from the fall semester of 2020-21 into a traditional ELA Dev. Ed. model (272 out of 13,410, or 2.0%). At the Illinois public universities with traditional ELA Dev. Ed., less than half of all new full-time freshmen are low-income, as measured by Pell receipt. For the cohort population of those Illinois public universities placed into traditional ELA Dev. Ed., a significantly higher proportion was low-income (69.9%) relative to all freshmen in the cohort (45.8%). White students were underrepresented in traditional ELA Dev. Ed., as they comprised 45.6% of the entire cohort, but only 15.8% of cohort members taking traditional ELA Dev. Ed. the fall semester of academic year 2020-21. Conversely, African American and Latino students were overrepresented in traditional ELA Dev. Ed, as they constituted 18.4% and 21.8% of the overall cohort but made up 27.2% and 31.6% (in that order) of the cohort members taking that Dev. Ed. model. As shown in Table 3, males were also overrepresented in traditional ELA Dev. Ed., as they comprised 50% of students in Dev. Ed., but only 42.2% of the overall students in the freshmen cohorts at the Illinois public universities with that particular Dev. Ed. model.

Table 3: Demographic Comparison of Freshmen Placed in Traditional ELA Dev. Ed. to Overall Freshmen Population

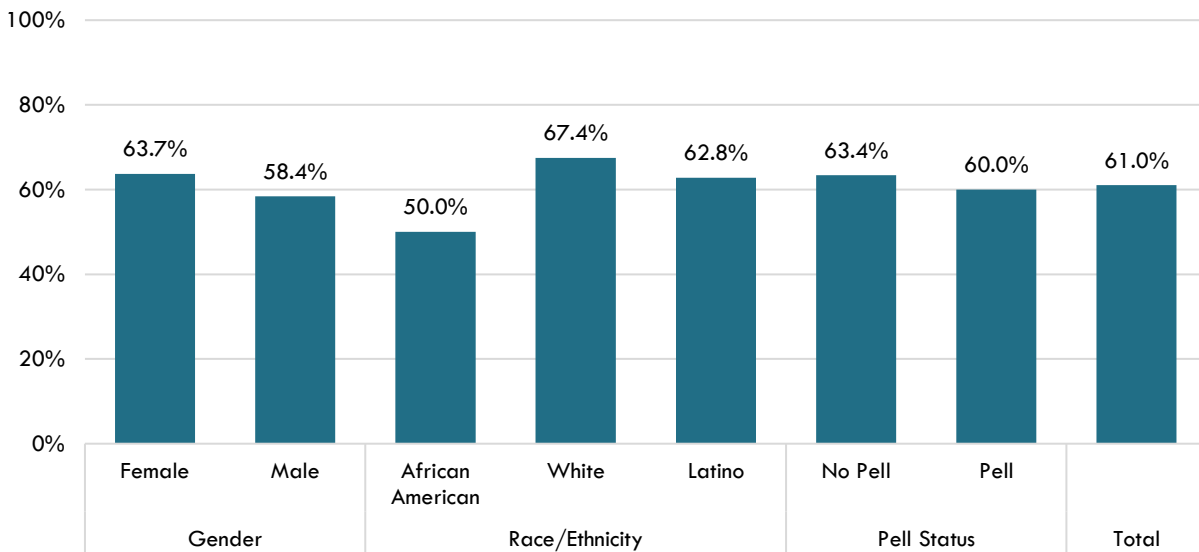
Demographic		Traditional ELA from 2020-21 Cohort		First-time FT UG Fall 2020-21 Cohort	
		Count	%	Count	%
Gender	Female	135	49.6%	7,751	57.8%
	Male	137	50.4%	5,658	42.2%
Race/ Ethnicity	African American	74	27.2%	2,465	18.4%
	White	43	15.8%	6,118	45.6%
	Latino	86	31.6%	2,929	21.8%
	Asian	36	13.2%	1,041	7.8%
	All other categories	33	12.1%	857	6.4%
Pell Status	No Pell	82	30.1%	7,272	54.2%
	Pell	190	69.9%	6,138	45.8%
Total		272	100.0%	13,410	100.0%

Source: Fall 2020-21 IBHE IHEIS Course Assignment and Enrollment file  
 Note: First-time FT students taking Dev. Ed. at Public Universities with Dev. Ed.  
 There is one Other/No Response for Gender in the First-time FT UG Fall 2020-21 Cohort

**Gateway Course Entry**

This first outcome that was measured was entry into a related and subsequent gateway course through the end of the summer semester of academic year 2021-22. This provided at least five additional semesters, including summer semesters, to enroll in the related ELA gateway course (assuming retention). As illustrated in Figure 3, 61.0% of the students placed in traditional ELA Dev. Ed. had entered a subsequent ELA gateway course by the end of their second academic year. There were some differences based on race and ethnicity as over two-thirds of white students (67.4%) initially placed in traditional ELA Dev. Ed. had enrolled in a subsequent ELA gateway course, while 62.7% of Latino and half of African Americans met that same distinction. A moderate gender gap in gateway course entry favoring females was evident, as 63.7% entered a gateway course relative to 58.4% of their male peers who were placed in traditional ELA Dev. Ed. A minor income-based gap was also evident, as 60.0% of low-income students placed in traditional ELA Dev. Ed. had subsequently enrolled in a gateway course, compared to 63.4% of their not-low-income counterparts.

Figure 3: Traditional ELA Dev. Ed.: Gateway Course Entry

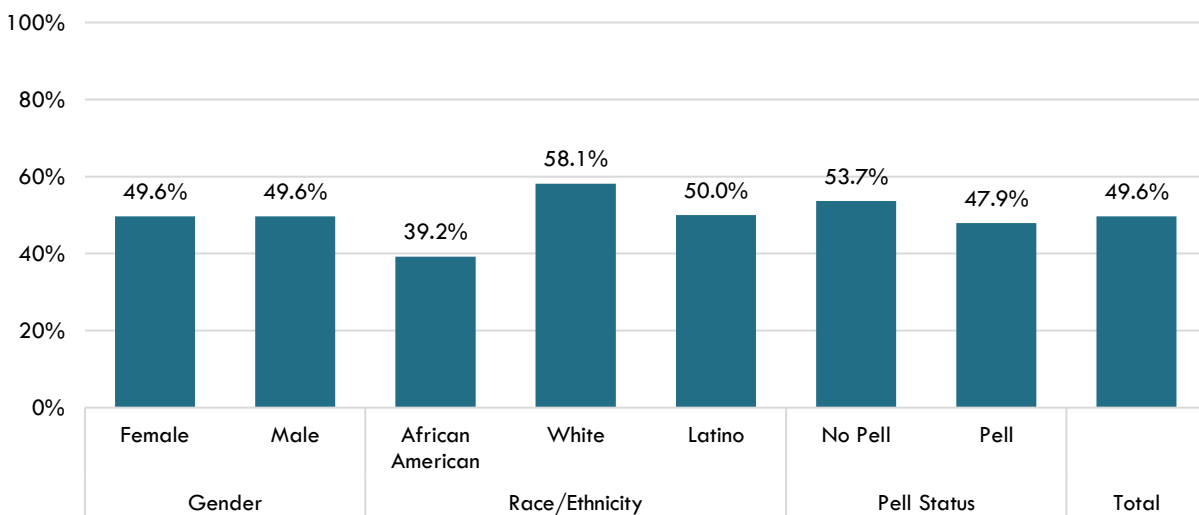


Source: Fall 2020-21 IBHE IHEIS Course Assignment ELA Gateway Courses from spring AY 2020-21 to summer AY 2021-22

### Passing a Gateway Course

The second outcome that was measured was whether someone placed in a particular Dev. Ed. model successfully completed the subsequent gateway course. This outcome was measured for all students placed in the Dev. Ed. model and conditional upon entry into the subsequent gateway course. When tracked from initial placement into traditional Dev. Ed., to entry into the subsequent ELA gateway course, and then determining if someone passed that gateway course, there were some group differences. Overall, roughly half of the all students initially placed in traditional ELA Dev. Ed. had passed a gateway course before then end of their second academic year or summer of AY2021-22. Males and females passed the subsequent gateway course at the same rates (49.6%), so no gender gap was evident. Nearly 60% of white students (58.1%) initially placed in traditional ELA Dev. Ed. had passed a gateway course, relative to half of their Latino peers and less than two out of every five of their African American (39.2%) counterparts. Non-low-income students initially placed in traditional ELA Dev. Ed. had a moderately higher rate of passing subsequent gateway courses in ELA, relative to their low-income counterparts (53.7% to 47.9%).

Figure 4: Demographic Comparison of All Traditional ELA Dev. Ed. Students Who Passed a Subsequent Gateway Course

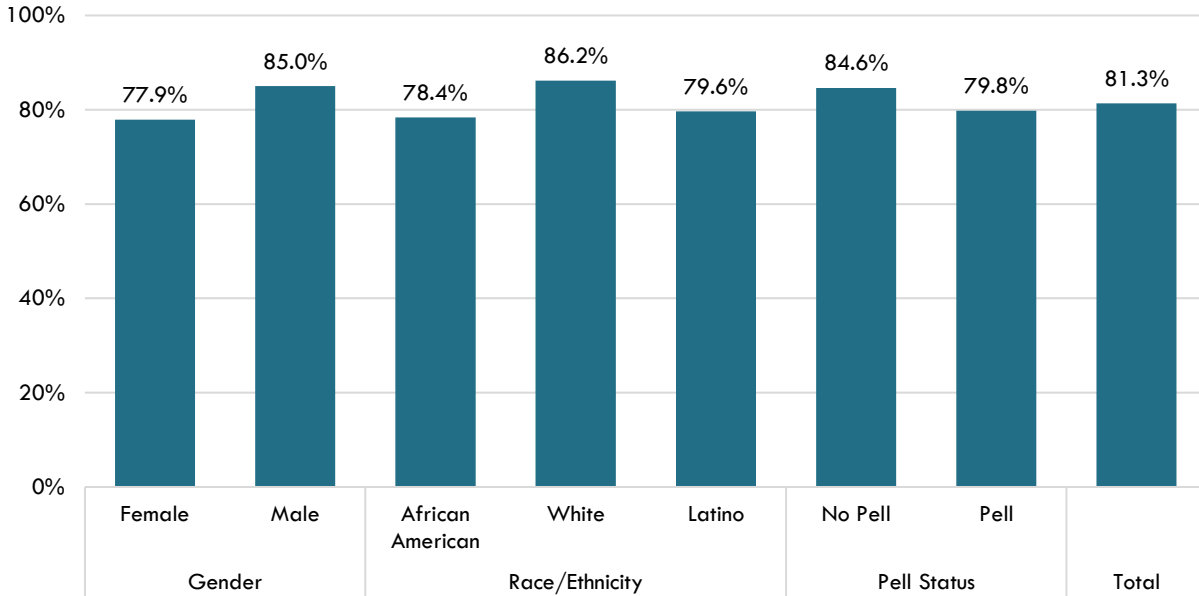


Source: Fall 2020-21 IBHE IHEIS Course Assignment; Gateway courses from spring 2020-21 to summer 2021-22

Note: Passing a course with a "C" or better

As depicted in Figure 5, conditional upon entry into the gateway course, roughly four out of every five students, or 81.3%, passed the subsequent ELA gateway courses before the end of summer semester 2021-22. A gender gap was identified, as males (85.0%) in the traditional ELA Dev. Ed. model had higher pass rates when compared to their female peers (77.9%). Low-income students, as proxied by Pell receipt, had lower pass rates (79.8%) when compared to their non-low-income peers (84.6%). Similar to the pattern in the proportions entering the subsequent ELA gateway course, White students had higher pass rates in subsequent ELA gateway courses (86.2%), when compared to both Latino (79.6%), and African American (78.4%) college students in traditional ELA Dev. Ed. Overall, conditional upon entering a gateway course, most groups had a high degree of success in completing the credit-bearing ELA course with some variation.

Figure 5: Demographic Comparison of Traditional ELA Dev. Ed. Students Who Passed a Subsequent Gateway Course Conditional on Course Entry

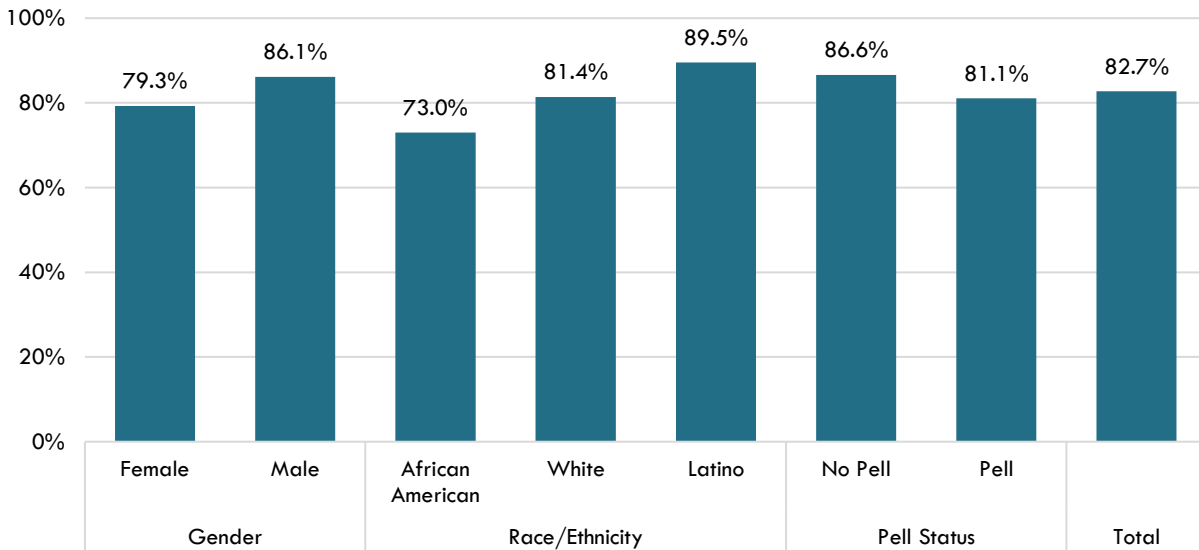


Source: Fall 2020-21 IBHE IHEIS Course Assignment; Gateway courses from spring 2020-21 to summer 2021-22  
 Note: Passing a course with a "C" or better

### Fall to Spring Retention

The third outcome that was measured was fall to spring retention at the same Illinois public university. Overall, more than four out of every five (82.7%) of traditional ELA Dev. Ed. students were retained in the spring semester of their first academic year. As shown in Figure 6, a higher percentage of males were retained when compared to females (86.1% relative to 79.3%). Latino students initially placed in traditional ELA Dev. Ed. were retained at the highest rate (89.5%), followed by White (81.4%) students, and among the larger race/ethnic groups with reportable information, African Americans had the lowest fall to spring retention rate at 73.0%. Low-income students had a somewhat lower rate of retention when compared to their non-low-income counterparts (81.1% to 86.6%).

Figure 6: Traditional ELA Dev. Ed.: Retained Fall to Spring



Source: Fall 2020-21 IBHE IHEIS Course Assignment; Fall and Spring Enrollment

### Credit Accumulation

The fourth set of outcomes are related to credit accumulation and include: the average number of credits earned in the spring semester of AY2020-21; the percentage earning 12 or more credit hours (a full-time credit load); and the percentage earning 15 or more credit hours (an on-time credit load) during the spring semester. The measures were only calculated for students who were retained in the spring semester. Overall, and as shown in Table 4, the average number of credit hours earned in the subsequent spring semester among students initially enrolling in traditional ELA Dev. Ed. was 9.5 credit hours and roughly half had earned 12 or more credit hours. When that measure is expanded to 15 or more credits in an effort to create something that better gets at credit hour accumulation that would be related to on-time graduation, the overall proportion decreases to 27.7%. White students had the highest average number of credit hours accumulated during the spring semester, followed by Latino students and African American students. However, Latino students had a slightly higher proportion earning 12 or more credit hours. An income gap was also evident as on average, low-income students earned fewer credit hours (1.4 fewer) and a lower proportion earned 12 or more (47.1% to 54.9%) and 15 or more (23.3% to 34.3) credit hours when compared to their non-low-income peers.

Table 4: Demographic Comparison of Spring Credit Accumulation for Students Placed in Traditional ELA Dev. Ed.

Demographic	Traditional English Language Arts Dev. Ed.			
	Avg Credits	12+ Credits	15+ Credits	
Gender	Female	9.7	52.3%	28.8%
	Male	9.4	47.0%	26.1%
Race/ Ethnicity	African American	8.6	42.6%	17.4%
	White	9.5	48.6%	37.5%
	Latino	9.1	50.6%	24.7%
Pell Status	No Pell	10.5	54.9%	34.3%
	Pell	9.1	47.1%	23.3%
Total		9.5	49.6%	27.7%

Source: Fall 2020-21 IBHE IHEIS Course Assignment and Fall and Spring Enrollment.

## Corequisite English Language Arts

Of the new cohort members (14,426) enrolled at Illinois public universities with a corequisite ELA model in place, over 6.6% had participated in an ELA corequisite model. The placement rate for corequisite ELA is three times as high as the placement rate for traditional ELA Dev. Ed., signaling the impact of recent reform efforts by the Illinois public universities. Specific to the gender distribution, the cohort members taking corequisite ELA mostly paralleled the larger freshmen cohort. For example, the cohort members taking corequisite ELA were comprised of 56.0% female students, nearly the same proportion as the cohort as a whole (57.3%). Regarding the race/ethnicity distributions, African American students were overrepresented and white students were underrepresented in the corequisite ELA cohort. As shown in Table 5, African American students comprised over 40% of freshmen in corequisite ELA, while accounting for less than 20% of the overall freshmen cohort. Low-income students were also overrepresented in the group students taking corequisite ELA, as they constituted over 60% of students in corequisite ELA, but less than half of the overall cohort (48.2%).

Table 5: Demographic Comparison of Freshmen Placed in Corequisite ELA to Overall Freshmen Population

Demographic	ELA		First-time FT UG Fall 2021-22 Cohort		
	Count	%	Count	%	
Gender	Female	529	56.0%	8,263	57.3%
	Male	416	44.0%	6,162	42.7%
Race/ Ethnicity	African American	393	41.6%	2,746	19.0%
	White	273	28.9%	6,237	43.2%
	Latino	166	17.6%	3,175	22.0%
	Asian	47	5.0%	1,180	8.2%
	All other categories	66	7.0%	1,088	7.5%
Pell Status	No Pell	352	37.2%	7,479	51.8%
	Pell	593	62.8%	6,947	48.2%
Total		945	100.0%	14,426	100.0%

Source: Fall 2021-22 IBHE IHEIS Course Assignment and Fall Enrollment file.

Note: First-time FT students taking Dev. Ed. at Public Universities with Dev. Ed.

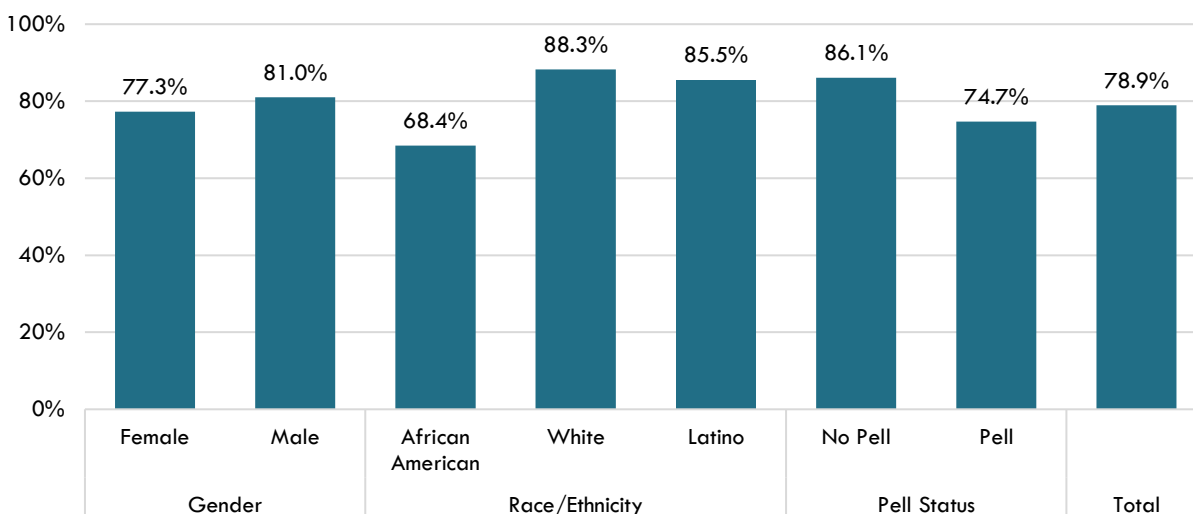
There is one Other/No Response for Gender in the First-time FT UG Fall 2021-22 Cohort

## Passing a Gateway Course

In terms of pass rates of a subsequent ELA gateway course, in which the students are initially enrolled by sake of being in a corequisite model, over three-quarters (78.9%) passed. As illustrated in Figure 7, low-income students had lower pass rates relative to their non-low-income peers (74.7% to 86.1%). White (88.3%) and Latino (85.5%) students in the corequisite ELA model had higher pass rates than their African Americans peers (68.4%). In terms of gender, males had somewhat higher pass rates than their female counterparts placed in corequisite ELA (81.0% to 77.3%).



Figure 7: Demographic Comparison of Corequisite ELA students Passing a Gateway Course



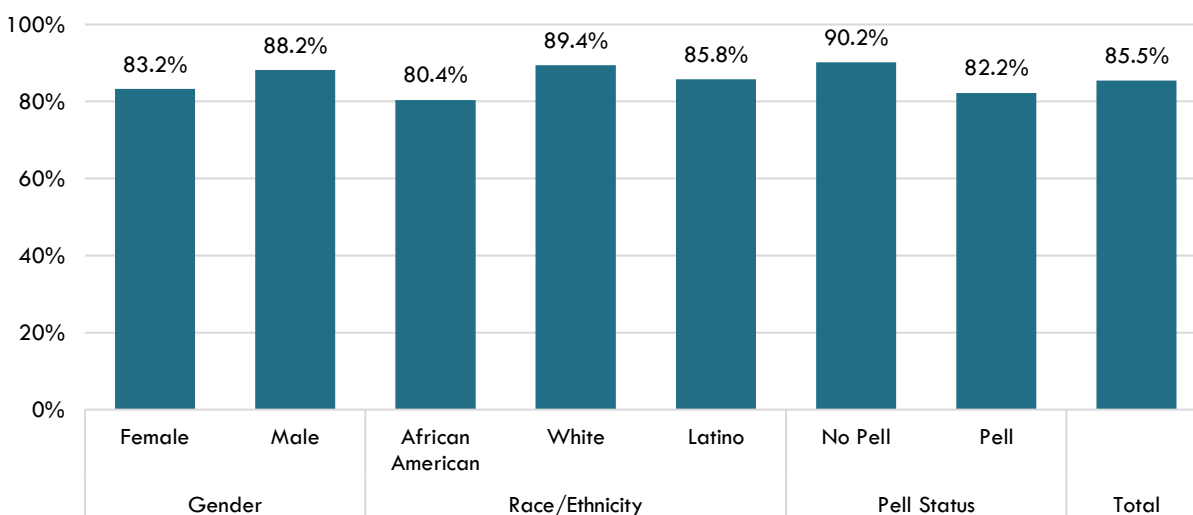
Source: Fall 2021-22 IBHE IHEIS Course Assignment

Note: Passing a course with a "C" or better

### Fall to Spring Retention

As shown in Figure 8, more than 85% of the students who took corequisite ELA were retained in the spring semester of their first academic year. Males placed in corequisite ELA had higher retention rates when compared with females (88.2% to 83.2%). Low-income students placed in corequisite ELA had lower retention rates (82.2%) than their non-low-income counterparts (90.2%). White students placed in corequisite ELA had the highest rates of retention (89.4%), followed by Latino students (85.8%), and their African American counterparts (80.4%).

Figure 8: Corequisite ELA: Retained Fall to Spring



Source: Fall 2021-22 IBHE IHEIS Course Assignment; Fall and Spring Enrollment

### Credit Accumulation

The following measures were calculated for students who were retained in the subsequent spring semester of the cohort members' first academic year. Overall, students enrolled in corequisite ELA had earned on average, 10.4 credits the spring semester. As noted in Table 6, well over half (56.2%) had earned 12 or more credit hours, which is indicative of full-time enrollment and one-third had earned 15 or more credit hours. White students had the greatest credit accumulation and the highest proportion earning a full-time credit load (over two-thirds at 67.6%), and an on-time credit load (49.8%) while African American students had the lowest credit accumulation (8.7 hours) and the smallest proportion earning 12 or more (42.7%) and 15 or more credits during the spring semester

(20.0%). There was also a noticeable income gap, as Pell students on average earned 1.2 fewer credit hours and a smaller percentage earned 12 or more credits (52.0% to 62.9%) and 15 or more credits (28.2% to 41.7%), when compared with their non-low-income peers.

Table 6: Demographic Comparison of Spring Credit Accumulation for Students Placed in Corequisite ELA

Demographic		Corequisite English Language Arts		
		Avg Credits	12+ Credits	15+ Credits
Gender	Female	10.6	56.5%	35.3%
	Male	10.2	55.8%	31.1%
Race/ Ethnicity	African American	8.7	42.7%	20.0%
	White	11.9	67.6%	49.8%
	Latino	10.8	58.6%	30.3%
Pell Status	No Pell	11.2	62.9%	41.7%
	Pell	10.0	52.0%	28.2%
Total		10.4	56.2%	33.4%

Source: Fall 2021-22 IBHE IHEIS Course Assignment and Fall and Spring Enrollment.

## MATHEMATICS

### Traditional Math Developmental Education

Overall, 6.9% of freshmen enrolled at Illinois public universities with an active traditional math Dev. Ed. model during the fall semester of AY 2020-21 were placed in that Dev. Ed. model. When comparing the cohort members who were placed in traditional math Dev. Ed. to the overall cohort at the Illinois public universities with traditional math Dev. Ed. there were some interesting patterns. As shown in Table 7, the gender distribution of the students placed in traditional math Dev. Ed. was fairly similar to the overall gender distribution, as both groups were comprised of roughly 58% females and 42% males. When compared to the overall cohort of freshmen, Whites and Asians were underrepresented in the group of students placed in traditional math Dev. Ed., while African American and Latino students were overrepresented. Low-income students were also overrepresented in the group of students placed in traditional math Dev. Ed. relative to the overall freshmen cohort, as they constituted 60% of the Dev. Ed. group, but only 45% of the overall cohort.

Table 7: Demographic Comparison of Freshmen Placed in Traditional Math Dev. Ed. to Overall Freshmen Population

Demographic		Math		First-time FT UG Fall 2021-22 Cohort	
		Count	%	Count	%
Gender	Female	540	58.1%	7,751	57.8%
	Male	389	41.9%	5,658	42.2%
Race/ Ethnicity	African American	235	25.3%	2,465	18.4%
	White	308	33.2%	6,118	45.6%
	Latino	306	32.9%	2,929	21.8%
	Asian	28	3.0%	1,041	7.8%
	All other categories	52	5.6%	857	6.4%
Pell Status	No Pell	368	39.6%	7,272	54.2%
	Pell	561	60.4%	6,138	45.8%
Total		929	100.0%	100.0%	13,410

Source: Fall 2020-21 IBHE IHEIS Course Assignment and Enrollment file

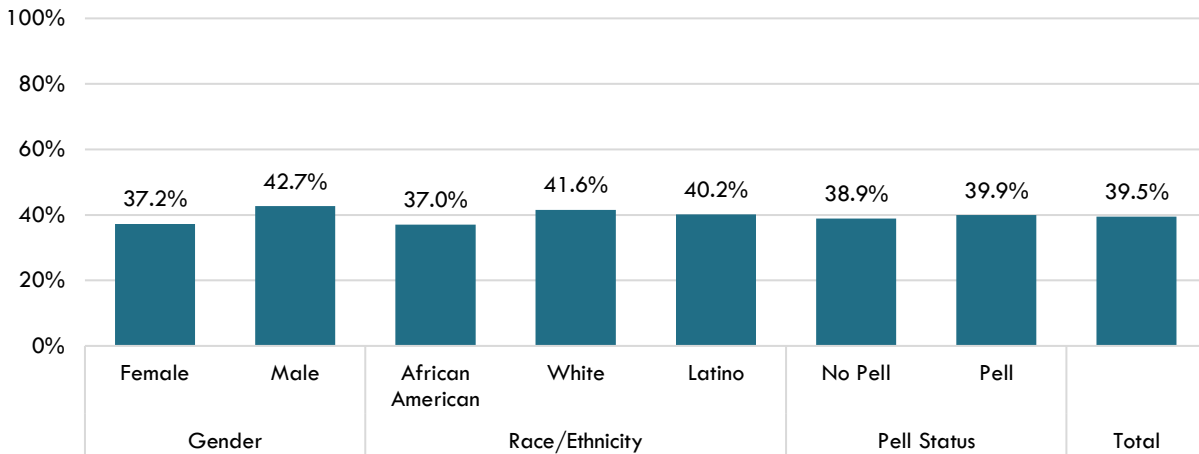
Note: First-time FT students taking Dev. Ed. at Public Universities with Dev. Ed.

There is one Other/No Response for Gender in the First-time FT UG Fall 2020-21 Cohort

## Gateway Course Entry

As illustrated in Figure 9, fewer than two out of every five (39.5%) cohort members placed in traditional math Dev. Ed. took the subsequent math gateway course at their respective Illinois public university before the end of their second academic year (summer of AY2021-22). White (41.6%) and Latino (40.2%) students placed into traditional Math Dev. Ed. had somewhat higher gateway course entry rates when compared to their African American (37.0%) counterparts. Income gaps are fairly minimal. In fact, a slightly higher percentage of low-income students advanced to the subsequent gateway math course. A moderate gender gap was evident as males placed in traditional Math Dev. Ed. had higher rates of subsequent enrollment in a respective math gateway course than their female peers (42.7% compared to 37.2%).

Figure 9: Traditional Math Dev. Ed.: Gateway Course Entry

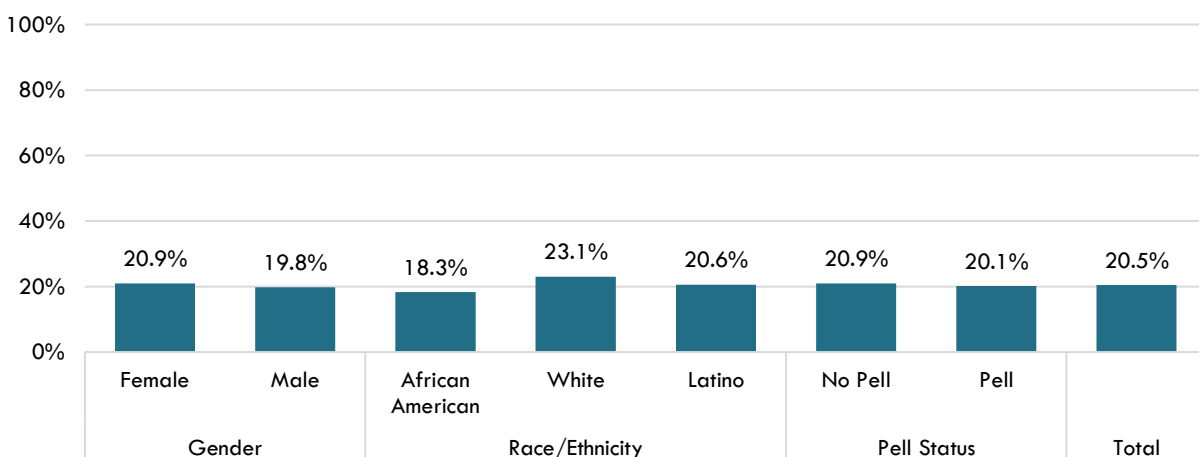


Source: Fall 2020-21 IBHE IHEIS Course Assignment Gateway courses from spring 2020-21 to summer 2021-22

## Passing a Gateway Course

When passing a gateway course in math is tracked all the way through from initial placement in traditional math Dev. Ed. into a subsequent math gateway course, only one-fifth (20.5%) met the distinction of successfully completing it before the end of the summer semester of academic year 2021-22. As illustrated in Figure 10, although the pass rates across all groups were low, white students had a slightly higher rate compared to African American students placed in traditional math Dev. Ed. (23.1% to 18.3%). Gender and income-specific differences were somewhat small.

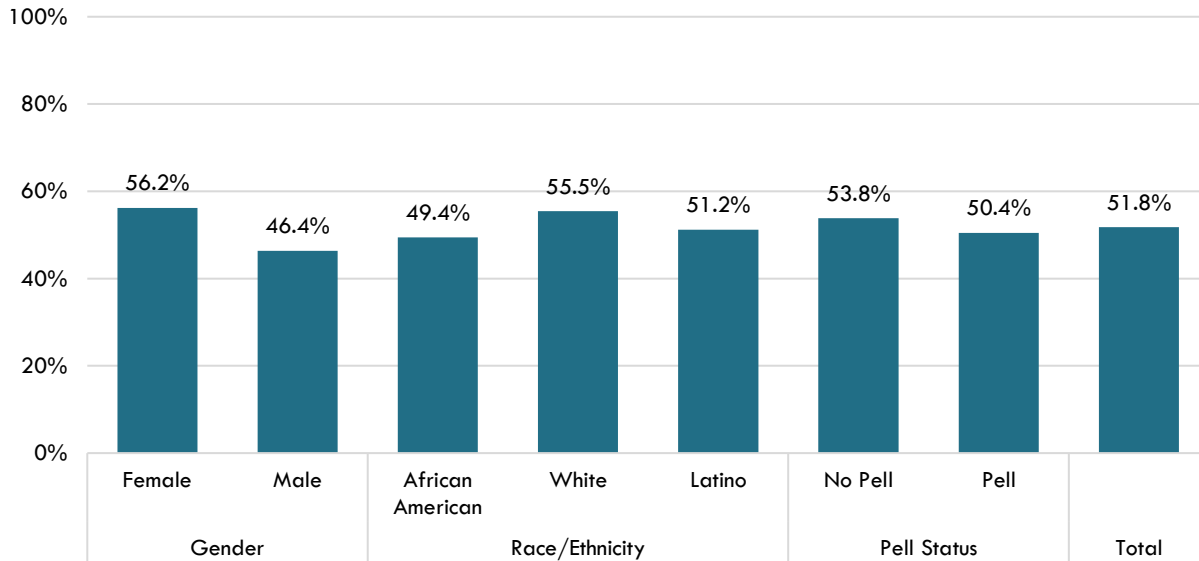
Figure 10: Demographic Comparison of All Traditional Math Dev. Ed. Students Who Passed a Subsequent Gateway Course



Source: Fall 2020-21 IBHE IHEIS Course Assignment Gateway courses from spring 2020-21 to summer 2021-22

Conditional upon entering a gateway course after being placed in traditional math Dev. Ed., slightly more than half (51.8%) passed a gateway course before the end of their second academic year (summer semester of AY2021-22). As shown in Figure 11, females were more likely to pass (56.2%) when compared to their male peers (46.4%). White students in the traditional math Dev. Ed. model had higher pass rates (55.5%) in gateway courses related to their Latino (51.2%) and African American (49.4%) counterparts. A slight income gap was evident, as low-income students had lower pass rates in gateway courses in math relative to their non-low-income peers (50.4% compared to 53.8%).

Figure 11: Demographic Comparison of Traditional Math Dev. Ed. Students Who Passed a Subsequent Gateway Course Conditional on Course Entry

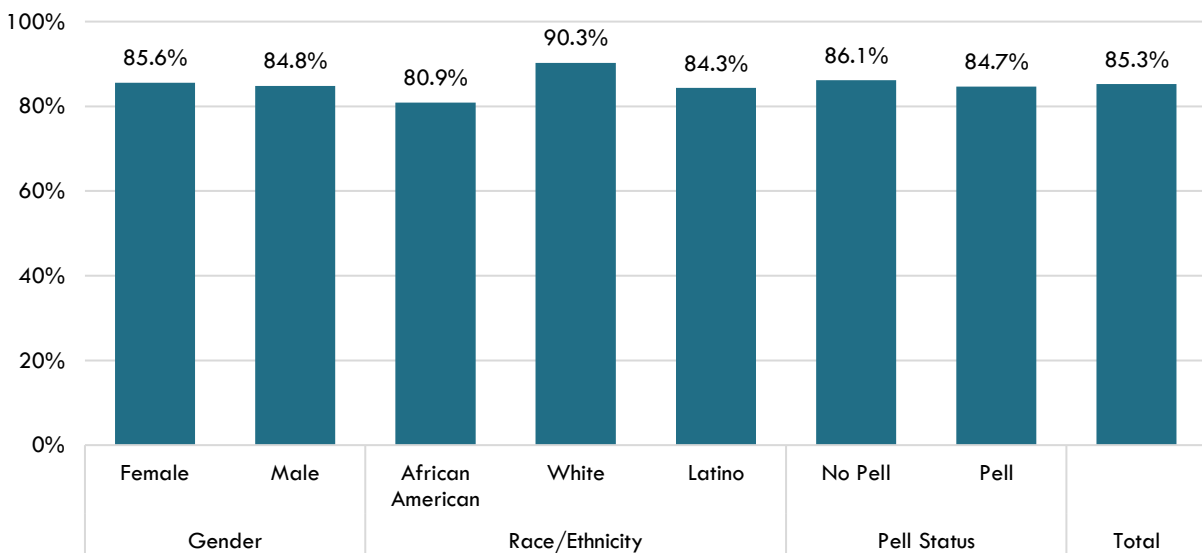


Source: Fall 2020-21 IBHE IHEIS Course Assignment  
Gateway courses from spring 2020-21 to summer 2021-22

### Fall to Spring Retention

As shown in Figure 12, the vast majority of students placed in traditional math Dev. Ed. were retained (85.3%) the subsequent spring semester. White (90.3%) students placed in traditional Dev. Ed. in math had the highest retention rates, followed by Latino students (84.3%), while African Americans (80.9%) had somewhat lower retention rates among the larger race/ethnicity groups. Only small gender and low-income gaps were evident.

Figure 12: Traditional Math Dev. Ed.: Retained Fall to Spring



Source: Fall 2020-21 IBHE IHEIS Course Assignment; Fall and Spring Enrollment

## Credit Accumulation

Overall, 54.9% of students initially enrolling in traditional math Dev. Ed. earned enough credit hours the subsequent spring semester to be considered full-time and 27.7% earned 15 or more which would be the equivalent of on-time credit accumulation (see Table 8). The overall average was 10.2 credit hours accumulated the spring semester following their initial Dev. Ed. placement. White students placed in traditional math Dev. Ed. had a higher average number of credits (11.6 credits) and higher percentages maintaining full-time credit accumulation (71.1%), relative to their African American (8.5 credits and 38.9% earning a full-time courseload) and Latino counterparts (9.8 credits and 48.6% earning a full-time courseload). There were some income-based gaps as Pell recipients, on average, earned 2.2 fewer credit hours than their non-low-income counterparts, and only 46.6% earned enough credits to be considered full-time and 23.3% to be considered on-time during the spring semester, compared to over two-thirds (67.3) and over one-third (34.3%) of the non-low-income students.

Table 8: Demographic Comparison of Spring Credit Accumulation of Students Placed in Traditional Math Dev. Ed.

Demographic		Math		
		Avg Credits	12+ Credits	15+ Credits
Gender	Female	10.4	56.6%	28.8%
	Male	9.8	52.6%	26.1%
Race/ Ethnicity	African American	8.5	38.9%	17.4%
	White	11.6	71.1%	37.5%
	Latino	9.8	48.6%	24.7%
Pell Status	No Pell	11.5	67.3%	34.3%
	Pell	9.3	46.6%	23.3%
Total		10.2	54.9%	27.7%

Source: Fall 2020-21 IBHE IHEIS Course Assignment and Fall and Spring Enrollment.

## Corequisite Math

Overall, 6.6% of new full-time freshmen enrolled at Illinois public universities with a corequisite math model were placed in corequisite math model (956 out of 14,426 freshmen in the cohort). In comparing the demographic distributions of students placed in corequisite math to the distribution of all freshmen at the Illinois public universities with a corequisite math model, some interesting patterns arise. As shown in Table 9, low-income students were overrepresented in the corequisite model, as they comprised slightly less than half of the overall group of freshmen but made up nearly 60% of students in the corequisite math model. White, Asian, and Latino students were underrepresented in the model, while African American students were overrepresented, as African Americans comprised 19% of the overall group of freshmen at the pertinent Illinois public universities, but 35.8% of those in the corequisite math model.

Table 9: Demographic Comparison of Freshmen Placed in Corequisite Math to Overall Freshmen Population

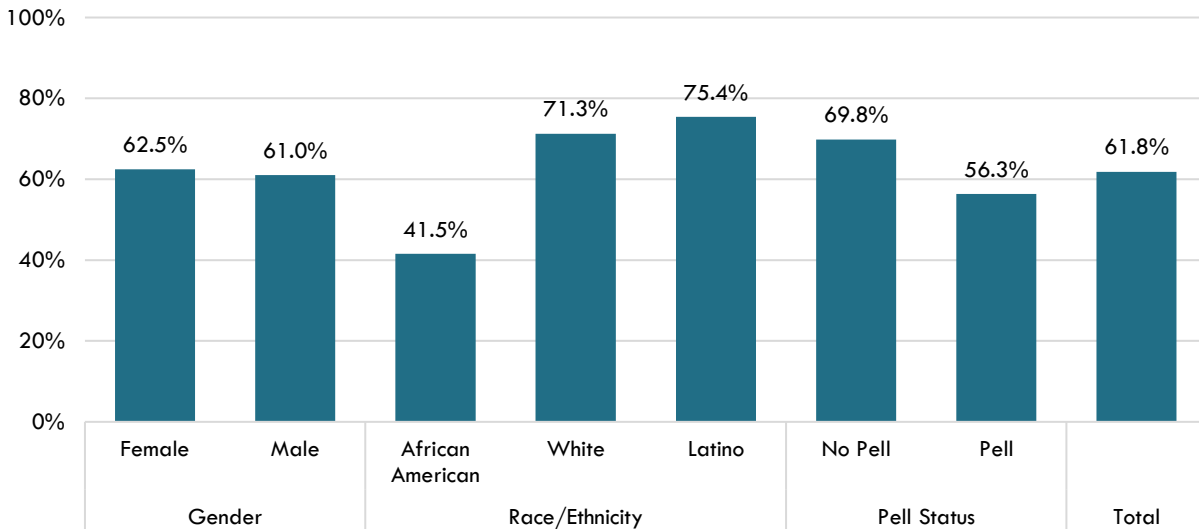
Demographic	Math		First-time FT UG Fall 2021-22 Cohort		
	Count	%	Count	%	
Gender	Female	525	54.9%	8,263	57.3%
	Male	431	45.1%	6,162	42.7%
Race/Ethnicity	African American	342	35.8%	2,746	19.0%
	White	341	35.7%	6,237	43.2%
	Latino	183	19.1%	3,175	22.0%
	Asian	34	3.6%	1,180	8.2%
	All other categories	56	5.9%	1,088	7.5%
Pell Status	No Pell	388	40.6%	7,479	51.8%
	Pell	568	59.4%	6,947	48.2%
Total		956	100.0%	14,426	100.0%

Source: Fall 2021-22 IBHE IHEIS Course Assignment and Fall Enrollment file.  
 Note: First-time FT students taking Dev. Ed. at Public Universities with Dev. Ed.  
 There is one Other/No Response for Gender in the First-time FT UG Fall 2021-22 Cohort

### Passing a Gateway Course

Entry into a math gateway course among those placed in a corequisite model was unnecessary because the corequisite model itself guarantees such placement. As displayed in Figure 13, more than 60% of students placed in a corequisite model for math passed the credit-bearing math aspect of their corequisite model with a C or better. Latino students placed in corequisite math had the highest pass rates at 75.4%, followed by their white peers at 71.3%. African Americans placed in corequisite math models had substantially lower pass rates at 41.5%. Low-income students in corequisite math had substantially lower pass rates than their non-low-income peers (56.3% relative to 69.8%).

Figure 13: Demographic Comparison of Corequisite Math Students Passing a Gateway Course



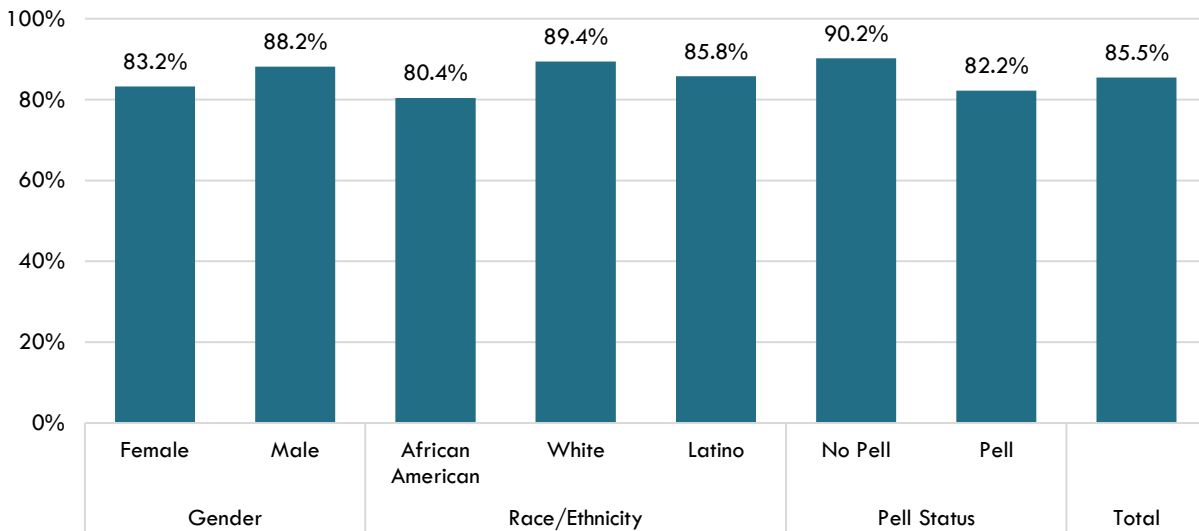
Source: Fall 2021-22 IBHE IHEIS Course Assignment  
 Note: Passing a course with a "C" or better

### Fall to Spring Retention

Over 85% of students placed in a math corequisite model were retained in the subsequent spring semester. Males had moderately higher retention rates relative to females (88.2% to 83.2%). As depicted in Figure 14, low-income students had lower retention rates relative to their not low-income peers (82.2% relative to 90.2%). White students

placed in corequisite math had somewhat higher retention rates than their African American counterparts (89.4% compared to 80.4%).

Figure 14: Corequisite Math: Retained Fall to Spring



Source: Fall 2021-22 IBHE IHEIS Course Assignment; Fall and Spring Enrollment

### Credit Accumulation

Overall, 58.6% of students placed in corequisite math had earned 12 or more credit hours the spring semester of their first academic year and the average number of credits earned that spring semester was 10.6 (see Table 10). Additionally, 28.4% had earned enough credits (15 or more) that spring semester to be considered on-time for at least that spring semester. Gender differences were minimal with respect to all measures. However, large race/ethnicity gaps were evident as white students placed in corequisite math models on average earned 11.8 credits and nearly three-quarters earned the equivalent of a full-time course load the subsequent spring semester. African Americans earned 8.9 credits and 42.6% earned the equivalent of a full-time course load. Latino students fell somewhere in between with regard to these measures, as on average, they earned 10.8 credits and over half had earned 12 or more credits. White and Latino students had similar percentages earning 15 or more credits hours in the spring. Large income gaps were evident, as Pell recipients earned 1.9 fewer credits on average when compared to their non-low-income peers and maintained substantially lower rates of earning 12 or more credits (50.3% compared to 69.5%) and 15 or more credits (24.0% compared to 34.2%).

Table 10: Demographic Comparison of Spring Credit Accumulation for Students Placed in Corequisite Math

Demographic	Math			
	Avg Credits	12+ Credits	15+ Credits	
Gender	Female	10.7	58.5%	27.4%
	Male	10.5	58.8%	29.5%
Race/Ethnicity	African American	8.9	42.6%	16.7%
	White	11.8	73.8%	35.4%
	Latino	10.8	52.3%	34.0%
Pell Status	No Pell	11.7	69.5%	34.2%
	Pell	9.8	50.3%	24.0%
Total	10.6	58.6%	28.4%	

Source: Fall 2021-22 IBHE IHEIS Course Assignment and Fall and Spring Enrollment.

## V. RECOMMENDATIONS TO CONSIDER FOR FUTURE REPORTING

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- A) *Examining the interaction of Dev. Ed. placement in both mathematics and English language arts.* The current analysis allowed for duplication of the same individual and the math and ELA analysis were conducted separately. In consultation with the Public Universities and other stakeholders, IBHE should consider how students placed in developmental education in both mathematics and ELA perform across the same measures used in the current report.
- B) *Additional and complementary Dev. Ed. and corequisite models.* Some of the Illinois public universities offer Dev. Ed. (either traditional or Co-Requisite) in subject areas outside of mathematics and English language arts. The third most common Dev. Ed. subject area was reading. In some instances, there is a strong relationship with ELA Dev. Ed. in which a student is placed into both ELA and reading Dev. Ed. In consultation with the public universities, IBHE should consider reporting on all Dev. Ed. placement, including reading, specific to both student outcomes and interactions with other Dev. Ed. subject areas.
- C) *Integrating additional contextual information.* IBHE, in consultation with the Illinois public universities, should consider integrating additional information on the high schools from which developmental education students are graduating, including funding adequacy.
- D) *Including additional cohort types and moving beyond traditional first-time, full-time freshmen when measuring outcomes.* The current report focuses on traditional cohort types inclusive of only first-time, full-time undergraduates, who are generally freshmen. It should be noted that 6% of students placed into traditional Dev. Ed. in 2020-21 were part-time and 12% of such students were not freshmen. Because of the first-time full-time cohort approach, those groups of students were not included in the current analysis. IBHE, in consultation with the Illinois public universities and other stakeholders, should consider the potential inclusion of such alternative cohort types such as first-time part-time, continuing, and new transfer students. It should be noted that IBHE's ability to present some of the information disaggregated by the statutorily required measures even for the larger group of full-time freshmen was limited due to commonly used cell size restrictions. Unless multiple cohort years are combined, it will likely be difficult to present any of the required disaggregation (race/ethnicity, gender, Pell status) for these additional cohort groups (part-time, continuing, and transfer students). However, there may be some benefit to reporting the overall outcomes for those additional cohorts without the disaggregation.
- E) *Longer term outcome measures.* Once the recent Dev. Ed. reform efforts have stabilized for at least a year, it could be useful to take into consideration longer term outcome measures, such as bachelor's degree completion at 4, 5, and 6 years after initial enrollment, and in concert establish leading indicators such as retention over multiple semesters.



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(110 ILCS 175/100-1)

Sec. 100-1. Short title. This Act may be cited as the Developmental Education Reform Act. References in this Article to "this Act" mean this Article.

(Source: P.A. 101-654, eff. 3-8-21.)

(110 ILCS 175/100-5)

Sec. 100-5. Findings. The General Assembly makes all of the following findings:

- (1) Nearly 50% of this State's high school graduates who enroll full-time in a community college are placed in developmental education coursework in at least one subject. Community colleges place nearly 71% of Black students in developmental education courses compared to 42% of white students.
- (2) Traditional developmental education courses cost students time and money and expend their financial aid because a student does not receive college credit for the successful completion of a traditional developmental education course. This can be a barrier to enrollment, persistence, and certificate or degree completion.
- (3) Developmental education courses can exacerbate inequities in higher education. Community colleges graduate Black students who are placed in developmental education courses at a rate of approximately 8% compared to a graduation rate of 26% for white students who are placed in developmental education courses.
- (4) A history of inconsistent and inadequate approaches to student placement in community college coursework, such as the reliance on standardized test scores, has resulted in too many students being placed in developmental education coursework who could otherwise succeed in introductory college-level coursework or introductory college-level coursework with concurrent support.
- (5) Developmental education reform is in progress, and public institutions of higher education and State agencies have undertaken voluntary efforts and committed resources to improve placement and to address disparities in the successful completion of introductory college-level coursework.
- (6) The Illinois Council of Community College Presidents, the Illinois Community College Chief Academic Officers Commission, the Illinois Community College Chief Student Services Officers Commission, and the Illinois Mathematics Association of Community Colleges have already developed and approved a more equitable, multiple measures framework for placement in coursework that is currently implemented at many but not all community colleges.
- (7) In 2019, members of the General Assembly, faculty and administrators from public institutions of higher education, board trustees from community college districts, representatives from the Board of Higher Education, the Illinois Community College Board, and other appointed stakeholders convened a task force to inventory and study developmental education models employed by public community colleges and universities in this State and to submit a detailed plan for scaling developmental education reforms in which all students who are placed in developmental education coursework are enrolled in an evidence-based developmental education model that maximizes a student's likelihood of completing an introductory college-level course within his or her first 2 semesters at an institution of higher education. The data released by the task force indicates all of the following:
  - (A) Despite more effective developmental education models, community colleges and universities use the traditional developmental education model for 77% of students who place in a developmental education mathematics course and for 67% of students who place in a developmental English language course.
  - (B) Improved policies, programs, and practices are essential to address the systemic inequities that exist in postsecondary education in this State, such as the disproportionate enrollment of Black students in developmental education courses.
- (8) To support further reform to developmental education in mathematics, additional work needs to be done in order to more adequately define the math pathways and the various ways that students satisfy mathematics credit requirements depending upon their academic and career pathways.

(Source: P.A. 101-654, eff. 3-8-21.)

(110 ILCS 175/100-10)

Sec. 100-10. Definitions. In this Act:

"College-level English language or mathematics course" or "college-level English language or mathematics coursework" means a course that bears credit and fulfills English language or mathematics credit requirements for a baccalaureate degree, a certificate, or an associate degree from a postsecondary educational institution.

"Community college" means a public community college in this State.

"Developmental education" means instruction through which a high school graduate who applies to a college credit program may attain the communication and computation skills necessary to successfully complete college-level coursework.

"Developmental education course" or "developmental education coursework" means a course or a category of courses in which students are placed based on an institution's finding that a student does not have the proficiency necessary to succeed in an introductory college-level English language or mathematics course.

"Institution of higher education" or "institution" means a public community college or university in this State.

"University" means a public university in this State.

(Source: P.A. 101-654, eff. 3-8-21.)

(110 ILCS 175/100-15)

Sec. 100-15. Placement measures.

(a) On or before May 1, 2022, a community college shall use each of the following measures, as appropriate, to determine the placement of a student in introductory college-level English language or mathematics coursework and shall use the scores set forth in recommendations approved by the Illinois Council of Community College Presidents on June 1, 2018:

- (1) A student's cumulative high school grade point average.
- (2) A student's successful completion of an appropriate high school transition course in mathematics or English.
- (3) A student's successful completion of an appropriate developmental education or introductory college-level English language or mathematics course at another regionally accredited postsecondary educational institution.

(b) In determining the placement of a student in introductory college-level English language or mathematics coursework, a community college shall consider the standardized test scores provided by the student for placement in an introductory college-level English language or mathematics course.

In addition, a community college is encouraged to use the scores set forth in recommendations approved by the Illinois Council of Community College Presidents on June 1, 2018 and should also consider other individual measures for placement in an introductory college-level English language or mathematics course, as set forth in recommendations approved by the Illinois Council of Community College Presidents on June 1, 2018, and the scores set forth in those recommendations.

In its discretion, a community college may accept a lower score on individual placement measures or accept lower scores in combination with other placement measures than those set forth in the recommendations.

(c) If a student qualifies for placement in an introductory college-level English language or mathematics course using a single measure under subsection (a) or (b), no additional measures need to be considered for placement of the student in the introductory college-level English language or mathematics course.

(Source: P.A. 101-654, eff. 3-8-21.)

(110 ILCS 175/100-20)

Sec. 100-20. Recommendations of Illinois Council of Community College Presidents recommendation revisions; math pathways.

(a) If the Illinois Council of Community College Presidents approves any revised recommendations for determining the placement of students in introductory college-level English language or mathematics courses in response to changes in scoring systems, the introduction and use of additional measures, or evidence that demonstrates the inaccuracy in the use of scores in previous recommendations, then, within one year after the date of the adoption of those revised recommendations, references in this Act to recommendations

approved by the Illinois Council of Community College Presidents on June 1, 2018 shall mean the revised recommendations. The General Assembly may request that the Illinois Council of Community College Presidents provide to the General Assembly the rationale and supporting evidence for any revision to the Council's recommendations.

(b) Beginning no later than December 1, 2021, the Illinois Board of Higher Education shall convene stakeholders to consider a multiple measures framework for placement into college-level coursework for Illinois public universities with considerations for math pathways and major requirements.

(Source: P.A. 101-654, eff. 3-8-21.)

(110 ILCS 175/100-25)

Sec. 100-25. Placement policy; report.

(a) Each institution of higher education shall publicly post its placement policy in a manner that is easily accessible to both students and prospective students.

(b) On or before July 1, 2023, the Illinois Community College Board shall issue a report, which shall be made available to the public on its Internet website, concerning each community college's developmental education and college-level coursework placement policy and the policy's outcomes. The data disclosed in the report must be consistent with the Illinois Community College Board's requirements for data collection and should be disaggregated by developmental education course model, as defined by the Illinois Community College Board, and by gender, race and ethnicity, and federal Pell Grant status.

(Source: P.A. 101-654, eff. 3-8-21.)

(110 ILCS 175/100-30)

Sec. 100-30. Institutional plans; report.

(a) On or before May 1, 2022, each university shall submit to the Board of Higher Education and each community college shall submit to the Illinois Community College Board its institutional plan for scaling evidence-based developmental education reforms to maximize the probability that a student will be placed in and successfully complete introductory college-level English language or mathematics coursework within 2 semesters at the institution. At a minimum, a plan submitted by an institution shall include all of the following:

- (1) A description of the current developmental education models offered by the institution. If the institution does not currently offer developmental education coursework, it must provide details regarding its decision not to offer developmental education coursework and the pathways that are available to students deemed to be insufficiently prepared for introductory college-level English language or mathematics coursework.
- (2) A description of the developmental education models that will be implemented and scaled and the basis of the evidence and associated data that the institution considered in making the decision to scale each model.
- (3) 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.
- (4) Detailed plans for scaling reforms and improving outcomes for all students placed in traditional developmental education models or models with comparable introductory college-level course completion rates. The plan shall provide details about the expected improvements in educational outcomes for Black students as result of the proposed reforms.

(b) On or before January 1, 2023 and every 2 years thereafter, the Board of Higher Education and Illinois Community College Board shall collect data and report to the General Assembly and the public the status of developmental education reforms at institutions. The report must include data on the progress of the developmental education reforms, 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. The data should be disaggregated by gender, race and ethnicity, federal Pell Grant status, and other variables of interest to the Board of Higher Education and the Illinois Community College Board.

(c) On or before January 1, 2024 and every 2 years thereafter, the Board of Higher Education and Illinois Community College Board, in consultation with institutions of higher education and other stakeholders, shall consider additional data reporting requirements to facilitate the rigorous and continuous evaluation of each institution's implementation plan and its impact on improving outcomes for students in developmental education, particularly for Black students.

(Source: P.A. 101-654, eff. 3-8-21.)

(110 ILCS 175/100-90)

Sec. 100-90. Family Educational Rights and Privacy Act of 1974. Nothing in this Act supersedes the federal Family Educational Rights and Privacy Act of 1974 or rules adopted pursuant to the federal Family Educational Rights and Privacy Act of 1974.

(Source: P. A. 101-654, eff. 3-8-21.)