

SCALING ALTERNATIVES TO TRADITIONAL DEVELOPMENTAL EDUCATION AND USING MULTIPLE MEASURES FOR PLACEMENT TO INCREASE ACCESS TO COLLEGE-LEVEL COURSEWORK AT PUBLIC UNIVERSITIES

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



June 22, 2022
Illinois Board of Higher Education

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Executive Summary.....	4
I. Introduction.....	6
II. Process, Definitions, and Data Collection.....	7
III. Current Developmental Education Models	8
Table 1. Placement and Developmental Education Status: English.....	9
Table 2. Placement and Developmental Education Status: Mathematics.....	10
IV. Baseline Data and Benchmarks for Progress	10
V. Plans for Scaling.....	11
Table 3. Summary of Scaling Reforms and Expected Outcomes: English.....	12
Table 4. Summary of Scaling Reforms and Expected Outcomes: Mathematics.....	16
VI. Use of Multiple Measures for Placement	23
VII. Conclusions and Recommendations for Further Action.....	25
Appendix A. Work Group Membership.....	28
Appendix B. Charge and Guiding Principles.....	29
Appendix C. Developmental Education Reform Act.....	30
Appendix D. Developmental Education Status Survey Templates	33
Appendix E. Developmental Education Models (Public University Responses): English	34
Appendix F. Developmental Education Models (Public University Responses): Math	45
Appendix G. Scaling Report Templates.....	56
Appendix H. Public University Responses on Scaling Reforms: English.....	58
Appendix I. Public University Responses on Scaling Reforms: Math.....	81
Appendix J. Resources Provided to the Work Group.....	101

Responding to the Developmental Education Reform Act ([110 ILCS 175/100](#) effective March 8, 2021), this report documents the current status of placement practices into college-level coursework in English (writing, composition, rhetoric) and mathematics, as well as the status of co-requisite coursework and other scaffolded supports versus traditional developmental education. It also provides recommendations for a placement framework and plans for future scaling of reforms.

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.

The IBHE informed campus and system academic leaders of the requirements of the Developmental Education Reform Act (DERA) and the timeline for each campus to respond. This occurred over the course of several meetings beginning with a May 2021 set of presentations by public universities implementing co-requisite models at scale. In October 2021, public university trustees were provided information about developmental education reform at their annual leadership conference hosted by the IBHE. Institutions were also invited to join a workshop series on scaling developmental education reform hosted by the Illinois Community College Board and the Partnership for College Completion.

The IBHE constituted a work group with membership from the twelve public universities, including content specialists in English and mathematics, central administrators, IBHE staff and an external consultant. The group was charged to “provide recommendations regarding a multiple-measures framework for placement into college-level coursework at public universities.” These recommendations will, in turn, support broader developmental education reforms to close equity gaps in Illinois higher education. The IBHE also provided seven principles to guide the work:

- Initial placement has a profound impact on college students, their postsecondary experience and degree completion.
- A single placement test is unlikely to provide the full picture of what a student knows and can do; students of color, low-income, and other underrepresented groups are disproportionately impacted. Other sources of evidence, such as high school records, course-taking patterns, and GPA, can provide information pertinent to appropriate placement.
- Students should be afforded opportunities to practice, relearn skills, and retest. Strategies for self-directed practice/tutoring should be available.
- Students should be placed, whenever possible, directly in credit-bearing courses applicable to graduation. Co-requisite and other “just-in-time” academic supports should be made available to support their success.
- When students need additional time to build knowledge and skills, targeted strategies such as bridge programs and developmental courses should be monitored and adapted to ensure timely advancement to credit-bearing coursework and success in sequent courses.

- Opportunities to major in certain fields should not be immediately foreclosed based on initial placement. Students should be fully informed about requirements, prerequisites, and implications for time to degree.
- Compiling disaggregated data on student success in various modes of developmental education or direct placement into courses applicable to graduation requirements should be part of ongoing institutional research.

The work group met virtually in Spring 2022 as a whole and in subgroups for English and mathematics with input from IBHE's Academic Leadership group and campus-based personnel.

Among the notable findings are:

- At public universities, 92% of new freshmen were enrolled directly in credit-bearing English and math courses that count toward graduation in fall of 2019-20 at Illinois public universities. It is anticipated this percentage will increase as more universities adopt new approaches to direct placement in credit-bearing courses.
- Universities continue to adopt both new strategies for placement and curricular supports that allow students to be placed directly into credit-bearing courses that apply to graduation requirements.
- Eight out of twelve institutions do not or will not have traditional developmental English (writing/rhetoric/composition/English Language Arts) as of Fall 2023: Chicago State (CSU), Governors State (GSU), Illinois State (ISU), Northern Illinois University (NIU), Southern Illinois University Carbondale (SIUC), University of Illinois Urbana-Champaign (UIUC) and Western Illinois (WIU). Southern Illinois Edwardsville (SIUE) will replace traditional developmental English with a co-requisite model in 2022-23. Looking forward, there is strong support for implementation of co-requisite or studio models to allow placement directly into credit-bearing English courses.
- Eight out of twelve institutions do not or will not have traditional developmental math as of Fall 2023: Chicago State University (CSU), Governors State University (GSU), Northern Illinois University (NIU), Southern Illinois Carbondale (SIUC), University of Illinois Urbana-Champaign (UIUC) and Western Illinois (WIU) do not currently have traditional developmental math. Southern Illinois Edwardsville (SIUE) will phase out traditional developmental math in favor of co-requisite supports in 2022-23. The University of Illinois Springfield (UIS) will phase out all traditional developmental math in Fall 2023.
- Mathematics placement is complex because of the varying requirements of majors and the range of initial credit-bearing courses that support those majors. Various strategies for math placement exist: for example, initial placement based on ACT/SAT subscore when submitted, placement in a credit-bearing course based on choice of major, initial placement in a lower-level course while awaiting data that would allow placement in a higher-level course, and/or successful completion of a high school transitional math course. Examination continues to be used to support student placement in the highest-level appropriate course.
- Universities have made and will continue to make significant internal reallocations of resources to fund multiple measures and curricular supports to credit-bearing courses.
- All public universities post their placement policies on their websites. The sites can be directly accessed through search functions.

Several overall themes emerge in public university responses to approaches for scaling reforms:

- Traditional developmental education is increasingly replaced by direct placement in credit-bearing courses with co-requisite supports.
- Institutions report consistently that they are highly aware of equity/opportunity gaps between majority and underrepresented groups. They often cite cultural bias in standardized tests that tends to over place underrepresented students in developmental education and are taking steps to implement corrective strategies through multiple measures. Many have summer bridge programs in place or planned as well as holistic support programs for at-risk students during the fall and spring semesters.
- While five institutions employ multiple measures for placement in math, placement examinations remain a key component for placement beyond a low-level math course. Because of different institutional missions, entering student profiles, and the various mathematics courses required by individual majors, national placement exams (i.e., ALEKS and ACCUPLACER) or institutional exams are a component of placement strategies in math. Both ALEKS and ACCUPLACER exams provide practice tests and self-tutoring support that allow students to review topics before retaking the exam in order to improve their scores and placement.

I. INTRODUCTION

This report represents the Illinois Board of Higher Education's (IBHE) response to the Developmental Education Reform Act ([110 ILCS 175/100](#), effective March 8, 2021) which requires each public university to submit its "plan for scaling evidence-based developmental education reforms to maximize the probability that a student will be placed in and successfully compete introductory college-level English language or mathematics coursework within two semesters." Specifically, each institution is to provide a description of current developmental education offerings, a description of developmental education models that will be implemented and scaled, baseline data and benchmarks for progress, as well as detailed plans for scaling reforms. DERA also requires the IBHE to collect data and report on the status of developmental education reforms at institutions on a biennial basis beginning in January 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.

The IBHE informed campus and system academic leaders of the requirements of the Developmental Education Reform Act (DERA) and the timeline for each campus to respond. This occurred over the course of several meetings beginning with a May 2021 set of presentations by public universities implementing co-requisite models at scale. In October 2021, public university trustees were provided information about developmental education reform at their annual leadership conference hosted by the IBHE. Institutions were also invited to join a workshop series on scaling developmental education reform hosted by the Illinois Community College Board and the Partnership for College Completion.

The IBHE constituted a work group with membership from the twelve public universities, including content specialists in English and Mathematics, central administrators, IBHE staff and an external consultant. The group

was charged to “provide recommendations regarding a multiple-measures framework for placement into college-level coursework at public universities.” These recommendations will, in turn, support broader developmental education reforms to close equity gaps in Illinois higher education. The IBHE also provided seven principles to guide the work:

- Initial placement has a profound impact on college students, their postsecondary experience and degree completion;
- A single placement test is unlikely to provide the full picture of what a student knows and can do; students of color, low-income, and other underrepresented groups are disproportionately impacted. Other sources of evidence, such as high school records, course-taking patterns, and GPA, can provide information pertinent to appropriate placement;
- Students should be afforded opportunities to practice, relearn skills, and retest. Strategies for self-directed practice/tutoring should be available;
- Students should be placed, whenever possible, directly in credit-bearing courses applicable to graduation. Co-requisite and other “just-in-time” academic supports should be made available to support their success;
- When students need additional time to build knowledge and skills, targeted strategies such as bridge programs and developmental courses should be monitored and adapted to ensure timely advancement to credit-bearing coursework and success in sequent courses;
- Opportunities to major in certain fields should not be immediately foreclosed based on initial placement. Students should be fully informed about requirements, prerequisites and implications for time to degree; and
- Compiling disaggregated data on student success in various modes of developmental education or direct placement into courses applicable to graduation requirements should be part of ongoing institutional research.

The work group met frequently in late spring 2022 as a whole and in sub-teams for English and math. The group concluded its discussions in May 2022. Its recommendations for placement frameworks are included in Section VI.

Related to but independent of the multiple measures work group, each campus reported on its current policies for placement and where they can be located on their respective websites; their developmental education models, both traditional and credit-bearing with additional supports; and near-term plans for the use of multiple measures and changes to developmental education strategies. These are outlined in Section III.

As Academic Year (AY) 2018-19 was chosen as a baseline for data, it was possible to use data gathered in response to Senate Joint Resolution (SJR) 41 to draw some initial conclusions on the status of developmental education as summarized in Section IV.

Institutions also submitted detailed plans for scaling reforms to traditional developmental education and any related placement strategies. These are summarized in Section V. Verbatim responses are in Appendices H and I.

II. PROCESS, DEFINITIONS, AND DATA COLLECTION

The multiple measures work group met virtually in spring 2022 and consisted of members from the twelve public universities, including content specialists in English and Mathematics, central administrators, IBHE staff and an external consultant. An initial meeting provided the group with its charge, guiding principles, the requirements of the Developmental Education Reform Act, the Illinois Community College Board's (ICCB) recommendations for multiple measures framework, and background resources.

Each campus completed a survey on the current status of placement policies; developmental education, including pilot programs; and planned changes to placement and delivery of developmental education. If no

developmental courses are required, institutions reported on strategies to allow insufficiently prepared students to enroll in introductory college-level courses in English and math. A summary follows in Section III. The survey instrument is included as Appendix D. An inventory of complete responses is included in Appendices E and F.

“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.

“Multiple measure” placement strategies use more than one factor to determine the course best suited to the student’s level and chosen major. Multiple measure strategies may be based on a single criteria that indicates student’s best performance from a list of possible options or may include a combination of criteria from a list.

The group discussed at length which year to use as its baseline for data collection. Because of the disruptions brought about by the pandemic, it was decided that 2018-19 would provide the best baseline data. This, in turn, allowed data collected for Senate Joint Resolution (SJR) 41 to be used as a starting point for analysis as detailed in Section IV. In ongoing reporting beginning in 2023, the IBHE will provide the full data set, including data from the 2018-19 academic year to include: (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, all disaggregated by gender, race and ethnicity, federal Pell Grant status, and other variables of interest.

III. CURRENT DEVELOPMENTAL EDUCATION MODELS

Each campus responded to the survey included as Appendix D for both English and math. The survey requested information on:

- Website where current placement policies are posted;
- Current placement policy;
- Current developmental education models, including pilot programs (if no traditional developmental education is offered, rationale for decision);
- Pathways for insufficiently prepared students to enroll in credit-bearing English and math courses if developmental education is not offered;
- Planning for future multiple measure assessment; and
- Planning for changes to developmental education.

Eight out of twelve institutions do not or will not have traditional developmental English (writing/rhetoric/composition/English Language Arts) as of Fall 2023: Chicago State (CSU), Governors State (GSU), Illinois State (ISU), Northern Illinois University (NIU), Southern Illinois University Carbondale (SIUC), University of Illinois Urbana-Champaign (UIUC) and Western Illinois (WIU). Southern Illinois Edwardsville (SIUE) will replace traditional developmental English with a co-requisite model in 2022-23. Looking forward, there is strong support for implementation of co-requisite or studio models to allow placement directly into credit-bearing courses.

Eight out of twelve institutions do not or will not have traditional developmental math as of Fall 2023: Chicago State University (CSU), Governors State University (GSU), Northern Illinois University (NIU), Southern Illinois Carbondale (SIUC), University of Illinois Urbana-Champaign (UIUC) and Western Illinois (WIU) do not currently have traditional developmental math. Southern Illinois Edwardsville (SIUE) will phase out traditional

developmental math in favor of co-requisite supports in 2022-23. The University of Illinois Springfield (UIS) will phase out all traditional developmental math in Fall 2023.

Eight institutions currently employ multiple measures for placement in English: Eastern Illinois University (EIU), GSU, NIU, SIUE, UIC, UIS, UIUC, and WIU. Two institutions use guided self-placement: ISU and SIUC.

Five institutions currently employ multiple measures for placement in math: CSU, EIU, Northeastern Illinois University (NEIU), UIS and WIU.

All institutions grant credit based on Advanced Placement and International Baccalaureate scores as determined by each university. This credit, as well as appropriate college-level coursework transferred in, permit placement in higher-level courses.

As rationale for replacing traditional developmental education with credit-bearing courses with supports, institutions often cited that research suggested traditional developmental education was not needed and that supports around gateway courses were sufficient. One institution provided a global philosophy for its general education program that attempts to remove “systemic barriers to student success,” founded on Maimon’s (2018) *Leading academic change: Vision, strategy, transformation*.

Tables 1 and 2 summarize placement strategies and developmental education status by campus.

Table 1. Placement and Developmental Education Status: English

	Traditional Dev. Ed.	Multiple Measures in Use	Self-Placement in Use	ACCUPLACER	Campus Test
CSU				Y	
EIU	Y	Y			Y
GSU		Y			
ISU			Y		
NEIU	Y ¹			Y ²	
NIU		Y			Y ³
SIUC			Y		
SIUE	Y ⁴	Y			
UIC	Y	Y			Y
UIS	Y	Y		Y	
UIUC		Y			
WIU		Y			

For those institutions that have traditional developmental education in English, all but one use multiple measures with the most common strategy being a first pass using an ACT/SAT subscore, when submitted by the student, then a placement test or portfolio as needed.

Work group members specializing in English support implementation of co-requisite or studio models to allow placement directly into credit-bearing courses that count toward graduation requirements.

¹ Changes planned. Pilot in place for STEM majors

² During the pandemic NEIU used overall high school GPA to allow students to enroll directly in college level coursework. Additionally, an internal writing assessment replaced ACCUPLACER.

³ Optional.

⁴ Phasing out in 22-23 in favor of co-requisite model

Table 2. Placement and Developmental Education Status: Mathematics

	Traditional Dev. Ed.	Multiple Measures In Use	ALEKS All ⁵	ALEKS by Major	ACCUPLACER ⁶	Campus Test	Place by Major ⁷
CSU		Y			Y		
EIU	Y	Y			Y		
GSU				Y			Y
ISU	Y		Y				
NEIU	Y	Y			Y		
NIU				Y			Y
SIUC						Y	
SIUE	Y ⁸			Y			Y
UIC	Y		Y				
UIS	Y ⁹	Y			Y		Y
UIUC			Y				
WIU		Y		Y ¹⁰			Y

For those universities that have traditional developmental education, three use a multiple measure approach, often screening by subscore and then referring to an exam as needed.

In response to the question asking for curriculum changes in the planning stages, five universities (GSU, NEIU, SIUE, UIC, and UIS) reported changes in the planning stages for math. Five universities (EIU, NEIU, SIUE, UIC, and UIS) reported changes in the planning stages for curriculum in English.

In response to the question asking for changes to multiple measures strategies in the planning stages, UIS indicated review of multiple measures in Math and NEIU, SIUE, and UIS indicated review of multiple measures in English. Noted frequently was that test-optional admission required review of the use of subscores.

Full public university responses are included as Appendix E and F.

IV. BASELINE DATA AND BENCHMARKS FOR PROGRESS

Because the 2018-2019 academic year was chosen as a baseline for reporting, an initial data set was collected using the format adopted for Senate Joint Resolution 41. This allows for analysis of baseline data on percentage of students in traditional developmental education in English and math, percentage in alternative models, percentage completion rates in traditional developmental education versus alternative models, and successful course completion rates in the related gateway courses in English and math.

Excluding the University of Illinois at Urbana Champaign which placed all students directly into credit-bearing math courses, 10% of students at the other public universities were placed in traditional developmental education in math with 70% completing the course or courses in academic year 2018-19. Of those, 30% completed the related gateway course with a 74% success rate. (As some institutions were phasing out developmental education, gateway course data do not include all institutions.) Four percent of students were

⁵ **ALEKS** (Assessment and Learning in Knowledge Spaces) is an artificially intelligent learning and assessment system that has been in use for over 20 years. Based on students' responses, it branches to accurately and efficiently diagnose areas of strength and weakness. ALEKS also provides self-tutoring support for students who may then retake the examination.

⁶ ACCUPLACER also customizes test question difficulty for each student, allowing differentiation among test takers across a wide range of skill levels with fewer items and in less time than traditional tests. It offers official practice questions and a free study app that gives instant feedback and answer explanations.

⁷ An initial placement in a math course is made based on student's choice of major with placement in a higher-level course pending additional information.

⁸ Phasing out in 22-23 in favor of co-requisite model.

⁹ A fast-track option exists to allow direct entry to gateway math courses and a redesign is in progress to place all students in credit-bearing courses in 2023.

¹⁰ ALEKS optional.

in co-requisite, stretch models or other support structures in math. Of those, 77% completed the non-traditional model.

In Academic Year 2018-19, five universities did not offer traditional developmental education in English Composition. Four offered traditional developmental education while three offered co-requisite or stretch programs. For those universities with traditional developmental education, 22% of students were enrolled in those classes with 77% completing the curriculum in their first year. Of those students, 96% enrolled in the related gateway course in their first year with 84% completing the gateway course with a C or better. Given the relatively few universities offering alternative models and their different student profiles, available data on students enrolled in co-requisite or stretch programs indicate considerable variation by campus, rendering general conclusions unreliable.

In ongoing reporting beginning in 2023, the IBHE will provide the full data set, including baseline data from the 2018-19 academic year to include: (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, all disaggregated by gender, race and ethnicity, federal Pell Grant status, and other variables of interest.

Benchmarks

As more universities move to replace traditional developmental education models with direct enrollment in gateway courses with additional supports, improvements should be obtained in:

- First-year to second-year retention and progression rates (those achieving sophomore status at the end of the completion of the first year);
- Reducing credit-hour accumulation in courses that do not count toward graduation (traditional developmental education);
- Reducing the percentage of students placed in traditional developmental education if offered; and
- Improved four- and six-year graduation rates.

It will also be the case that co-requisite supports that are credit-bearing will have fewer credit hours than the traditional developmental education courses they replace, reducing overall credit accumulation and cost to students.

V. PLANS FOR SCALING

Several overall themes emerge in university responses to approaches for scaling reforms:

- Traditional developmental education is increasingly replaced by direct placement in credit-bearing courses with co-requisite supports. Universities report that such supports to credit-bearing courses have been implemented to a significant degree or are in the process of implementation. Seven universities do not offer traditional developmental education in English with one moving to a co-requisite model in 2022-23. Three universities employ a self-placement model in English. Six institutions do not offer traditional developmental education in math with two additional campuses moving to a co-requisite model by fall 2023. The IBHE now collects data on enrollment in traditional developmental education. It is expected that enrollment will continue to decrease as reforms are implemented.
- Institutions report consistently that, through data collection and analysis, they are highly aware of equity/opportunity gaps between white students and underrepresented groups. They often cite cultural bias in standardized tests that tends to overplace underrepresented students in developmental education and are taking steps to implement corrective strategies through multiple measures and curricular reforms. Many have summer bridge programs in place or planned as well as holistic support programs for at-risk students during the fall and spring semesters.

- While five institutions employ multiple measures for placement in math, placement examinations remain a key component for placement beyond a low-level math course. Because of different institutional missions, entering student profiles, and the various mathematics courses required by individual majors, national placement exams (e.g., ALEKS and ACCUPLACER) or institutional exams are a component of placement strategies in math. [ALEKS](#) (Assessment and Learning in Knowledge Spaces) is an artificially intelligent learning and assessment system that has been in use for over 20 years. Based on students' responses, it branches to accurately and efficiently diagnose areas of strength and weakness. ALEKS also provides self-tutoring support for students who may then retake the examination. ACCUPLACER also customizes test question difficulty for each student, allowing differentiation among test takers across a wide range of skill levels with fewer items and in less time than traditional tests. It offers official practice questions and a free study app that gives instant feedback and answer explanations.

Institutions reported their detailed plans for scaling reforms by completing the survey included as Appendix I. While the brief summaries in Tables 3 and 4 seek to capture key points, they cannot represent the breadth and depth of institutional responses appearing in Appendices H and I.

Table 3. Summary of Scaling Reforms and Expected Outcomes: English

CHICAGO STATE UNIVERSITY	
Developmental Education Reform	<p>CSU offers no traditional developmental education in English. A co-requisite approach is used to ensure student success in college-level writing. Writers' Workshop I and II serve as co-requisites for students who do not place directly into ENG 1270 and 1280 and require a total of six contact hours weekly.</p> <p>Additional supports include library bibliographic instruction sessions, and recommended or, in some cases, required tutoring sessions. Students have access to peer tutors or graduate-level Learning Assistants. Instructors use open access materials to help with textbook affordability.</p>
EASTERN ILLINOIS UNIVERSITY	
Developmental Education Reform	<p>Based on retention data from the 2018 cohort for students enrolled in EIUs traditional developmental course, EIU is finalizing a revised version of English 1000: Fundamentals of College Composition that will be offered starting in Spring 2023. Called "English 1000: College Composition Studio," the revised course bears this description and includes a one-credit studio component: "A course in college-level writing and critical reading skills. Practice and instruction in the development of an individualized process of reading, prewriting, drafting, revising, editing, and proofreading."</p> <p>EIU's writing center may play a larger, more defined role in working with English 1000 students, particularly in the studio component.</p>
Expected Outcomes of Reforms	EIU expects to see improved retention rates, enhanced graduation rates, and reduced time to degree for students of color.
GOVERNORS STATE UNIVERSITY	
Developmental Education Reform	GSU's general education system is founded on a number of high-impact practices in education as outlined in Maimon's (2018) <i>Leading academic change: Vision, strategy, transformation</i> . This vision for education includes the goal of removing systemic barriers to student success through transforming the university system (p. 73).

All students are immediately enrolled in a credit-bearing first-semester writing course and a co-requisite writing workshop. The co-requisite was piloted in fall 2021. An analysis of cost of staffing the co-requisite by full time faculty versus graduate students is in progress. Analysis of successful course completion is in progress as is a study of success rates of those who placed out of the workshop compared to that of those enrolled in the workshop.

GSU provides writing supports in the use of Writing Fellows and Writing Center Tutors that are available on demand, and by referral of the faculty member. Also, in summer 2022 GSU will offer its first true six-week summer bridge program to first-year, first-time, non-honors students, in which it will offer a writing intensive humanities course whereby writing fellows and writing tutors will be used to support the students in their preparation for their first gateway writing course in the fall 2022 term.

Expected Outcomes of Reforms

GSU first enrolled first-year students in 2014. A Summer Smart Start program was initiated at that time. By closely tracking the data on student success and other variables that contributed to their success, GSU moved from the two-week Summer Smart Start and piloted the co-requisite one-credit hour workshop alongside the required writing course in fall of 2021. GSU expects that our students' success rate will grow as it perfects the kind of supports provided through the one-credit hour co-requisite Writing Workshop course. It stands to reason that as students are successful in their required writing course, that retention and persistence to graduation will rise.

ILLINOIS STATE UNIVERSITY

Developmental Education Reform

ISU does not have a developmental English course. However, it has special sections of the basic writing course (ENG 101A10) for students who self-select as needing additional writing assistance. The course has additional graduate assistants assigned to it, and the enrollment cap is lower than a traditional course. Additional tutoring is also available for all ENG 101 students. The data on DFW rates in ENG101A10 supports that this approach supports student success and retention.

ISU is currently discussing General Education requirements. It is anticipated that an additional writing course will be added to the requirements whether that is a stand-alone course or embedded within the major.

NORTHEASTERN ILLINOIS UNIVERSITY

Developmental Education Reform

NEIU combined two pre-composition courses (ELP 095 and 096) into a single course. ELP 098 was designed and implemented as a co-requisite support to ENGL 101. In FY21 and 22, NEIU used a modified version of directed self-placement, which is aligned with guidelines laid out by professional organizations such as the Writing Programs Administrators (WPA) and the National Council of Teachers of English (NCTE).

For fall 2022, NEIU returned to Accuplacer. However, all incoming students with a high school GPA of <3.25 who take the Accuplacer and place into any developmental writing course must also take a short survey that includes modified directed self-placement questions and a writing prompt, which will be evaluated manually to ensure that the standardized placement tool is not over-placing students into developmental writing courses, as an approach to anti-racist assessment.

Expected Outcomes of Reforms

NEIU expects that these changes will benefit all students, but they will specifically reduce the achievement gap among racial groups.

NORTHERN ILLINOIS UNIVERSITY

Developmental Education Reform

NIU ended its stretch model (ENG 102 and ENG 103P) in 2021. ENG 103P is a credit-bearing course that prepares students for the second required composition course, ENG 203. English 103P includes extra supports: small class size (15), highly experienced full-time writing faculty, weekly co-requisite tutoring in the Writers' Workshop, and close communication between writing faculty and CHANCE counselors.

NIU's placement model also changed significantly in fall 2021. In addition to all CHANCE participants, all entering first-year students with high school GPAs below 3.0 are placed into 103P (rather than 103).

Because most NIU first-year students are non-white, the institution is cognizant of the fact that the academic progress of BIPOC students in higher education is both fragile and significantly influenced by motivational conditions: how students perceive their academic environments and the respect they receive from those around them affects their confidence to persist in a rural setting.

Cultural competency training has been implemented for all writing faculty. Diverse readings, course policies that encourage persistence, welcoming syllabi and the promotion of academic support services and cultural resource centers are in place.

Expected Outcomes of Reforms

Data for new course and placement models are currently under analysis.

SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

Developmental Education Reform

SIUC offers no traditional developmental education in English.

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Developmental Education Reform

SIUE is engaged in a comprehensive holistic reform program to increase persistence and graduation rates and reduce achievement gaps.

All incoming freshmen students for fall 2022, who would have previously been placed in traditional developmental education courses in composition (AD 090 and AD 082), will now be placed in an enhanced section of ENG 101, with two additional contact hours of co-requisite instruction.

SIUE will no longer rely solely on ACCUPLACER or any other standardized testing scores to determine students' placement in ENG. Instead, it will work on using high school GPA (cumulative and in critical courses), directed self-placement assessment completed by the students with consideration of test scores as part of a holistic picture to determine placement in ENG 101 E as well as paired-section of reading with credit-bearing general education courses.

Expected Outcomes of Reforms

Replacing traditional developmental education with a co-requisite model with enhanced supports in ENG 101 will lead to successful outcomes.

SIUE employs a holistic model to improve success of underrepresented groups. Examples include: the [Student Opportunities for Academic Results \(SOAR\)](#) program. SOAR serves many underrepresented student populations and is free to all students. Within SOAR, there are specific programs to support African American students, including a near-peer mentoring program and first year course to bolster student success: [FAME \(Females of African descent Modeling Excellence\)](#) and [GAME \(Goal-oriented African American Males Excel\)](#). The FAME and GAME programs to all incoming Black students for 2022 freshmen class at SIUE to help them succeed academically, professionally, and personally.

**Developmental
Education Reform**

For students who require developmental education based on UIC's online, essay-based placement test, the university currently offers ENGL 071, Intro to Academic Writing, as a pre-requisite to its gateway English course, ENGL 160. (ENG 070 is intended for English Language Learners and also leads to ENGL 160. There are no plans to replace ENG 070 due to the specific needs of ELL students.

The UIC English Dept. plans to leverage its existing programs to put more students on track to finish their first-year, two-course writing requirement within two semesters, as well as converting 000-level developmental courses to credit-bearing courses:

- Expand/Modify the one-credit co-requisite Workshops (ENGL 159) currently in place for the higher scoring subset of students who would otherwise place into ENGL 071)
- Expand recruitment for the tuition-free Summer Enrichment Writing Workshop that allows students the chance to advance on to ENGL 160 by completion of a six-week summer workshop.
- Guide more students to petition for ENGL 160 credit upon completion of ENGL 070 and 071. Students who submit a high-quality portfolio of work can be granted credit for the gateway course upon faculty recommendation

The English department is studying the possibility of converting 000- courses to 100-level courses. Research suggests that such a change, while not lowering time to complete the writing requirement, fosters a higher level of engagement with the subject.

**Expected Outcomes
of Reforms**

UIC maintains robust data over time on placement rates disaggregated by race/ethnicity as well as credit hour accumulation, retention and graduation rates for SEWW students.

In 2020, ENGL 159 became letter-graded as opposed to satisfactory/unsatisfactory, potentially increasing student engagement.

Planning is in development to measure the effect of proposed changes on student success.

Supported by a grant from the College of Liberal Arts, the English Department instituted in 2021-22 the Antiracist Pedagogy Working Group. Practices developed can be especially effective in ENGL 071.

**Developmental
Education Reform**

UIS currently uses a traditional developmental education curriculum in English (ENG 091). The *UIS Summer Bridge Program* offers the developmental course ENG 091 and the gateway course ENG 101 as part of an intensive two-week in-person and four-week online course. Students are able to earn credit for ENG 091 (that allows for financial aid eligibility but does not count toward the 120 credit hour degree requirement) or ENG 101 based on their participation in this program.

UIS is looking at corequisite and/or studio models to replace ENG 091, although this is in the early planning stages. UIS hopes to have changes to the writing program curriculum by catalog year 2024.

**Expected Outcomes
of Reforms**

Data indicate that the current model leads to achievement gaps for underrepresented groups.

The planned co-requisite model will place all students directly into the gateway course, mitigating that achievement gap, while providing the educational supports for students who need them, including workshops, one-on-one tutoring, and supplemental instruction.

UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN

Developmental Education Reform

University of Illinois Urbana-Champaign offers no traditional developmental education in English.

First-year writing courses are designed to maximize student success, from teacher training to curriculum design and assessment. The institution has additional student support programs beyond the Rhetoric program.

WESTERN ILLINOIS UNIVERSITY

Developmental Education Reform

WIU offers no developmental English courses. Gateway English courses are supported by several strategies, including referrals to the Retention Initiatives and Student Development offices, an embedded writing support pilot in two writing sections, increased attention to student engagement through scheduling of more fully in-person sections, and extended Writing Center hours (seven days a week, four-12 hours/day) and modalities (asynchronous, synchronous, and in person, Macomb and Quad Cities) to support students whose schedules require flexibility for access.

Expected Outcomes of Reforms

Institution-wide, WIU is a member of the Second Cohort of the Learner Success Lab (LSL), a program developed and run by the American Council on Education (ACE). The focus of the cohort of nine schools to increase retention of learners from historically underrepresented groups. This is an 18-month program; its start was January 2022.

Western has developed a Retention Initiatives Office to focus on an annual 1% increase in our retention of students over the next five years.

Western has developed a comprehensive retention plan. This plan includes such initiatives as: addressing barrier courses; developing a sense of belonging; developing comprehensive tutoring support; increasing collaborative and peer learning; rethinking general education; using data and peer institutions as a basis for this work; focusing on an increase in first-to-second-year retention rates for Black students.

Table 4. Summary of Scaling Reforms and Expected Outcomes: Mathematics

CHICAGO STATE UNIVERSITY

Developmental Education Reform

CSU offers no non-credit bearing developmental mathematics courses. A co-requisite model is used as well as a newly created course for students who do not need college algebra in their major. Both courses use interactive pedagogies such as Inquiry Based Learning. The new course engages students in discovery, promotes interaction, and it is designed to make students feel empowered by the mathematics they learn.

Depending on placement, students may take a two-credit co-requisite laboratory course together with College Algebra. The regular class and its lab class are back-to-back classes taught by the same instructors.

For students in majors not requiring College Algebra take Mathematics for Data Science I, intended to provide real-world applications of mathematics that students would find useful in their disciplines.

Learning Assistants and/or embedded tutors are in College Algebra. Students in Secondary Math Education Program serve as tutors for Math for Data Science.

EASTERN ILLINOIS UNIVERSITY

Developmental Education Reform

EIU currently uses multiple measures for math placement, which are explicitly outlined in the new math placement guidelines (effective September 2021 and revised for spring 2022) and is planning increased outreach to students concerning placement.

EIU provides data on its traditional developmental education courses. While retention is high and success in the sequent gateway course is approximately 75%, EIU acknowledges that its developmental program in math needs improvement.

Expected Outcomes of Reforms

EIU expects to see improved retention rates, enhanced graduation rates, and reduced time to degree for students of color.

GOVERNORS STATE UNIVERSITY

Developmental Education Reform

Student's choice of major indicates specific math course required. Most will take Elementary Statistics. Students that need extra support to be successful in the course will be enrolled in the companion course Math 2101: Elementary Statistics Laboratory.

All other gateway math courses excluding Calculus do not have prerequisites and students can be placed directly into them. GSU is reviewing the student success data to determine if a co-requisite course is needed to support student success in these other gateway courses. Their plan is to scale up the use of the co-requisite model for other required mathematics courses after reviewing three terms of data to analyze the use of the co-reg model with the Statistics course.

GSU is analyzing data on appropriate cut off scores required for student success.

Expected Outcomes of Reforms

GSU is committed to enrolling students immediately into a credit-bearing mathematics course with development supports that initially included a two-week pre-first semester Summer Smart Start for Mathematics. By closely tracking the data on student success and other variables that contributed to their success, GSU moved from the two-week Summer Smart Start and piloted the co-requisite one-credit hour course alongside the required Statistic course in spring of 2021. Based on the fall 2021 data, the success for students enrolled in Math 2100 (Statistics) rose to 80%, compared to a historical baseline of less than 50%. GSU expects that its success rate will only continue to grow as it perfects the kind of supports provided through the one-credit hour co-requisite Mathematics course. It stands to reason that as students are successful in their required mathematics course, that retention and persistence to graduation will rise.

ILLINOIS STATE UNIVERSITY

Developmental Education Reform

ISU uses an online assessment tool that ensures students are placed in the most appropriate math course. ISU understands that a single measure from a single event does not always fully capture achievement and ability. For that reason, the university takes additional steps to yield the most accurate score:

1. Students are able to take the assessment up to five times;
2. Students are encouraged to complete the online Prep and Learning Modules that are intuitively designed and designated to provide additional practice problems according to the students' weakest areas of math concepts;
3. All students are explicitly encouraged to take the assessment more than once;
4. Personal outreaches are made to specific students who earned scores very close to "testing up" to a higher Math course;
5. A co-requisite course is offered for one of the institution's highest-enrolled Gateway math courses.

The co-requisite has specifically been developed for students whose placement score may have placed them in a developmental course but supports their skill development while entering into the Gateway math course, immediately. As a result of these steps and more, only seven percent of ISU students take developmental math courses.

Expected Outcomes of Reforms

ISU provides regular and accessible academic supports for all students enrolled in our developmental math courses. Some of those supports include: a developmental math lab with designated study spaces, tutoring support, math supplies and textbook check-out, and drop-in homework assistance. MAT 113 (Mathematical Reasoning) has a supplemental instruction option in which tutors go to class two to three times a week and follow up with 1. 5-2 hours of group tutoring per week. Finally, some sections have undergraduate teaching assistants who provide daily in-class, real-time academic support. Supplemental instruction in this course is relatively new and the data are currently being analyzed to determine the effectiveness. If successful, supplemental instruction will be expanded in this course as well as other gateway courses.

ISU is in the process of hiring an additional developmental math instructor to reduce the number of adjunct faculty and increase the consistency of faculty using best practices in developmental math pedagogy.

NORTHEASTERN ILLINOIS UNIVERSITY

Developmental Education Reform

NEIU has already modified our math developmental program extensively. We have math developmental pathways for: (a) majors that only require a Quantitative Reasoning (QR) requirement to graduate; (b) Elementary and Middle level educators; (c) Business and STEM students; and (d) shortened pathway to Calculus I.

Math 111A/011A and Math 111B/011B is a stretch corequisite sequence that is equivalent to Math 112: Statistics in Daily Life. This course supplies a two-semester pathway for any student, regardless of placement level, to satisfy NEIU's QR requirement.

Math 148A/048A and Math 148B/048B is a stretch corequisite sequence equivalent to Math 149: Mathematics for Elementary Teachers I (a course that is also required of Middle level educators as well). This sequence supplies a two-semester pathway for any student, regardless of math placement, to complete the first math requirement of ELED (Elementary Education) and MLED (Middle Level Education).

Math 173C/092C is a college algebra corequisite course where students who place into intermediate algebra are allowed to enroll in the college algebra Math 173C course as long as they enroll in Math 092C: Intermediate Algebra at the same time. This has been piloted since Fall 2018 with increasing success.

NEIU is developing the massive logistics of scaling this offering with the hope that, within the next two to three years, the majority of students currently choosing traditional math development pathways (mainly STEM and Business majors) will choose to use this College Algebra corequisite option or the first semester of the shortened Calculus I.

A shortened pathway to Calculus I is currently under development.

Expected Outcomes of Reforms

From Fall 2018 to Spring 2021 NEIU has seen substantial improvements of students completing college level coursework. The pathway success percentages of the College Algebra corequisite is higher than the traditional pathway success percentage and is completed in only one semester instead of two semesters. The stretch statistics sequence Math 111A/011A and Math 111B/011B is more successful than the traditional sequence and takes only two semesters rather than the two, three, or four semesters that the traditional math developmental pathway takes (depending on initial placement). NEIU is in the process of disaggregating these results by race, however, it is expected that these successes in the aggregate are also successes for each of the racial groups of students at NEIU. Said another way, NEIU expects these math developmental pathways to substantially increase the access to and successful completion of math requirements for all majors to all groups of students including its Black student students.

NORTHERN ILLINOIS UNIVERSITY

Developmental Education Reform

Beginning in 2022, NIU will offer no developmental math courses. Before this reform, some of the incoming students would need two semesters to complete the two developmental courses and start the first college-level math course. Spending two semesters in Math developmental courses is not conducive to students persistent especially those who are pursuing STEM majors.

To support college-level math courses, NIU will:

- Implement supplemental instruction (SI) leaders and peer tutors;
- Increase faculty/instructor awareness of and participation in academic support services;
- Increase the use of undergraduate academic support services; and
- Support development of and participation in the Faculty Academy on Cultural Competence and Equity (FACCE); and
- Increase professional development opportunities on trauma-aware practices, culturally sustaining pedagogy, growth-minded pedagogy, and alternative assessment and grading practices.

Expected Outcomes of Reforms

With the new reform, all incoming students will be placed in a college-level course that would count toward a degree. With the supports in place, we expect students' success to improve and equity gaps to be reduced.

SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

Developmental Education Reform

SIUC offers no traditional developmental education in math.

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Developmental Education Reform

SIUE is engaged in a comprehensive holistic reform program to increase persistence and graduation rates and reduce achievement gaps.

SIUE is planning to completely transform the currently existing model of developmental education beginning in fall 2022. While not all policy changes can be complete and the initial phase must be conducted as a pilot, the university is committed to scaling reform. Students, whose scores would have previously placed them in the developmental course AD 070 will now be enrolled in designated sections of MATH 120 which will meet in a co-requisite section of two additional contact hours of supplemental instruction focused on customized math strategies to help students successfully move through the gateway MATH college-level material. These additional co-requisite sections will follow a cohort model taught by the same instructor who will lead the traditional sessions of the course—this model has demonstrated the best outcomes for students successfully passing college algebra.

With these changes in place, SIUE will effectively eliminate all non-credit bearing developmental courses and will replace them with co-requisite MATH courses, based upon individual student placement. All students, therefore, will meet the requirement to be placed in an introductory college-level, credit bearing Math course with their first year of college.

Expected Outcomes of Reforms

SIUE anticipates that eliminating traditional developmental education in math while incorporating the needed supplemental instruction supported directly into co-requisite sections of MATH 120 will lead to successful outcomes.

A plan is in place to review student success data in the revised model and to track effects on progress to degree.

SIUE employs a holistic model to improve success of underrepresented groups. Examples include: the [Student Opportunities for Academic Results \(SOAR\)](#) program. SOAR serves many underrepresented student populations and is free to all students. Within SOAR, there are specific programs to support African American students, including a near-peer mentoring program and first year course to bolster student success: [FAME \(Females of African descent Modeling Excellence\)](#) and [GAME \(Goal-oriented African American Males Excel\)](#). The FAME and GAME programs to all incoming Black students for 2022 freshmen class at SIUE to help them succeed academically, professionally, and personally.

UNIVERSITY OF ILLINOIS CHICAGO

Developmental Education Reform

UIC currently meets the requirements of the Developmental Education Reform Act by having a credit-bearing Math option for all incoming students.

Beginning fall 2016, UIC overhauled the developmental math sequence, removing Beginning Algebra, adding a College Algebra course, redesigning

Intermediate Algebra and Precalculus, and adding corequisite courses to the Quantitative Reasoning course, Intermediate Algebra, College Algebra, and most recently, a pilot for STEM Calculus I. Additionally, UIC implemented active learning in Math lectures and its Summer Enrichment Workshop (a tuition free workshop to help incoming students improve their Math placement). The department's initiatives for active learning included undergraduate learning assistants for most of first-year math courses.

Despite overall enrollments at UIC increasing about 27% from fall 2015 to fall 2021 enrollment in developmental math dropped 59% during the same time period due to these efforts (decreased 72% between 2015 – 2020).

UIC has seen great success in the [Summer Enrichment Math Workshops](#) (SEMW) for Intermediate Algebra and College Algebra helping students increase their math placement as a part of UIC's Summer College Program. On average, 86% of the Intermediate Algebra students completing the SEMW revise their placements into credit-bearing courses as they start their first semester at UIC, and 79% of the College Algebra students revise their placements into a higher course, like Precalculus. The SEMW students complete more credit hours (24.3 vs. 21.4 2019 cohort), have a higher first to second-year retention (84% vs. 73% 2019 cohort), and higher six-year graduation rates for the 2015 cohort (58% vs. 48%) compared to a comparison group.

Expected Outcomes of Reforms

UIC maintains a robust program to gather data on student outcomes. Comparing pass rates throughout the first-year math courses since 2014, the overall trend for all student demographics has been an increase in pass rates. While it is encouraging to see these improvements, the university is very aware of a measurable disparity among student demographic groups.

UIC plans to enhance outreach to high schools to help students prepare for their math placement exam and to encourage them to take advantage of UIC's free Summer Enrichment Math Workshops; increase the number of undergraduate learning assistants especially recruiting more Black and Latinx students; develop a Quantitative Reasoning to Statistics pathway; and investigate the option of creating a new credit-bearing course that encompasses the Intermediate Algebra material and additional material that would serve as an appropriate prerequisite for College Algebra and STAT 101.

UIC will continue to closely monitor student success in math courses by student population and continue to evolve its course offerings.

UNIVERSITY OF ILLINOIS SPRINGFIELD

Developmental Education Reform

UIS uses multiple measures to assess readiness/proficiency and to place students. In addition to using traditional measures (such as standardized test scores and placement tests), it is exploring and planning to use other measures such as high school GPA or successful completion of transition classes.

UIS is currently designing a corequisite model to place students in college-level math courses with concurrent supports, to be implemented in 2023.

The following strategies are to be implemented.

- Requiring regular participation and at the same time, exploring tools to incentivize participation and performance.
- Exploring collaboration opportunities with other departments and units (such as the Center for Academic Success), and external

consultants/organizations to design and implement comprehensive student support for learning.

- Recruiting diverse student tutors.
- Exploring ways to teach students to become self-regulated learners.

Expected Outcomes of Reforms

UIS Mathematical Sciences plans to:

- Increase the percentage of Black students to be placed into credit-bearing math courses;
- Increase the percentage of Black students to complete an introductory college-level course within his or her first two semesters;
- Increase the percentage of Black students to complete an introductory college-level course within his or her first two semesters with C or better.

UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN

Developmental Education Reform

UIUC offers no traditional developmental education in math. All UIUC gateway mathematics courses are designed, implemented, and aimed at student success. This includes, but is not limited to, curriculum design, modality, and assessment. UIUC has additional student support programs and initiatives, beyond courses, to support the success of students inside and outside the classroom.

WESTERN ILLINOIS UNIVERSITY

Developmental Education Reform

WIU offers no developmental math courses.

The Department of Mathematics and Philosophy has engaged in the following activities to support student success in gateway courses and to increase retention of Black students, overall student success, and final degree conferral:

- An increase in online and face to face tutoring services for all courses at the 100- level;
- An increase in Math tutors provided to Rocky's Resources tutoring services;
- The piloting of a Learning Assistant program in Math 100. The hope is that this peer program will increase collaborative learning and better retention and success rates for Black students;
- Increasing graduate assistant support for faculty teaching 100-level courses; and
- Using a multiple measures approach in both placement and content delivery of the 100-level math courses.

Expected Outcomes of Reforms

Institution-wide:

- Western is a member of the Second Cohort of the Learner Success Lab (LSL), a program developed and run by the American Council on Education (ACE). The focus of the cohort of nine schools is to increase retention of learners from historically underrepresented groups. This is an 18-month program; its start was January 2022;
- Western has developed a Retention Initiatives Office to focus on an annual 1% increase in our retention of students over the next five years; and

- Western has developed a comprehensive retention plan. This plan includes such initiatives as: addressing barrier courses; developing a sense of belonging; developing comprehensive tutoring support; increasing collaborative and peer learning; rethinking general education; using data and peer institutions as a basis for this work; focusing on an increase in first-to-second-year retention rates for Black students.

VI. USE OF MULTIPLE MEASURES FOR PLACEMENT

The IBHE constituted a work group with membership from the twelve public universities, including content specialists in English and mathematics, central administrators, IBHE staff, and an external consultant. The group was charged to “provide recommendations regarding a multiple-measures framework for placement into college-level coursework at public universities.” The work group met virtually in Spring 2022 as a whole and in subgroups for English and mathematics with input from IBHE’s Academic Leadership group and campus-based personnel. The following recommendations stem from the efforts of the work group.

Recommended Framework for English (Rhetoric, Writing, Composition) Placement

Illinois public universities share the goal of deploying a range of assessments to best determine how students can be successful in gateway English courses early in their college career. Transparency in requirements and placement policies is essential through extensive outreach and multiple modes of communication. Understanding the importance of initial placement can help students make better choices in their high school course selection and preparation for higher education more generally.

Each public university has its own mission and incoming student profile. As this is the case, to maximize student success in credit-bearing courses, each institution must have autonomy to make its own decisions regarding placement methods and modes of developmental education.

The recommendations that follow may be adapted as indicated to meet the curricula and student profiles of each individual institution.

1. College-level English placement refers to placement into:
 - a. Courses that are articulated to the Illinois Articulation Initiative Writing Course Sequence (C1900 and C1900R); or
 - b. Courses specific to each institution that are credit-bearing and count toward graduation requirements in English, rhetoric, writing or composition:
 - i) C1900 Writing Course Sequence; or
 - ii) C1900R Writing Course Sequence.
2. The following strategies, measures and scores are used for placement at the college level and may be a part of an institution’s placement policy:
 - a. ACT score of 20 or higher in English if submitted;
 - b. SAT score of 530 in English (Evidence-Based Reading and Writing) if submitted;
 - c. Placement tests (ACCUPLACER¹¹, writing assessment, portfolio) with appropriate scores as determined by the institution;
 - d. High school cumulative GPA of 3.4 or higher on an unweighted 4.0 scale for placement into college-level English;

¹¹ According to the College Board, ACCUPLACER tests are designed to assist institutions in placing students into appropriate courses. Given that institutions differ greatly with respect to composition of the student body, faculty and course content, it is not possible to stipulate specific test cut scores that should be used for placement decisions. Instead, each institution should establish their own cut scores to facilitate placement decisions based on factors and data unique to their institution.

- e. An appropriate high school transition course in English with a grade of C or higher when fully developed and tested; and
 - f. Successful completion of an appropriate developmental course in English at another regionally accredited college or university.
3. An institution may elect to accept a lower score on individual placement methods in combination with other placement methods. For example, institutions may adopt a decision tree model with an initial screening by ACT or SAT subscore (if submitted by the student) or high school GPA followed by a writing assessment.
 4. An institution may require students to be engaged in additional support activities such as a co-requisite course, lab, or studio consistent with college policy and may determine appropriate cut-off scores for placement into a gateway course with developmental education scaffolds.
 5. As the validity and reliability of any placement measure wanes over time, it is recommended that each institution set an appropriate expiration date for placement measures and/or scores.
 6. It is recommended that all students be strongly encouraged to enroll in English courses during their first two semesters, ideally in the first semester.
 7. There are numerous methods that colleges may use to award college credit to students (AP, CLEP, IB, dual credit, etc.). Such credit in mathematics or English alleviates the need for assessment for purposes of placement.
 8. As nationally normed exams and interpretation of scores vary over time, all recommendations should be reviewed on an ongoing basis.

Institutions are encouraged to conduct ongoing research into the effectiveness of these recommendations to ensure that methods and cut scores are fostering the greatest level of student success while also providing for the greatest level of opportunity for students to enter quickly into college-level work.

Inventory of Placement Strategies in Mathematics

Illinois public universities share the goal of deploying appropriate assessments to best determine how students can be successful in gateway mathematics courses early in their college career. Each public university has its own mission and incoming student profile. As this is the case, to maximize student success in credit-bearing courses, each institution must have autonomy to make its own decisions regarding placement methods and modes of developmental education. This is particularly true for placement in math courses because of the complexity of major requirements and the range of initial credit-bearing courses that support those majors.

Transparency in requirements and placement policies is essential thorough extensive outreach and multiple modes of communication. Understanding the importance of initial placement can help students make better choices in their high school course selection and preparation for higher education more generally.

The recommendations that follow may be adapted to meet the curricula and student profiles of each individual institution.

1. College-level mathematics placement refers to placement into:
 - a. Courses that are articulated to the Illinois Articulation Initiative [math descriptors](#) or
 - b. College Algebra or
 - c. Math courses specific to each institution that are credit-bearing and count toward graduation requirements.

2. The following strategies, measures and scores are used for placement at the college level and may be a part of an institution's placement policy:
 - a. ACT/SAT subscores in math when submitted
 - b. Nationally accepted placement tests (ACCUPLACER¹², ALEKS¹³) may be required, required by major, or recommended to place into a higher-level course
 - c. Institutionally designed placement tests
 - d. Institutional review of high school coursework
 - e. An appropriate high school transition course in mathematics with a grade of C or higher
 - f. Successful completion of an appropriate developmental course in math at another regionally accredited college or university.
3. Some institutions rely on a placement exam required of all incoming students or required based on the student's chosen major. Some use an exam to permit enrollment into a higher-level course. Others use multiple measures. Some institutions make an initial placement dependent on major, again with a placement exam used to place into a higher-level course.
4. An institution may require students to be engaged in additional support activities such as a co-requisite course, lab, or stretch course consistent with college policy and may determine appropriate cut-off scores for placement into a gateway course with developmental education scaffolds.
5. As the validity and reliability of any placement measure wanes over time, it is recommended that each institution set an appropriate expiration date for placement measures and/or scores.
6. It is recommended that all students be strongly encouraged to enroll in math courses during their first two semesters, ideally in the first semester.
7. There are numerous methods that colleges may use to award college credit to students (AP, CLEP, IB, dual credit, etc.). Such credit alleviates the need for assessment for purposes of placement.

Institutions are encouraged to conduct ongoing research into the effectiveness of their placement strategies to ensure that methods and cut scores are fostering the greatest level of student success while also providing for the greatest level of opportunity for students to enter quickly into college-level work.

VII. CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER ACTION

Since academic year 2018-19, Illinois public universities have implemented significant alternative strategies to traditional developmental education. In academic year 2022-23, eight universities will not offer traditional developmental education in English. Eight institutions will not offer traditional developmental education in Math. The IBHE now collects data on enrollment in traditional developmental education and will continue to track progress. It is expected that enrollment in traditional developmental education will continue to decrease as reforms are implemented.

Multiple measures are increasingly used for placement of incoming students. Eight institutions use a multiple measures strategy in English with two more institutions employing a guided self-placement model. For mathematics, five institutions use a multiple measures strategy and five make an initial placement into college-level credit-bearing courses according to the student's choice of major. Placement examinations (ALEKS and

¹² According to the College Board, ACCUPLACER tests are designed to assist institutions in placing students into appropriate courses. Given that institutions differ greatly with respect to composition of the student body, faculty and course content, it is not possible to stipulate specific test cut scores that should be used for placement decisions. Instead, each institution should establish their own cut scores to facilitate placement decisions based on factors and data unique to their institution.

¹³ **ALEKS** (Assessment and Learning in Knowledge Spaces) is an artificially intelligent learning and assessment system that has been in use for over 20 years. Based on students' responses, it branches to accurately and efficiently diagnose areas of strength and weakness. ALEKS also provides self-tutoring support for students who may then retake the examination. Retake policies vary by institution. As with ACCUPLACER, each institution must determine cut scores.

ACCUPLACER) are likely to continue to play a significant part of placement in mathematics beyond low-level math courses.

Institutions report consistently that, through data collection and analysis, they are highly aware of equity/achievement gaps between white students and underrepresented groups. Scaling reports indicate the breadth of strategies universities employ to increase student success. They include use of multiple measures and ongoing analysis of cut scores, curricular reforms including direct enrollment into gateway courses, summer bridge programs, specialized academic advisement, and holistic approaches to student engagement both in coursework and in campus life.

As the plans for scaling reforms indicate, universities continue to modify placement practices and curricula to maximize the probability that students can be placed directly in credit-bearing courses that count toward graduation requirements. Significant progress has been made in both areas since academic year 2018-19. It should be noted that these reforms impact institutional resources and that significant reallocations have been made. It should also be noted that replacing traditional developmental education with credit-bearing gateway courses with supports (co-requisite classes, labs, tutoring centers, studios, etc.) is not without cost. While moving from enrollment in traditional developmental courses to gateway courses with supports is a positive step and generally reduces credit hours required, supports to gateway courses are often credit-bearing and imply cost to both students and institutions. Finally, not all students will come to college fully and equally prepared for college-level work in all disciplines. Universities are increasingly involved in outreach to high-school students, their families and school counselors to provide transparency in placement practices and requirements, as well as targeted supports such as summer bridge programs. Such outreach, coupled with holistic, wrap-around supports, will assist students to successfully transition to higher education.

Recommendations for Further Action

Each university should engage in on-going research to:

- Evaluate through research and pilot programs, the efficacy of placement measures to maximize student success in credit-bearing gateway courses with and without developmental education supports;
- Measure the success of students placed into gateway courses with developmental education supports (co-requisite, studio, lab, etc.), stretch courses, or other scaffolded approaches to assess the success of those strategies. When possible, an analysis of student success in sequent courses should be conducted, for example, success of in Composition II for students previously enrolled in Composition I with studio support; and
- Measure the number of students placed into traditional developmental education courses when still deemed necessary, their success in those courses, their success in the related gateway courses, and their ability to complete the relevant gateway course in the first year of study.

Universities should continue to:

- Employ and evaluate holistic support programs for underrepresented students;
- Expand outreach to high school students, families, and counselors about the importance of course choices as they relate to initial placement in college-level courses;
- Expand outreach to high school students through summer bridge and other programs to support their academic development and success;
- Provide transparent information on placement policies; and
- Provide training to admissions staff and academic advisors on placement policies.
- Determine costs and impacts on faculty and support personnel as traditional developmental education is replaced by supports (both credit-bearing and non-credit-bearing) to gateway courses and allocate resources appropriately.

Guided by the higher education strategic plan, “A Thriving Illinois,”:

- The IBHE will provide in ongoing reporting beginning in 2023 the full data set, including baseline data from the 2018-19 academic year to include: (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, all disaggregated by gender, race and ethnicity, federal Pell Grant status, and other variables of interest; and

- On or before January 1, 2024, and every two years thereafter, the IBHE, 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 underrepresented and underserved students.
- In partnership with the Illinois Community College Board, the IBHE will support dissemination of evidence-based practices and effective strategies for scaling implementation of developmental education reform to support student retention, progression, and completion.

Institution	Name	Title
CSU	Concetta Williams	Assistant Professor of English
EIU	Suzie Park	Special Assistant to the Provost and Professor of English
GSU	Chris Tweddle	Associate Professor, Mathematics
ISU	Amy Hurd	Associate Vice President for Undergraduate Education
NEIU	Matt Graham	Associate Professor, Coordinator of Mathematics Development
NIU	Ellen Franklin	Assistant Director, First-Year Composition
SIUC	Heidi Bacon	Associate Professor, Curriculum and Instruction (reading specialist)
SIUE	Geoffrey Edwards	Director of Retention and Student Success
UIC	Nikos Varelas	Vice Provost for Undergraduate Affairs and Academic Programs
UIS	Stephanie Hedge	Assistant Professor, English
UIS	Kathy Novak	Professor of Communications and Associate Vice Chancellor for Undergraduate Education
UIUC	Alison Reddy	Director, University of Illinois Math Placement Program
WIU	Katrina Daytner	Associate Dean College of Education
UCLC	Myra Gaytan-Morales	Executive Director and Dean
UCLC	Anani Moy	Interim Associate Dean for Academic Services and Programs
IBHE	Stephanie Bernoteit	Executive Deputy Director
IBHE	Chasity Bree	Assistant Director for Academic Affairs
IBHE	Jonathan Rosenthal	Consultant

IBHE Work Group – Multiple Measures Framework for Placement Charge and Guiding Principles – 3. 14. 22

Background

The higher education strategic plan, “[A Thriving Illinois](#): Higher Education Pathways to Equity, Sustainability, and Growth,” was adopted in June 2021 by the Illinois Board of Higher Education (IBHE) and subsequently ratified by the Illinois Community College Board (ICCB) and the Illinois Student Assistance Commission. Illinois data show that African American and Latinx students are disproportionately placed in developmental education coursework, costing them additional time and money on the path to degree. One of the strategies for advancing the plan’s equity goal is to “provide technical assistance to support implementation of [developmental education reform](#)...” The strategy highlights previous work conducted under [Illinois Senate Joint Resolution 41](#) and notes that future efforts “should include evidence-based models that allow for expeditious placement into credit-bearing coursework.”

The Illinois Developmental Education Reform Act (110 ILCS 175/100) was effective March 8, 2021. The Developmental Education Reform Act (DERA) calls for the IBHE to “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.” The DERA notes work by Illinois community colleges regarding placement measures and makes additional provision for reporting by all public institutions of higher education about their plans to scale evidence-based developmental education reforms.

Work Group Charge

Academic leaders from public universities will work with IBHE staff and a consultant to provide recommendations regarding a multiple-measures framework for placement into college-level coursework at public universities. These recommendations will support broader developmental education reforms to close equity gaps in Illinois higher education.

Guiding Principles

- Initial placement has a profound impact on college students, their postsecondary experience and degree completion;
- A single placement test is unlikely to provide the full picture of what a student knows and can do; students of color, low-income, and other underrepresented groups are disproportionately impacted. Other sources of evidence, such as high school records, course-taking patterns, and GPA, can provide information pertinent to appropriate placement;
- Students should be afforded opportunities to practice, relearn skills, and retest. Strategies for self-directed practice/tutoring should be available;
- Students should be placed, whenever possible, directly in credit-bearing courses applicable to graduation. Co-requisite and other “just-in-time” academic supports should be made available to support their success;
- When students need additional time to build knowledge and skills, targeted strategies such as bridge programs and developmental courses should be monitored and adapted to ensure timely advancement to credit-bearing coursework and success in sequent courses;
- Opportunities to major in certain fields should not be immediately foreclosed based on initial placement. Students should be fully informed about requirements, prerequisites and implications for time to degree; and
- Compiling disaggregated data on student success in various modes of developmental education or direct placement into courses applicable to graduation requirements should be part of ongoing institutional research.

Contacts

- IBHE Staff – Chasity Bree (bree@ibhe.org) and Stephanie Bernoteit (bernoteit@ibhe.org)
- Consultant – Jonathan Rosenthal (jmrosen@ilstu.edu)

(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.)

Developmental Education Status Survey – English

Institution

Person Reporting, title, email

Web Site with current placement policies and/or catalog reference (pages?)

Current placement policy

Describe the current development education models, including any pilot programs (Max 2000 words)

If no developmental courses are required, briefly explain rationale for that decision (Max 2000 words)

If no developmental courses are required, indicate *“the pathways that are available to students deemed to be insufficiently prepared for introductory college-level English language or mathematics coursework.”* (Max 2000 words)

In the planning stages:

- Are multiple measures for placement planned? If so, what are they? When might they be implemented? (Max 2000 words)
- Are changes to developmental education delivery planned? If so, what are they? When might they be implemented? (Max 2000 words)

Anything you'd like to add?

Developmental Education Status Survey – Math

Institution

Person Reporting, title, email

Web Site with current placement policies and/or catalog reference (pages?)

Current placement policy

Describe the current development education models, including any pilot programs (Max 2000 words)

If no developmental courses are required, briefly explain rationale for that decision (Max 2000 words)

If no developmental courses are required, indicate *“the pathways that are available to students deemed to be insufficiently prepared for introductory college-level English language or mathematics coursework.”* (Max 2000 words)

In the planning stages:

- Are multiple measures for placement planned? If so, what are they? When might they be implemented? (Max 2000 words)
- Are changes to developmental education delivery planned? If so, what are they? When might they be implemented? (Max 2000 words)

Anything you'd like to add?

CSU Developmental Education Status Survey – English

Institution

Chicago State University

Person Reporting, title, email

Concetta A. Williams, Assistant Professor of English, cwilli32@csu.edu

Web Site with current placement policies and/or catalog reference (pages?)

<https://www.csu.edu/examinations/placement.htm>, 2021-2022 Catalog p. 89

Current placement policy

First-time freshmen must take a placement for English and Math

Transfer students who have not completed an A. A. or A. S. degree and who have not completed their general education requirements for English Composition and Mathematics must take placement examinations in English and Mathematics. Transfer students who transfer in general education courses that meet their general education requirements in English Composition or Mathematics with a C or better do not have to take the corresponding placement examination.

Describe the current development education models, including any pilot programs (Max 2000 words)

English uses a co-requisite studio model. Students enroll in ENG 1230-Writers' Workshop I or ENG 1240-Writers' Workshop II. These classes are college-credit bearing and have 6 weekly contact hours of instruction.

If no developmental courses are required, briefly explain rationale for that decision (Max 2000 words)

If no developmental courses are required, indicate "the pathways that are available to students deemed to be insufficiently prepared for introductory college-level English language or mathematics coursework." (Max 2000 words)

In the planning stages:

- Are multiple measures for placement planned? If so, what are they? When might they be implemented? (Max 2000 words)
- Are changes to developmental education delivery planned? If so, what are they? When might they be implemented? (Max 2000 words)

Anything you'd like to add?

EIU Developmental Education Status Survey – English

Institution

Eastern Illinois University

Person Reporting, title, email

Dr. Suzie Park, Special Assistant to the Provost on Student Learning, sapark@eiu.edu

Web Site with current placement policies and/or catalog reference (pages?)

- [Catalog placement policy for English 1000](#)
- [English placement essay](#)

Current placement policy

Students are placed in English 1000 when they have a high school GPA below a 3.0.

Students who choose to submit a standardized test score may be placed in English 1000 with **both** a GPA below 3.0 **and** either an SAT-Writing score of 430 and below **or** an ACT-English score of 17 and below.

If students wish to challenge their placement into ENG 1000, they can take the **English placement essay** administered by the English Department. If they pass the placement essay, they can enroll directly into ENG 1001G: College Composition I.

Describe the current developmental education models, including any pilot programs (Max 2000 words)

- Non-native English speakers may be placed in **English as a Second Language 1 (ENG 0990)**, and **English as a Second Language 2 (ENG 0995)**, as Credit/No Credit options that do not count toward graduation requirements. These two courses are for students for whom English is not their native language. Placement requires a TOEFL score of 500 minimum or certification at English Language Schools Level 9.
- **Fundamentals of College Composition (ENG 1000)** is offered to help students improve their entry-level college writing skills. Students are placed in ENG 1000 if they have a high school GPA below 3.0, or if they choose to submit standardized scores (ACT English score below 18 or SAT Writing score of 420 or below). Students may write an essay to show skills beyond this test score. This local essay process (e.g., "Placement Essay") is assessed by the Composition Committee, an appointed group of faculty members from the English Department: **Error! Hyperlink reference not valid.**

If no developmental courses are required, briefly explain rationale for that decision (Max 2000 words)

n/a

If no developmental courses are required, indicate "the pathways that are available to students deemed to be insufficiently prepared for introductory college-level English language or mathematics coursework." (Max 2000 words)

n/a

In the planning stages:

- **Are multiple measures for placement planned? If so, what are they? When might they be implemented? (Max 2000 words)**

EIU currently uses multiple measures for placement into English 1000:

- High school GPA of less than 3.0
- Students who choose to submit a standardized test score may be placed in English 1000 if they have **both** a high school GPA below a 3.0 **and** either an ACT English score of 17 and below **or** an SAT Writing score of 430 and below.

Students also have the option of writing the English Placement Essay in order to place out of English 1000.

- **Are changes to developmental education delivery planned? If so, what are they? When might they be implemented? (Max 2000 words)**

- A revised version of English 1000: Fundamentals of College Composition is currently in the process of being approved and will be offered starting in Spring 2023. Called "**English 1000: College Composition Studio**," the revised course bears this description and includes a 1-credit studio component: "A course in college-level writing and critical reading skills. Practice and instruction in the development of an individualized process of reading, prewriting, drafting, revising, editing, and proofreading."

The English 1000 + Studio model is being adopted after EIU piloted a co-requisite model that was unsuccessful.

The new version of English 1000 + Studio will replace a course that will no longer be offered: General Studies 1000 (Reading and Study Skills Improvement). The English Department has revised this basic/developmental writing course to fulfill the needs of a student population who can succeed at college but need substantial mentoring and explicit instruction in both reading and writing at the college level.

- EIU offers a [Writing Center](#) staffed by dedicated English Graduate Assistants. The Writing Center may play a larger, more defined role in working with English 1000 students, particularly in the studio component.
- In a concerted effort to be more transparent and to help first-generation students, EIU plans to coordinate the messaging about the importance of placement within courses such as Composition. This will mean coordinating the efforts of New Student Orientation and Advising to help prepare and inform newly-admitted students about tests they will need to take during their orientation on campus.

Anything you'd like to add?

GSU Developmental Education Status Survey – English

Institution

Governors State University

Person Reporting, title, email

Bradley Smith, Associate Professor of English, Director of First-year Writing

Web Site with current placement policies and/or catalog reference (pages?)

<https://www.govst.edu/placement/>

<https://catalog.govst.edu/content.php?catoid=8&navoid=756>

Current placement policy

There are three placement options for first-year writing at GSU.

1. Students who earn a score of 4 or 5 on the AP English Language and Composition Exam place into ENGL 1010, our second-semester writing course.
2. Placement into a 3-credit section of ENGL 1000 (our first-semester writing course) will be granted to students who earn a high school GPA of 3.40 on a 4.0 scale or acceptance into GSU's honor's program; an A in all four years of high school English; an A in a college-level writing course (such as ENGL 1000, ENGL 1010, transferred credit in an equivalent course from another institution), or writing-intensive course (such as HUM 1001); or successful completion of a portfolio of prior work that demonstrates evidence of proficiency.
3. Placement into a 3-credit section of ENGL 1000 with a paired 1-credit, college-level, co-requisite course. Option 3 is the placement decision for the majority of the first-year writing students.

GSU does not place students into developmental writing courses.

Co-requisite support continues into the second semester course. Students are able to place into a stand-alone version of the second-semester course if they meet one of the measures described in number 2 above.

Describe the current development education models, including any pilot programs (Max 2000 words)

No developmental courses exist at GSU.

If no developmental courses are required, briefly explain rationale for that decision (Max 2000 words)

GSU's general education system is founded on a number of high-impact practices in education as outlined in Maimon's (2018) *Leading academic change: Vision, strategy, transformation*, published by Stylus Press. This vision for education includes the goal of removing systemic barriers to student success through transforming the university system (p. 73). Maimon sums up our approach by stating that "The idea is to integrate support into every student's experience rather than sending so-called deficient students to special treatment centers to avert their difficulties" (p. 76). The built-in supports include small class sizes for first-year writing (sections are capped 15), experienced full-time faculty assigned to nearly all sections, additional co-requisite support that is part of the primary curricular pathway, early-alert systems that include the use of GSU STAR, peer mentors embedded in sections of first-year seminar, a university 101 course titled "Mastering College" that makes use of the same peer mentors for support, and embedded writing tutors in sections of first-year writing (as permitted by resources and faculty participation).

If no developmental courses are required, indicate "the pathways that are available to students deemed to be insufficiently prepared for introductory college-level English language or mathematics coursework." (Max 2000 words)

No students are deemed "insufficiently prepared."

In the planning stages:

- Are multiple measures for placement planned? If so, what are they? When might they be implemented? (Max 2000 words)

No students are placed into developmental writing courses.

A multiple-measures approach is used to place students into varying versions of first-year writing. Students are placed into ENGL 1000, with a paired 1-credit, college-level co-requisite course, with the exception of students who score of 4 or 5 on the AP English Language and Composition Exam. Students with AP credit are placed into ENGL 1010.

For students who would like to place into a stand-alone section of ENGL 1000, they may do so by meeting one of the following measures:

1. High school cumulative, non-weighted GPA of 3.4/4.0
2. A grade of A in all four years of high school ELA
3. A grade of A in a college-level, writing-intensive course
4. Successful completion of a portfolio of prior work demonstrating proficiency

These placement mechanisms are currently in practice at GSU.

- **Are changes to developmental education delivery planned? If so, what are they? When might they be implemented? (Max 2000 words)**

No developmental writing courses are offered at GSU. There are no plans to add them.

Anything you'd like to add?

ISU Developmental Education Status Survey – English

Institution

Illinois State University

Person Reporting, title, email

Amy Hurd, AVP, Undergraduate Education, arhurd@ilstu.edu

Web Site with current placement policies and/or catalog reference (pages?)

n/a

Current placement policy

n/a

Describe the current development education models, including any pilot programs (Max 2000 words)

ISU does not have a developmental English course. However, we have special sections of the basic writing course (ENG 101A10) for students who self-select as needing additional writing assistance. The course has additional graduate assistants assigned to it and the enrollment cap is lower than a traditional course.

If no developmental courses are required, briefly explain rationale for that decision (Max 2000 words)

It is assumed that between ENG101A10 and available tutoring students should be successful in their writing course. The data on DFW rates in these courses support that. Since developmental courses do not count as hours towards graduation, providing additional support for courses that count towards the degree is a better solution than providing developmental English courses, which require a resource heavy writing assessment process. It is well documented that students who start out in remedial writing usually do not finish a college degree because of the delay to graduation. This is especially problematic when ENG 101 is a pre-requisite for many of our general education and major courses.

If no developmental courses are required, indicate “the pathways that are available to students deemed to be insufficiently prepared for introductory college-level English language or mathematics coursework.” (Max 2000 words)

The pathways that are available to students deemed to be insufficiently prepared for introductory college-level English language or mathematics coursework

In the planning stages:

- **Are multiple measures for placement planned? If so, what are they? When might they be implemented? (Max 2000 words)**

n/a

- **Are changes to developmental education delivery planned? If so, what are they? When might they be implemented? (Max 2000 words)**

No.

Anything you'd like to add?

NEIU Developmental Education Status Survey – English

Institution

Northeastern Illinois University

Person Reporting, title, email

Matthew Graham Associate Professor of Mathematics, Math Dev. coordinator

Web Site with current placement policies and/or catalog reference (pages?)

<https://admissions.neiu.edu/placement-testing/interpreting-your-test-scores>

Current placement policy

During the Pandemic NEIU Dev. English used overall HS GPA to allow students to enroll in college level coursework. Additionally, they switched away from Accuplacer and used an internal writing assessment as a secondary tool.

Describe the current development education models, including any pilot programs (Max 2000 words)

They have a corequisite option but I don't have all of the details currently.

We are piloting (for STEM cohorts) a college level writing class that aligns with a Philosophy Ethics course. The college level English course supports the materials in the Ethics course and allows students placing out of the lowest level of developmental English to enroll in the college level course without the need of a prerequisite.

If no developmental courses are required, briefly explain rationale for that decision (Max 2000 words)

If no developmental courses are required, indicate *“the pathways that are available to students deemed to be insufficiently prepared for introductory college-level English language or mathematics coursework.”* (Max 2000 words)

In the planning stages:

- Are multiple measures for placement planned? If so, what are they? When might they be implemented? (Max 2000 words)

Yes.

- Are changes to developmental education delivery planned? If so, what are they? When might they be implemented? (Max 2000 words)

Yes. I was informed that the new director of admissions has asked for the English placement procedures be changed. I am unaware of the specifics and am not sure of the timeline (in my opinion it seemed that it would happen this coming year or the next).

Anything you'd like to add?

NIU Developmental Education Status Survey – English

Institution

Northern Illinois University

Person Reporting, title, email

Ellen Franklin, Asst. Director, First-Year Composition, English

Web Site with current placement policies and/or catalog reference (pages?)

<https://www.niu.edu/testing/student/new-student/writing.shtml>

Current placement policy

Initial placement is determined by high school GPA. CHANCE participants are placed into 103P (both English 103P and English 103 are credit-bearing courses, the first in a two-course sequence). Those with high school GPAs of 2.00 to 2.99 are placed into 103P; those with high school GPAs of 3.0 and above are placed into 103.

Regardless of initial placement, all are eligible to take the Writing Composition Competency Exam, evaluated by English faculty, for possible placement reconsideration (see Web Site above for details).

The English Writing Foundational Studies competency requirement may be satisfied by passing either ENGL 103P or ENGL 103 and ENGL 203, or ENGL 204 (if recommended for placement into ENGL 204), by transfer credit, by Advanced Placement (AP) credit or by passing the Writing Composition Foundational Studies Competency exam (parts one and two).

Describe the current development education models, including any pilot programs (Max 2000 words)
n/a

If no developmental courses are required, briefly explain rationale for that decision (Max 2000 words)

Before fall 2021 NIU had a stretch program for 103; elimination of the first semester of the two-semester stretch course was a provost-level decision in consultation with the English department.

If no developmental courses are required, indicate “the pathways that are available to students deemed to be insufficiently prepared for introductory college-level English language or mathematics coursework.” (Max 2000 words)

English 103P is an accelerated credit-bearing course that prepares writers for English 203, our second required course. It is distinguished from English 103 in several ways:

- Small class size (15)
- Highly experienced faculty
- Co-requisite tutoring in the Writers’ Workshop, a dedicated tutoring facility
- Close consultation with CHANCE counselors and academic advisors from all Colleges

In the planning stages:

- **Are multiple measures for placement planned? If so, what are they? When might they be implemented? (Max 2000 words)**
- **Are changes to developmental education delivery planned? If so, what are they? When might they be implemented? (Max 2000 words)**

Anything you’d like to add?

For further enrichment in 103P we use *Contemporary Voices*, an anthology of student work revised annually; NIU’s Common Reading Experience (currently Trevor Noah’s *Born a Crime*); open mics; and essay contests to celebrate student success with faculty, writers, and their families at receptions among many initiatives to help first-year writers feel connected to NIU.

SIUC Developmental Education Status Survey – English

Institution

Southern Illinois University Carbondale

Person Reporting, title, email

Web Site with current placement policies and/or catalog reference (pages?)

Current placement policy

Describe the current development education models, including any pilot programs (Max 2000 words)
SIUC does not offer any developmental education courses.

If no developmental courses are required, briefly explain rationale for that decision (Max 2000 words)

If no developmental courses are required, indicate “the pathways that are available to students deemed to be insufficiently prepared for introductory college-level English language or mathematics coursework.” (Max 2000 words)

In the planning stages:

- **Are multiple measures for placement planned? If so, what are they? When might they be implemented? (Max 2000 words)**
- **Are changes to developmental education delivery planned? If so, what are they? When might they be implemented? (Max 2000 words)**

Anything you'd like to add?

SIUE Developmental Education Status Survey – English

Institution

SIU Edwardsville

Person Reporting, title, email

Geoff Edwards, Director of Retention and Student Success, geedwar@siue.edu

Web Site with current placement policies and/or catalog reference (pages?)

<https://www.siue.edu/testing/tests/placement.shtml>. This is the current communication

Current placement policy

Describe the current development education models, including any pilot programs (Max 2000 words)

We currently offer Developmental Reading and Developmental Writing courses that lead to enrollment into Co-requisite Composition. The Co-requisite courses have been through pilot phases and are at a point of scaling. Direction has come from the Chancellor and Provost that the University will discontinue Developmental coursework for Fall 2022.

If no developmental courses are required, briefly explain rationale for that decision (Max 2000 words)

Starting in Fall 2022, we are eliminating our non-college credit bearing offerings and move to a co-requisite model in the English and Math pathways. There are various rationales for this move. We see a lack of progression and completion rates with students starting in Developmental courses, even at the same time we have had increased success in students completing the courses. Additionally, minority students are over represented in the traditional developmental courses and attribute to a very low retention and graduation rates for Black students.

If no developmental courses are required, indicate “the pathways that are available to students deemed to be insufficiently prepared for introductory college-level English language or mathematics coursework.” (Max 2000 words)

Starting in Fall 2022, we are beginning to implement new criteria for placement into the co-requisite versus the non-co-requisite sections of ENG 101. We are moving away from test-based placement processes and standardized tests for placing students in English, recognizing the possibility of testing bias and limitations of these previously used placement methods. We are moving towards a more holistic approach, including developing and implementing a self-assessment placement tool, among other potential measures.

In the planning stages:

- **Are multiple measures for placement planned? If so, what are they? When might they be implemented? (Max 2000 words)**
Yes, see above.
- **Are changes to developmental education delivery planned? If so, what are they? When might they be implemented? (Max 2000 words)**
Yes, see above.

Anything you'd like to add?

UIC Developmental Education Status Survey – English

Institution

University of Illinois Chicago

Person Reporting, title, email

Mark Bennett, Director, First-Year Writing Program, mbenne2@uic.edu

Web Site with current placement policies and/or catalog reference (pages?)

<https://engl.uic.edu/programs/first-year-writing-program/policies/>

Current placement policy

All incoming first-year students who don't arrive having earned ENGL 160 (Academic Writing I) credit by ACT, SAT, AP, or IB scores are required to take an online placement test, consisting of a single typed essay written in response to a prompt. Students are required to take the course into which they place: **ENGL 161**, **ENGL 160**, **ENGL 160 with the co-requisite ENGL 159 workshop**, or the developmental courses **ENGL 071**, **ENGL 070**, or **ENGL 060**.

Describe the current development education models, including any pilot programs (Max 2000 words)

UIC offers the following developmental English courses for students who place into them: **ENGL 071** (Intro to Academic Writing) and **ENGL 070** (Intro to Academic Writing for ELL students) which are parallel to each other, or (4) the **ENGL 060** (English as a Second Language) course which is one level below ENGL 070. These three courses are 3 credit hours but do not bear graduation credit. UIC also offers the **ENGL 159** co-requisite writing workshop, which certain students who would otherwise place into ENGL 071 are required to take in addition to ENGL 160 in their first semester. ENGL 159 is a 1-credit-hour workshop that meets one day a week.

If no developmental courses are required, briefly explain rationale for that decision (Max 2000 words)

If no developmental courses are required, indicate *“the pathways that are available to students deemed to be insufficiently prepared for introductory college-level English language or mathematics coursework.”* (Max 2000 words)

In the planning stages:

- Are multiple measures for placement planned? If so, what are they? When might they be implemented? (Max 2000 words)

Standardized test scores, if they're submitted, are the only measures we accept for English course placement: ACT, SAT, AP, or IB scores above a certain threshold for each. Otherwise, students are required to take our in-house placement test for course placement.

- Are changes to developmental education delivery planned? If so, what are they? When might they be implemented? (Max 2000 words)

No changes are currently in the works.

Anything you'd like to add?

UIS Developmental Education Status Survey – English

Institution

University of Illinois Springfield

Person Reporting, title, email

Stephanie Hedge, Associate Professor of English and Director of the Writing Program, shedq2@uis.edu

Web Site with current placement policies and/or catalog reference (pages?)

<https://www.uis.edu/casa/testing-services/placement-testing>

Current placement policy

For students who are required to take the College Board Accuplacer test for English placement (which includes 20 multiple-choice questions in reading comprehension) the cut off score is 253 out of 300 for enrollment in ENG 091. Students are required to take the test based on SAT and/or ACT scores, or if they are enrolled in

our Summer Bridge program (where students are required to test for placement) although given that UIS no longer requires those test scores for admission, we are working on new policies to direct students to the Accuplacer test (see below).

Additional placement into the gateway course (ENG 101) or second course in the sequence (ENG 102) may be based on Advanced Placement (AP) scores or sufficient credit from dual-enrollment courses.

Describe the current development education models, including any pilot programs (Max 2000 words)

Our current model is “traditional” (based on the definition from SJR41) – students are placed into either the gateway course (ENG 101) or developmental course (ENG 091) based on their test scores; ENG 091 is a developmental Reading course that must be completed before enrollment in the gateway course (ENG 101) and is not credit bearing.

As well, the UIS Summer Bridge Program offers the developmental course ENG 091 and the gateway course ENG 101 as part of an intensive two-week in-person and four-week online course – students are able to earn credit for ENG 091 (that allows for financial aid eligibility but does not count toward the 120 credit hour degree requirement) or ENG 101 based on their participation in this program.

If no developmental courses are required, briefly explain rationale for that decision (Max 2000 words)

n/a

If no developmental courses are required, indicate “the pathways that are available to students deemed to be insufficiently prepared for introductory college-level English language or mathematics coursework.” (Max 2000 words)

n/a

In the planning stages:

• Are multiple measures for placement planned? If so, what are they? When might they be implemented? (Max 2000 words)

Not formally, however, as mentioned above, without the SAT/ACT scores to identify students who should take the Accuplacer test, we need to find new measures to identify these students and are currently working on a plan for this, to be implemented by August 2023 – this may lead to multiple measures for placement broadly, although it is hard to say what will come out of conversations.

• Are changes to developmental education delivery planned? If so, what are they? When might they be implemented? (Max 2000 words)

Broadly, yes, although they are a part of larger changes to the first-year writing curriculum. We are looking at corequisite and/or studio models to replace ENG 091, although this is in the very, very early planning stages. We are hoping to have changes to the writing program curriculum by catalog year 2024, which would include the any changes to the developmental reading course.

Anything you’d like to add?

UIUC Developmental Education Status Survey – English

Institution

University of Illinois Urbana-Champaign

Person Reporting, title, email

Dr. Kristi McDuffie, Director of Rhetoric, kmcduff@illinois.edu

Web Site with current placement policies and/or catalog reference (pages?)

<https://english.illinois.edu/academics/undergraduate-studies/rhetoric-program>

<https://citl.illinois.edu/citl-101/measurement-evaluation/placement-proficiency/current-cutoffs/2021-cutoff-scores-rhetoric>

Current placement policy

Placement is determined based on the highest of several factors, including SAT EBRW/ACT English scores and a placement questionnaire. See links above for more details.

Describe the current development education models, including any pilot programs (Max 2000 words)

n/a

If no developmental courses are required, briefly explain rationale for that decision (Max 2000 words)

The Rhetoric program (our first-year composition program) offers two paths toward fulfilling the Composition I requirement: RHET 101-102, a two-course sequence, and RHET 105, a one-course sequence. Both options are credit-bearing and fulfill the first-year writing requirement. A large number of students also earn composition credit through other means such as AP English credit and transfer credit. Based on both our experience with our students and continued assessment, additional developmental support is not needed for our students.

If no developmental courses are required, indicate “the pathways that are available to students deemed to be insufficiently prepared for introductory college-level English language or mathematics coursework.” (Max 2000 words)

Students are either placed into or can choose to take the two-course composition sequence over the one-course composition sequence.

In the planning stages:

• Are multiple measures for placement planned? If so, what are they? When might they be implemented? (Max 2000 words)

Multiple measures are already in practice for placement.

• Are changes to developmental education delivery planned? If so, what are they? When might they be implemented? (Max 2000 words)

We have already implemented a rhetoric placement questionnaire to implement more individualized assessment and student agency in placement. At this time, no curriculum changes are planned.

Anything you'd like to add?

WIU Developmental Education Status Survey – English

Institution

Western Illinois University

Person Reporting, title, email

Katrina Daytner, Associate Dean, KM-Daytner@wiu.edu

Web Site with current placement policies and/or catalog reference (pages?)

http://www.wiu.edu/cas/english/writing/writing_placement.php

Current placement policy

If one or two of these statements are true for you, you should consider taking ENG 100. If three or more are true for you, it is strongly recommended that you take ENG 100.

- My English score on the SAT was below 500, or my ACT English score was below 18.
- My average grade in English classes during high school was below a B.
- I was not required to write more than one paper during my senior year of high school.
- I have not been required to write more than a page at a time for work or school in the last year.
- I do not feel confident as a writer.

If one or two of these statements are true for you, you should consider taking ENG 180. If three or more are true for you, it is strongly recommended that you take ENG 180.

- My English score on the SAT was above 500, or my ACT English score was above 18.
- My average grade in English classes during high school was a B or above.
- I was required to write more than two papers during my senior year of high school.
- I was regularly required to write more than a page at a time for work or school in the last year.
- I feel confident as a writer.

Describe the current development education models, including any pilot programs (Max 2000 words)

None

If no developmental courses are required, briefly explain rationale for that decision (Max 2000 words)

The University feels it is important for all students to immediately get placed into credit bearing courses.

If no developmental courses are required, indicate “the pathways that are available to students deemed to be insufficiently prepared for introductory college-level English language or mathematics coursework.” (Max 2000 words)

In the planning stages:

- **Are multiple measures for placement planned? If so, what are they? When might they be implemented? (Max 2000 words)**

See above for how students determine which course ENG 100 or ENG 180 they should select as their first English composition class.

- **Are changes to developmental education delivery planned? If so, what are they? When might they be implemented? (Max 2000 words)**

None

Anything you'd like to add?

CSU Developmental Education Status Survey – Math

Institution

Chicago State University

Person Reporting, title, email

Web Site with current placement policies and/or catalog reference (pages?)

<https://www.csu.edu/examinations/testrequirement.htm>

Current placement policy

CSU requires ACCUPLACER for incoming students who do not have college-level math course by transfer or examination.

Describe the current development education models, including any pilot programs (Max 2000 words)

If no developmental courses are required, briefly explain rationale for that decision (Max 2000 words)

If no developmental courses are required, indicate “the pathways that are available to students deemed to be insufficiently prepared for introductory college-level English language or mathematics coursework.” (Max 2000 words)

In the planning stages:

- **Are multiple measures for placement planned? If so, what are they? When might they be implemented? (Max 2000 words)**
- **Are changes to developmental education delivery planned? If so, what are they? When might they be implemented? (Max 2000 words)**

Anything you’d like to add?

EIU Developmental Education Status Survey – Math

Institution

Eastern Illinois University

Person Reporting, title, email

Dr. Suzie Park, Special Assistant to the Provost on Student Learning, sapark@eiu.edu

Web Site with current placement policies and/or catalog reference (pages?)

<https://www.eiu.edu/math/resources.php>

<https://www.eiu.edu/advising/studentresources.php>

Current placement policy

The Department of Mathematics and Computer Science offers three avenues for math placement (see attached “guidelines”):

- Math ACT/SAT scores: <https://www.eiu.edu/math/resources.php?menu=0>
- Accuplacer Math Placement Test: <https://www.eiu.edu/acatest/studentresources.php>
- High school GPA and high school courses taken: <https://www.eiu.edu/math/resources.php?menu=0>

Describe the current development education models, including any pilot programs (Max 2000 words)

- Students who have a high school GPA of at least 3.0 and have completed the appropriate math course sequence will be allowed to enroll in the gateway math courses for their major.

- Students who do not meet the 3.0 GPA and previous math coursework minimum requirements will take the Accuplacer test. Here are the **Accuplacer scores** for enrollment in developmental courses:

GOAL: MAT 1271 (College Algebra)

- 256+ (Level 3) → exempt from MAT 1271
- 240-255 (Level 3) → enroll in MAT 1271
- 250+ (Level 2) → enroll in MAT 1270 (Intermediate Algebra)
- <250 (Level 2) → enroll in co-requisite MAT 1070 (Diagnostic Math) & MAT 1270

GOAL: MAT 1441G (Calculus & Analytical Geometry)

- 276+ (Level 3) → enroll in MAT 1270
- <275 (Level 3) → enroll in co-requisite MAT 1070 (Diagnostic Math) & MAT 1270

GOAL: MAT 1420 (Mathematics for Elementary Teachers)

- 260+ (Level 1) → enroll in MAT 1420
- <260 (Level 1) → enroll in co-requisite MAT 1020 (Diagnostic Math)

If no developmental courses are required, briefly explain rationale for that decision (Max 2000 words)

n/a

If no developmental courses are required, indicate “the pathways that are available to students deemed to be insufficiently prepared for introductory college-level English language or mathematics coursework.” (Max 2000 words)

n/a

In the planning stages:

- Are multiple measures for placement planned? If so, what are they? When might they be implemented? (Max 2000 words)**

EIU currently uses multiple measures for math placement, which are explicitly outlined in the new math placement guidelines (effective September 2021 and revised for Spring 2022). Please see: <https://www.eiu.edu/math/resources.php?menu=0>

- Are changes to developmental education delivery planned? If so, what are they? When might they be implemented? (Max 2000 words)**

In a concerted effort to be more transparent and to help first-generation students, EIU plans to coordinate the messaging about the importance of placement within courses and the Accuplacer test. This will mean coordinating the efforts of New Student Orientation and Advising to help prepare and inform newly-admitted students about tests they will need to take during their orientation on campus.

To further clarify our messaging, EIU is exploring the possibility of bringing information about the Accuplacer test (including sample tests and calendar of test events) directly to students in underprivileged schools.

Anything you'd like to add?

GSU Developmental Education Status Survey – Math

Institution

Governors State University

Person Reporting, title, email

J. Christopher Tweddle, Associate Professor of Mathematics/Director of General Education

Web Site with current placement policies and/or catalog reference (pages?)

<https://www.govst.edu/placement/>
<https://catalog.govst.edu/content.php?catoid=8&navoid=756>

Current placement policy

GSU does not offer developmental mathematics coursework; all students are placed in college credit bearing classes.

GSU offers multiple pathways for fulfilling the General Education Mathematics Requirement, all of which are IAI approved curricula:

- Elementary Statistics (Math 2100)
- Finite Math (Math 2109)
- Mathematical Foundations (Math for liberal arts) (Math 2137)
- Mathematical Structures I & II (Math for el. ed.) (Math 2131 + 2141)
- Applied Calculus (Math 2281)
- Calculus I, II or III (Math 2290, 2292 or 2294)

Students are placed in courses that are appropriate for their intended major. Students that need additional support for Elementary Statistics may be placed (by ALEKS) in a corequisite lab (Math 2101). Students needing additional preparation for initial calculus placement may opt to take College Algebra (Math 1423). Students with appropriate AP/IB scores may place directly into Calculus II or III.

Describe the current developmental education models, including any pilot programs (Max 2000 words)

GSU does not offer any developmental courses.

If no developmental courses are required, briefly explain rationale for that decision (Max 2000 words)

As a practice, GSU does not offer developmental education course work. Students are placed directly into college credit bearing classes and provided wrap-around support services including coreq support for elementary statistics (the pathway required by the most popular majors), peer tutoring, early academic alerts via the GSU Star system, peer mentoring (to support the transition to college) and others.

Classes are small (capped at 25 or 30) and taught by experienced full-time faculty. In addition to tutoring through the Academic Resource Center, Graduate Teaching Assistants are embedded in Statistics, Calculus and College Algebra classes to provide additional support and office hours.

If no developmental courses are required, indicate *“the pathways that are available to students deemed to be insufficiently prepared for introductory college-level English language or mathematics coursework.”* (Max 2000 words)

No students are deemed “insufficiently prepared.”

In the planning stages:

- **Are multiple measures for placement planned? If so, what are they? When might they be implemented? (Max 2000 words)**

Students admitted to GSU are considered ready for college mathematics, based on their high school transcript, GPA, standardized test scores (if submitted) and other admission standards. Students are placed in a pathway that is appropriate for their intended major. Only the Calculus courses have prerequisite requirements that may be fulfilled by high school or college-level course work or AP/IB test scores.

Students enrolling in Elementary Statistics take the ALEKS Placement Assessment. Students scoring below the cutoff score are placed into a corequisite Statistic Laboratory.

- **Are changes to developmental education delivery planned? If so, what are they? When might they be implemented? (Max 2000 words)**

The mathematics faculty is reviewing the impact of the Statistics Corequisite on student success (preliminary results are promising) and exploring which other pathways could similarly benefit from the corequisite support model.

Anything you'd like to add?

ISU Developmental Education Status Survey – Math

Institution

Illinois State University

Person Reporting, title, email

Amy Hurd, AVP, Undergraduate Education, arhurd@ilstu.edu

Web Site with current placement policies and/or catalog reference (pages?)

These websites are undergoing revision. The plan is to have the first one as the main page with the other 2 as support.

<https://registrar.illinoisstate.edu/testing-services/aleks-math-placement/>
<https://math.illinoisstate.edu/undergraduate/student-success/placement-testing/>
<https://universitycollege.illinoisstate.edu/preview/preparing/placement-exams/>

Current placement policy

All students are required to complete a course in math to meet Illinois State University [general education](#) or the [Illinois Articulation Initiative](#) General Education Core Curriculum requirements.

In order to determine which mathematics course a student requires that all students take the online [ALEKS Math placement assessment](#) to determine their initial placement in a mathematics class, unless they have:

- [Credit from a community college or university](#)
- Completed a high school transitional math course (see below),
- CLEP credit, or
- [AP credit](#) for a prerequisite mathematics class or a general education course

Describe the current development education models, including any pilot programs (Max 2000 words)

ISU has 2 developmental math courses (MAT 102 & 104) and one co-requisite instruction course (MAT 113).

Depending on a student's major:

- Math 102 prepares a student for Math 104 (Basic to Intermediate Algebra—both developmental)
- Math 102A01 to Math 130 (Dimensions of Numerical Reasoning – a general education course for teacher education)
- Math 104 to Math 119 (College Algebra—non- gen ed)
- Math 104 to Math 113 (Elements of Mathematical Reasoning, gen ed course)

Co-requisite instruction:

- Math 113A01 (Elements of Mathematical Reasoning: With Math Principles) may have concurrent enrollment with IDS 114. MAT 113 is a general education course

If no developmental courses are required, briefly explain rationale for that decision (Max 2000 words)

n/a

If no developmental courses are required, indicate *“the pathways that are available to students deemed to be insufficiently prepared for introductory college-level English language or mathematics coursework.”* (Max 2000 words)

n/a

In the planning stages:

- **Are multiple measures for placement planned? If so, what are they? When might they be implemented? (Max 2000 words)**

We have had discussions with the Department of Math about what multiple measures would look like at ISU. Nothing has been determined as of yet.

- **Are changes to developmental education delivery planned? If so, what are they? When might they be implemented? (Max 2000 words)**

The most recent change was implemented in fall 2021 where the ALEKS scores for supplemental instruction within MAT 113 were lowered to allow more students to begin in a course that counts toward general education requirements. Given COVID impacts on math instruction, we do not trust that the data are accurate on the effectiveness of this change.

Anything you'd like to add?

NEIU Developmental Education Status Survey – Math

Institution

Northeastern Illinois University

Person Reporting, title, email

Matthew Graham, Associate Professor of Mathematics, Math Development Coordinator

Web Site with current placement policies and/or catalog reference (pages?)

<https://admissions.neiu.edu/placement-testing/interpreting-your-test-scores>

I need to follow up with various people to (re)update this page. The tables are not easy to read and this site needs to be rewritten to be more welcoming as well.

Current placement policy

Describe the current development education models, including any pilot programs (Max 2000 words)

We have the standard Pre-Algebra, Elementary Algebra, Intermediate Algebra math developmental sequence in addition to the following math pathways.

General Statistics Stretch Corequisite (implemented and scaled) – Two semester sequence where students take a two college credit course and two developmental credits each semester. Any student may enroll in this sequence regardless of placement. This sequence is equivalent to Math 112 Statistics in Daily Life. It is modeled after and uses the open source Statway materials.

ELED and MLED Stretch Corequisite (implemented having difficulties with enrollment) – Two semester sequence where Elementary and Middle level majors take two credits of college level and three developmental credits each semester. Any student may enroll in this sequence regardless of placement. This two semester pathway is equivalent to Math 149: Math for Elementary Teachers I.

College Algebra Corequisite (implemented and working on correct model and logistics to scale) – Students placing into Intermediate Algebra can choose to take College Algebra while also taking Intermediate Algebra. Currently, we run one section of this corequisite each semester (not including summer) and are working on scaling this.

Shortened Calculus Sequence (pilot) – A shortened pathway for STEM majors that allows students, indicating an interest in STEM, and placing in Elementary Algebra or higher to take a College Algebra Corequisite in the first semester and then a Calculus I/Trigonometry Corequisite the second semester. This allows them to complete their first math requirement for their STEM major after their second semester. Students participating in NEIU's STEM success program are allowed to enroll as long as they have placed into Elementary Algebra.

If no developmental courses are required, briefly explain rationale for that decision (Max 2000 words)

If no developmental courses are required, indicate *“the pathways that are available to students deemed to be insufficiently prepared for introductory college-level English language or mathematics coursework.”* (Max 2000 words)

In the planning stages:

- **Are multiple measures for placement planned? If so, what are they? When might they be implemented? (Max 2000 words)**

We use SAT, ACT, Accuplacer, Transitional Math, and previous college level coursework to place students.

- **Are changes to developmental education delivery planned? If so, what are they? When might they be implemented? (Max 2000 words)**

We are piloting a shortened Calculus sequence and are also figuring out how, and which ways, our pathways should be scaled.

Anything you'd like to add?

NIU Developmental Education Status Survey – Math

Institution

Northern Illinois University

Person Reporting, title, email

Jeff Thunder, Professor and Chair, jthunder@niu.edu

Web Site with current placement policies and/or catalog reference (pages?)

<https://www.niu.edu/testing/student/new-student/aleks.shtml#faq>

Current placement policy

Students take free online placement examination.

Describe the current development education models, including any pilot programs (Max 2000 words)

Students who place below college algebra are enrolled in a co-requisite course pair (MATH 104/105) or MATH 103 (this is being piloted Spring 2022 semester and will be a regular course starting Fall 2022 semester). Successful completion of MATH 104/105 results in credit for MATH 110 (college algebra). Successful completion of MATH 103 will result in credit for the university's Foundational Studies Quantitative literacy requirement (i. e. , credit for MATH 101) and adequate preparation for MATH 104/105.

If no developmental courses are required, briefly explain rationale for that decision (Max 2000 words)

If no developmental courses are required, indicate “the pathways that are available to students deemed to be insufficiently prepared for introductory college-level English language or mathematics coursework.” (Max 2000 words)

In the planning stages:

- **Are multiple measures for placement planned? If so, what are they? When might they be implemented? (Max 2000 words)**

No.

- **Are changes to developmental education delivery planned? If so, what are they? When might they be implemented? (Max 2000 words)**

The courses MATH 104/105 and 103 described above are new. No immediate changes to them is planned, though incremental adjustments are made as warranted.

Anything you'd like to add?

SIUC Developmental Education Status Survey – Math

Institution

Southern Illinois University Carbondale

Person Reporting, title, email

Heidi R. Bacon, Associate Professor, Language, Literacies, and Culture, hrbacon@siu.edu

Web Site with current placement policies and/or catalog reference (pages?)

- Office of the Registrar Math Placement: <https://registrar.siu.edu/students/mathplacement.php>
- School of Mathematical and Statistical Sciences Placement: <https://math.siu.edu/undergraduate/placement.php>

Current placement policy

Registrar: When deciding on a Math course to take, even if the student has satisfied any pre-requisite courses noted in the [Undergraduate Catalog](#), the student must first take one or more Math Placement tests in order to be able to register for an appropriate Math course.

Please note that there are three Math Placement tests. While the most introductory Math courses (e.g., 101 and 107) require successfully completing just one test, a few others (e.g., 106 and 108) require two tests, and still others (e.g., 109, 139, 140, and 150) require all three tests.

Information about the Math Placement process is detailed at the [Mathematics web site](#).

Mathematics Web Site: Any student who passes a transitional mathematics courses is guaranteed placement in a credit-bearing college mathematics course at SIUC.

Describe the current development education models, including any pilot programs (Max 2000 words)

Co-requisite and Traditional

Math 106 is College Algebra Enhanced

Course Description: The course leads students through an intensive review of foundational algebra concepts followed by a careful study of functions (polynomial, rational, exponential, logarithmic), graphing, solving equations including systems. Two lecture and three lab hours per week. Credit is given for only one of MATH

106, 108, 111. Prerequisite: Three years of college preparatory mathematics including Algebra I, Geometry and Algebra II AND satisfactory placement score.

Rationale per SIUC's SJR 41

SIUC's non-credit bearing Intermediate Algebra course was eliminated in Spring 2020, as the success rates were determined to be very low. Instead, these students will work on their own (for free with access to online help) to help prepare them for Math 106. Prior to eliminating Intermediate Algebra, SIUC introduced Math 106 – a co-requisite math course. Students who scored between 9-12 on Test 2 are placed into College Algebra Enhanced (Math 106). A score of 12/20 was the previous cut off for College Algebra – Math 108) Students in the 9-11 range were previously placed in Intermediate Algebra. In Math 106, students meet one extra day. Lectures are 30 minutes instead of 50 minutes. During the last 20 minutes, students work on worksheets or projects over the material they learned in the 30-minute lecture. Assistants are there to help and group work is encouraged. Students can then determine if they understand the concepts prior to leaving class and get help.

If no developmental courses are required, briefly explain rationale for that decision (Max 2000 words)
n/a

If no developmental courses are required, indicate “the pathways that are available to students deemed to be insufficiently prepared for introductory college-level English language or mathematics coursework.” (Max 2000 words)

The meaning of this is unclear.

In the planning stages:

- **Are multiple measures for placement planned? If so, what are they? When might they be implemented? (Max 2000 words)**
Need to investigate further.
- **Are changes to developmental education delivery planned? If so, what are they? When might they be implemented? (Max 2000 words)**
Need to investigate further.

Anything you'd like to add?

Mathematics Placement Information per SIUC's SJR 41.

There are a series of three online placement tests. If a student scores high enough on the first placement test, the student can move on to take the second and the same from the second to the third. Contemporary Math (Math 101) requires only test 1 be taken; Math 106, 108 and Math 125 require test 2; and Math 109, 111 139, 140, 150 require all three tests.

SIUE Developmental Education Status Survey – Math

Institution

Southern Illinois University Edwardsville

Person Reporting, title, email

Geoff Edwards, Director of Retention and Student Success, geedwar@siue.edu

Web Site with current placement policies and/or catalog reference (pages?)

<https://www.siue.edu/testing/tests/placement.shtml>. This is the current communication

Current placement policy

Describe the current development education models, including any pilot programs (Max 2000 words)

We currently offer Developmental Math courses that lead to enrollment into Co-requisite College Algebra. The Co-requisite courses have been through pilot phases and are at a point of scaling. Direction has come from the Chancellor and Provost that the University will discontinue Developmental coursework for Fall 2022.

If no developmental courses are required, briefly explain rationale for that decision (Max 2000 words)

Starting in Fall 2022, we are eliminating our non-college credit bearing offerings and move to a co-requisite model in the English and Math pathways. There are various rationales for this move. We see a lack of progression and completion rates with students starting in Developmental courses, even at the same time we

have had increased success in students completing the courses. Additionally, minority students are over represented in the traditional developmental courses and attribute to a very low retention and graduation rates for Black students.

If no developmental courses are required, indicate “the pathways that are available to students deemed to be insufficiently prepared for introductory college-level English language or mathematics coursework.” (Max 2000 words)

The current determination is to continue using ALEKS for placement in Math because it provides multiple levels, not just College Algebra. Additionally, the co-requisite instructors can utilize data captured by ALEKS to inform the assistance needed at a topical level.

In the planning stages:

- **Are multiple measures for placement planned? If so, what are they? When might they be implemented? (Max 2000 words)**

Yes, see above.

- **Are changes to developmental education delivery planned? If so, what are they? When might they be implemented? (Max 2000 words)**

Yes, see above.

Anything you'd like to add?

UIC Developmental Education Status Survey – Math

Institution

University of Illinois Chicago

Person Reporting, title, email

Jenny Ross, Director of Precalculus, jross19@uic.edu

Web Site with current placement policies and/or catalog reference (pages?)

https://mscs.uic.edu/undergraduate/new_students/math_placement/

Current placement policy

UIC uses ALEKS online placement testing, and all incoming first-year students without transfer credit for Precalculus or Calculus must complete an online math assessment using ALEKS prior to attending Summer Orientation and Registration. Optional retakes of the online assessment are available in ALEKS through 5 pm on Friday of the first week of each term. Students are eligible for a maximum of five retakes within six months of creating an ALEKS account before taking a math course at UIC.

Any student with a score of 59% or less is encouraged to attend the Summer College Mathematics Workshops free of charge or take advantage of the learning modules and retakes offered to potentially improve their placement.

If UIC has received student AP results prior to the student attending the required Freshmen Orientation and the student is awarded AP credit for Calculus I (Math 180), then he or she is still required to take the ALEKS Placement Exam for advising purposes but is eligible to enroll in any course with Math 180 as a prerequisite.

Describe the current development education models, including any pilot programs (Max 2000 words)

For 0 - 29 on ALEKS placement:

(for STEM, Business) – first semester: 088 (corequisite course) + 090 (Intermediate Algebra), second semester: Math 110 (College Algebra) and/or Math 125 (Linear Algebra for Business).

(for Education) – first semester: 088 (corequisite course) + 090 (Intermediate Algebra), second semester: Math 140 (Arithmetic and Algebraic Structures for Elem. Teachers)

(for other quantitative majors) – first semester: 088 (corequisite course) + 090 (Intermediate Algebra), second semester: Stat 101 (Introduction to Statistics).

(for non-quantitative majors, non-STEM) – first semester: 104 (corequisite course) + Math 105 (Quantitative Reasoning). Math 104/105 are the same courses as our previous Math 077/118.

For 30 - 39 on ALEKS placement:

(for STEM, Business) – first semester: 090 Intermediate Algebra, second semester: Math 110 (College Algebra) and/or Math 125 (Linear Algebra for Business)

For 30 - 45 on ALEKS placement:

(for Education) – first semester: 090 Intermediate Algebra, second semester: Math 140 (Arithmetic and Algebraic Structures for Elem. Teachers)

For 40 – 45 on ALEKS placement:

(for STEM, Business, other majors) – first semester: Math 109 (corequisite course) + Math 110 (College Algebra), second semester: Math 121 (Precalculus), Math 165 (Business Calculus), Stat 101/130, Math 170 (Calculus for Biology).

If no developmental courses are required, briefly explain rationale for that decision (Max 2000 words)

If no developmental courses are required, indicate “the pathways that are available to students deemed to be insufficiently prepared for introductory college-level English language or mathematics coursework.” (Max 2000 words)

In the planning stages:

- **Are multiple measures for placement planned? If so, what are they? When might they be implemented? (Max 2000 words)**

Not at this time.

- **Are changes to developmental education delivery planned? If so, what are they? When might they be implemented? (Max 2000 words)**

Not at this time.

Anything you'd like to add?

UIS Developmental Education Status Survey – Math

Institution

University of Illinois Springfield

Person Reporting, title, email

Hei-Chi Chan, Associate Professor of Mathematical Sciences and Math Department Chair, hchan1@uis.edu

Web Site with current placement policies and/or catalog reference (pages?)

Information regarding mathematics placement can be found in the UIS Catalog, which is available online at: <http://catalog.uis.edu/undergraduate-students/cas/math/#bachelorstext> and on the placement testing site: <https://www.uis.edu/casa/testing-services/placement-testing>.

Current placement policy

By a multiple measures approach, taking the highest placement from one of the following:

- (1) college level or dual credit math courses they took previously, or Advanced Placement (AP) tests,
- (2) remedial math courses at UIS,
- (3) Accuplacer test scores,
- (4) standardized (SAT math) scores.

Describe the current development education models, including any pilot programs (Max 2000 words)

It is a three-course sequence; entry point based on students' placement result (via Accuplacer). A fast-track option is available to students, allowing them to skip the remedial classes to gateway math courses.

If no developmental courses are required, briefly explain rationale for that decision (Max 2000 words)

n/a

If no developmental courses are required, indicate “the pathways that are available to students deemed to be insufficiently prepared for introductory college-level English language or mathematics coursework.” (Max 2000 words)

n/a

In the planning stages:

- **Are multiple measures for placement planned? If so, what are they? When might they be implemented? (Max 2000 words)**
Multiple measures for placement are currently used (described above). MAT is reviewing the use of HS transcripts and transition math courses for math placement.
- **Are changes to developmental education delivery planned? If so, what are they? When might they be implemented? (Max 2000 words)**
Currently working on a corequisite model. They could be implemented in 2023.

Anything you'd like to add?

UIUC Developmental Education Status Survey – Math

Institution

University of Illinois Urbana-Champaign

Person Reporting, title, email

Web Site with current placement policies and/or catalog reference (pages?)

<https://math.illinois.edu/academics/undergraduate-program/aleks-ppl-mathematics-assessment-exam>
<http://catalog.illinois.edu/courses-of-instruction/math/>

Current placement policy

See <https://math.illinois.edu/academics/undergraduate-program/aleks-ppl-mathematics-assessment-exam>

Describe the current development education models, including any pilot programs (Max 2000 words)

UIUC does not offer any developmental math courses.

If no developmental courses are required, briefly explain rationale for that decision (Max 2000 words)

UIUC offers support to *every* student enrolled in our two lowest courses.

UIUC offers co-requisite instruction in MATH 112 “College Algebra” using technology-mediated support in an Accelerated Learning Program co-requisite course model. Students in College Algebra receive support regardless of whether or not the student is officially in the corequisite program as determined by their ALEKS placement score.

MATH 101 “Mathematical Thinking,” is for students who do not need mathematics coursework beyond Precalculus or Business Calculus, uses an Accelerated Learning Program corequisite model.

If no developmental courses are required, indicate “the pathways that are available to students deemed to be insufficiently prepared for introductory college-level English language or mathematics coursework.” (Max 2000 words)

MATH 101 “Mathematical Thinking” (3 credit hours) and MATH 181 “A Mathematical World” (3 hours) do not have minimum required placement scores and are 2 pathways available to students for direct access to credit bearing mathematics coursework.

In the planning stages:

- **Are multiple measures for placement planned? If so, what are they? When might they be implemented? (Max 2000 words)**
For mathematics courses up to and including Calculus I, see <https://citl.illinois.edu/citl-101/measurement-evaluation/assessment-proficiency/current-cutoffs/2021-cutoff-scores-math>
For course beyond, Calculus I, see <http://catalog.illinois.edu/courses-of-instruction/math/>
- **Are changes to developmental education delivery planned? If so, what are they? When might they be implemented? (Max 2000 words)**
n/a

Anything you'd like to add?

The University of Illinois Urbana-Champaign has more than a decade of efficacy data on over 120,000 assessments supporting the effectiveness of our placement program.

WIU Developmental Education Status Survey – Math

Institution

Western Illinois University

Person Reporting, title, email

Katrina Daytner, Associate Dean, KM-Daytner@wiu.edu

Web Site with current placement policies and/or catalog reference (pages?)

http://www.wiu.edu/cas/mathematics_and_philosophy/placement/

Current placement policy

Entering students' mathematics skills and previous math coursework are assessed prior to initial registration. For incoming freshmen, the primary tool for math placement is the Information for Math Placement Form. Students will receive the link to fill out the online Information for Math Placement Form from their adviser. For transfer students, the primary tool is their transcript. The student is placed into a category of math courses. Based on the student's major and course of study, in consultation with their adviser, the student may register for any course in the category.

All new students at WIU may choose to take Math 110* or Math 100, depending on their chosen major.

- For majors REQUIRING Math 128 OR Math 113, students should register for Math 110*, OR
- For majors NOT REQUIRING Math 128 OR Math 113, students should register for Math 100.

A student's math placement may be higher than Math 110 or Math 100, based on their math background.

**For fall 2021, beginning math courses are changing. Math 110 is a new course, which replaces Math 099. Students placed in Math 099, should take Math 110. Additional information on course changes can be found here.*

Added from email note of 3/29 from Jim Olsen: We use multiple measures to determine mathematics placement. Previous mathematics coursework (high school, community college, or university), dual credit courses, AP credit, ACT/SAT math scores (if they exist), optional ALEKS Placement Test (if the student chooses to take it) are all factored in to determine a student's mathematics placement.

Describe the current development education models, including any pilot programs (Max 2000 words)

none

If no developmental courses are required, briefly explain rationale for that decision (Max 2000 words)

The University feels it is important for all students to immediately get placed into credit bearing courses.

For the lowest level math placement, Math 100 and Math 110, we have academic supports built into the courses and we have external supports (tutoring) available for students who are lacking in background knowledge and skills.

If no developmental courses are required, indicate “the pathways that are available to students deemed to be insufficiently prepared for introductory college-level English language or mathematics coursework.” (Max 2000 words)

For the lowest level math placement, Math 100 and Math 110, we have academic supports built into the courses and we have external supports (tutoring) available for students who are lacking in background knowledge and skills.

In the planning stages:

- **Are multiple measures for placement planned? If so, what are they? When might they be implemented? (Max 2000 words)**

See above for how students determine which course MATH 100 or MATH 110 they should select as their first math class.

Added from email note of 3/29 from Jim Olsen: Restructuring of the multiple measures for math placement were done in the 2021 and were implemented for incoming students for the 2021-2022 academic year.

- **Are changes to developmental education delivery planned? If so, what are they? When might they be implemented? (Max 2000 words)**

None.

Anything you'd like to add?

Scaling Report – English

The Illinois Board of Higher Education is collecting information from universities to meet the requirements of (110 ILCS 175/) [Developmental Education Reform Act](#). The act requires that by May 1, 2022, each university shall submit to the IBHE 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.

The specific language from the DERA follows:

- (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.*

The following survey is designed to provide a basic format for responses based on the statutory language. Please refer to the Baseline Data Report as needed, particularly benchmarks for progress, but no need to duplicate information already provided.

Institution:

Person Reporting, title, email:

1. What is your “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?” (MAX 3000 Words)
2. What are your expectations for improvements in educational outcomes? (MAX 3000 Words). Specifically: Provide details on expectations for improvements in educational outcomes for Black students as result of the proposed reforms.
3. If you do not have any developmental education courses, please explain strategies and programs that support student success in Gateway courses. (MAX 2000 Words)
4. Please provide any additional comments.

Scaling Report – Math

The Illinois Board of Higher Education is collecting information from universities to meet the requirements of (110 ILCS 175/) [Developmental Education Reform Act](#). The act requires that by May 1, 2022, each university shall submit to the IBHE 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.

The specific language from the DERA follows:

- (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.*

The following survey is designed to provide a basic format for responses based on the statutory language. Please refer to the Baseline Data Report as needed, particularly benchmarks for progress, but no need to duplicate information already provided.

Institution:

Person Reporting, title, email:

1. What is your “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?” (MAX 3000 Words)
2. What are your expectations for improvements in educational outcomes? (MAX 3000 Words). Specifically: Provide details on expectations for improvements in educational outcomes for Black students as result of the proposed reforms.
3. If you do not have any developmental education courses, please explain strategies and programs that support student success in Gateway courses. (MAX 2000 Words)
4. Please provide any additional comments.

Institution: Chicago State University

Person Reporting, title, email: Mary Daniels, Associate Provost, mdanie30@csu.edu

We do not have non-credit-bearing developmental English courses at Chicago State University. Instead, we use a co-requisite model to help ensure student success in college-level writing. Related discussion follows describing our placement policy, course content of co-requisite classes, and special supports offered.

Current Placement Policy

First-time freshmen must take a diagnostic placement test for English (the online Accuplacer test) to help ensure that they take the class(es) they need. Transfer students who have not completed an A. A. or A. S. degree and who have not completed their general education requirements for English Composition must take an examination in English (variously called the English Qualifying Examination or the English 1280 Placement Test). Depending upon the score and the number of college English credits they transfer in, if any, they will be placed in either ENG 1270 or ENG 1280 (our two gateway courses) or, if needing additional help to improve their skills, placed into one of the two co-requisite courses. ENG 1230 Writers' Workshop I or ENG 1240 Writers' Workshop II.

Co-Requisite Courses – Sequence and Content

A student who takes and passes ENG 1230 must follow it up by taking and passing ENG 1240. These two co-requisite courses are college-credit-bearing and have six (6) weekly contact hours of instruction, rather than three hours weekly. The courses are designed to give students the extra support they need to be successful in college-level work in all disciplines. The students meet in the English Department computer lab. Roughly half of each class meeting is devoted to lecture and discussion, while the other half is devoted to exercises and writing.

ENG 1230 focuses heavily on the basics of college-level writing and provides an introduction to argumentation, while ENG 1240 introduces the argumentative research paper in addition to providing instruction on composition basics. Students are required to develop such a paper in order to pass the course. Through these two courses, students are helped to acquire a strong foundation in at least the following: argumentation; essay and paragraph development; sentence structure; grammar; word usage; punctuation; research skills and navigation of scholarly research databases; bibliographic citation.

Generally, students get a solid grounding in the five basic stages of the writing process (planning, researching, drafting, revising, and editing). They become clear that this process is the same, whether they are required to write a 10-page research paper for any course, a 30-page Senior Thesis, an 80-page master's thesis, or a 200-page doctoral dissertation. To enhance engagement in the courses, instructors encourage students to discuss, read about, and write about topics of relevance to their own lives and communities, issues like reparations and the sentencing of juveniles as adults, as two examples.

Supportive Activities

Students are required to attend (or in the instance of pandemic remote learning, view) a certain number of library bibliographic instruction sessions in order to learn how to conduct scholarly research. They also are encouraged to meet with librarians as needed. In addition, they are encouraged (in some instances, required) to participate in a certain number of tutoring sessions each semester. Students are to use these outside support sessions to prepare for specific assignments.

Finally, during in-person class sessions, students have access to either peer tutors or graduate-level Learning Assistants. Of note, instructors often use Open Access materials to help with the affordability of textbooks. All of these strategies are designed to help Black and all students thrive as budding scholarly writers.

1. What is your “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?” (MAX 3000 Words)

As a university that is fully committed to students’ access to excellent education, Eastern Illinois University continues to reform its developmental education.

ENGLISH

The data from the **Fall 2018** cohort* – from enrollment to retention – shows that developmental education needs improvement. 4.8% of our first-time, full-time freshmen (39 of 802 total students) were enrolled in the developmental education course **English 1000 (Fundamentals of College Composition)**. 34 of the 39 students completed and passed English 1000. Of these students, 24 were enrolled Spring 2019 in **English 1001G (Composition I)**, which is the “gateway” or credit-bearing class that gets the student truly started on earning a university degree. EIU retained 31 of the 34 who passed English 1000, and successfully placed 70% (24 of 34 students) into the gateway course. Of the 24 students who were enrolled in English 1001G, 15 passed the course. Overall, 38.4% of students in the English developmental model experienced success in their first year.

In response to this data, EIU has implemented the following:

- A revised version of English 1000: Fundamentals of College Composition is currently in the process of being approved, and will be offered starting in Spring 2023. Called “**English 1000: College Composition Studio**,” the revised course bears this description and includes a 1-credit studio component: “A course in college-level writing and critical reading skills. Practice and instruction in the development of an individualized process of reading, prewriting, drafting, revising, editing, and proofreading.”

The English 1000 + Studio model is being adopted after EIU piloted a co-requisite model that was unsuccessful. The new version of English 1000 + Studio will replace a course that will no longer be offered: General Studies 1000 (Reading and Study Skills Improvement). The English Department has revised this basic/developmental writing course to fulfill the needs of a student population who can succeed at college but need substantial mentoring and explicit instruction in both reading and writing at the college level.

- EIU offers a [Writing Center](#) staffed by dedicated English Graduate Assistants. The Writing Center may play a larger, more defined role in working with English 1000 students, particularly in the studio component.
- In a concerted effort to be more transparent and to help first-generation students, EIU plans to coordinate the messaging about the importance of placement within courses such as Composition. This will mean coordinating the efforts of New Student Orientation and Advising to help prepare and inform newly-admitted students about tests they will need to take during their orientation on campus.

2. What are your expectations for improvements in educational outcomes? (MAX 3000 Words). Specifically: Provide details on expectations for improvements in educational outcomes for Black students as result of the proposed reforms.

EIU expects to see improved retention rates, enhanced graduation rates, and reduced time to degree for students of color.

3. If you do not have any developmental education courses, please explain strategies and programs that support student success in Gateway courses. (MAX 2000 Words)

4. Please provide any additional comments.

*Adjustments were made to the data submitted in the last report. Because of high staff turnover in assessment, there is loss of information on the data capture parameters that were used. There was also no doubt some confusion over nomenclature. Specifically, because of our university's "Gateway Admission Program" (helping students who do not meet traditional admission criteria), courses may have been counted as credit-bearing "gateway" courses when in fact these were non-credit-bearing developmental education courses.

Institution: Governors State University

Person Reporting, title, email: Colleen Sexton, Associate Provost, csexton@govst.edu

1. What is your "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?" (MAX 3000 Words)

GSU's general education system is founded on a number of high-impact practices in education as outlined in Maimon's (2018) book *Leading academic change: Vision, strategy, transformation*, published by Stylus Press. This vision for education includes the goal of removing systemic barriers to student success through transforming the university system (p. 73). Maimon sums up our approach by stating that "The idea is to integrate support into every student's experience rather than sending so-called deficient students to special treatment centers to cure their difficulties" (p. 76). The built-in supports for the first year writing courses include small class sizes (sections are capped 15), experienced full-time faculty assigned to nearly all sections, additional co-requisite support that is part of the primary curricular pathway, early-alert systems that include the use of GSU STAR, peer mentors embedded in sections of first-year seminar, a university 101 course titled "Mastering College" that makes use of the same peer mentors for support, and embedded writing tutors in sections of first-year writing (as permitted by resources and faculty participation).

In summary, at GSU we do not use any developmental education courses. All students are immediately enrolled in a credit-bearing first semester writing course and a co-requisite writing workshop. We piloted the co-requisite in fall of 2021 and are not just looking at successful completion of the required writing course, but also analyzing the costs of running the co-req workshops being taught by full time faculty versus the use of graduate students (writing fellows) for the co-requisite workshop. We are also looking at those who placed out of the workshop and their success rates in the course over those who took the co-req.

2. What are your expectations for improvements in educational outcomes? (MAX 3000 Words). Specifically: Provide details on expectations for improvements in educational outcomes for Black students as result of the proposed reforms.

At GSU, we were well aware of the inequity of requiring students to enroll in non-credit bearing developmental writing courses, since we enrolled first year students in fall of 2014. We were committed to enrolling students immediately into a credit bearing writing course with development supports that initially included a two-week, pre-first semester Summer Smart Start for English. By closely tracking the data on student success and other variables that contributed to their success, we moved from the two-week Summer Smart Start and piloted the co-requisite 1-credit hour workshop alongside the required writing course in fall of 2021. We are currently analyzing those data. We expect that our students' success rate will grow as we perfect the kind of supports provided through the 1-credit hour co-requisite Writing Workshop course. It stands to reason that as students are successful in their required writing course, that retention and persistence to graduation will rise.

3. If you do not have any developmental education courses, please explain strategies and programs that support student success in Gateway courses. (MAX 2000 Words)

In addition to the details provided above, GSU provides writing supports in the use of Writing Fellows and Writing Center Tutors that are available on demand, and by referral of the faculty member. Also, in summer 2022 we will offer our first true 6-week summer bridge program to first-year, first-time, non-honors students, in which we will offer a writing intensive humanities course whereby writing fellows and

writing tutors will be used to support the students in their preparation for their first gateway writing course in the fall 2022 term.

4. Please provide any additional comments.

No other comments.

Institution: Illinois State University

Person Reporting, title, email: Amy Hurd, Assoc. VP for Undergraduate Education

1. What is your “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?” (MAX 3000 Words)

ISU does not have developmental English courses.

2. What are your expectations for improvements in educational outcomes? (MAX 3000 Words). Specifically: Provide details on expectations for improvements in educational outcomes for Black students as result of the proposed reforms.

If you do not have any developmental education courses, please explain strategies and programs that support student success in Gateway courses. (MAX 2000 Words)

ISU does not have a developmental English course. However, we have special sections of the basic writing course (ENG 101A10) for students who self-select as needing additional writing assistance. The course has additional graduate assistants assigned to it, and the enrollment cap is lower than a traditional course.

It is assumed that between ENG101A10 and available tutoring students should be successful in their writing course. The data on DFW rates in these courses support that. Since developmental courses do not count as hours towards graduation, providing additional support for courses that count towards the degree is a better solution than providing developmental English courses, which require a resource heavy writing assessment process. It is well documented that students who start out in remedial writing usually do not finish a college degree because of the delay to graduation. This is especially problematic when ENG 101 is a pre-requisite for many of our general education and major courses.

There has been considerable discussion about writing in ISU's attempt to revise general education requirements. It is anticipated that an additional writing course will be added to the requirements whether that is a stand-alone course or embedded within the major.

3. If you do not have any developmental education courses, please explain strategies and programs that support student success in Gateway courses. (MAX 2000 Words)

4. Please provide any additional comments.

Institution: Northeastern Illinois University

Person Reporting, title, email: Tina Villa, Instructor & English Language Prog. Coordinator, t-kontelas@neiu.edu

1. What is your “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?” (MAX 3000 Words)

NEIU has made significant changes to our developmental course sequences and placement testing to maximize the number of students who will successfully complete their college-level English requirement within two semesters.

1. ELP 096: The English Language program (ELP) combined the learning outcomes and objectives of our two pre-composition courses (ELP 095 and ELP 096), which eliminated the need to offer

ELP 095 (the lower of the two courses) reducing the number of developmental courses in the sequence to two.

2. ELP 098/ENGL 101: The ELP, in collaboration with the First-year Writing program, designed and implemented the corequisite sequence ELP 098 and ENGL 101 that are taken together in the same semester. ELP 098 is a supportive instruction course that reinforces the materials presented in the corequisite ENGL 101 course and provides individualized support for each student's needs.
3. Throughout the 2020-2021 and 2021-2022 school year, we used a modified version of directed self-placement, which is aligned with guidelines laid out by professional organizations such as the WPA (Writing Programs Administrators) and the NCTE (National Council of Teachers of English.), as an approach to anti-racist assessment.
4. For Fall 2022, our administration opted to return to Accuplacer to allow for expedited pre-registration. As a compromise with the Administration, the ELP and First-year Writing programs have implemented a two-step process for students who place into developmental writing courses. All incoming students with a high school GPA of <3.25 who take the Accuplacer and place into any developmental writing course must also take a short survey that includes modified directed self-placement questions and a writing prompt, which will be evaluated manually to ensure that the standardized placement tool is not over-placing students into developmental writing courses.

2. What are your expectations for improvements in educational outcomes? (MAX 3000 Words). Specifically: Provide details on expectations for improvements in educational outcomes for Black students as result of the proposed reforms.

NEIU expects that these changes will benefit all students, but they will specifically make smaller the achievement gap between Black students and white students.

1. We know that standardized tests such as the Accuplacer placement tool tend to over-place Black and Brown students lower than their skill levels, which is the reason for the two-step process for placement when students test into any developmental writing course. The survey gives students the opportunity to assess their writing abilities and to identify writing skills they are less comfortable with. The manually evaluated writing samples give evaluators a chance to see a sample of the writing skills of students when they are responding to a writing prompt that is more accessible to all students than an SAT-type writing prompt.
2. ELP 098: This course gives students a reflective space to think about how their writing is developing with the support of their writing instructor and their peers. Students in the corequisite model (since its pilot in Spring 2019) have had an ENGL 101 pass-rate of 77%, which is slightly higher than the ENGL 101 pass-rate of students with no enrollment in developmental writing (73%).
3. Across NEIU, departments are trying to enhance DEI pedagogies and assessments, as well as making course content more culturally inclusive. The corequisite set of courses aligns with these goals in that through more individualized instruction it accommodates different learning styles and great collaboration among peers, which helps students better engage with and work through their writing tasks.

3. If you do not have any developmental education courses, please explain strategies and programs that support student success in Gateway courses. (MAX 2000 Words)

4. Please provide any additional comments.

In order to envision future plans to impact student success, it's helpful to examine the history of NIU's developmental writing program. For over 40 years first-year students admitted through NIU's CHANCE Program (link below) enrolled in a stretch model of English 103 (Rhetoric & Composition I), the first of our two required courses. <https://www.niu.edu/chance/index.shtml>

If writers needed the support two semesters offer, they enrolled in English 102 (Composition Skills), completing the stretch course sequence in the spring with 103P. Those who needed some, but not as much support, enrolled directly into English 103P, a "fortified" version of our credit-bearing gateway course, in their first semester. Both English 102 and English 103P included these extra supports: small class size (15), highly experienced full-time writing faculty, weekly co-requisite tutoring in the Writers' Workshop (a facility dedicated to these writers), and close communication between writing faculty and CHANCE counselors.

Placement into either the two-semester or single semester of the writing program was based on these multiple measures: high school record (school, courses completed, course and overall grade point averages), ACT/SAT scores (as available), a local writing exam evaluated by English faculty teaching the course, consultation with CHANCE counselors, and meetings with students concerning our placement recommendation.

According to a fall 2019 report created by then associate dean David Ballantine, "College of Liberal Arts and Sciences Strategic Enrollment Management Committee Summary," over many years of this configuration, we had good success (average of 87% ABC rates in our stretch program fall 2016 to spring 2019) and fairly narrow equity gaps (3-9 %).

In addition to the support systems noted above, this writing program included a variety of "high touch" features: Writers' Workshop peer tutors (who themselves were highly successful stretch program "graduates" and thus role models/mentors); frequent one-on-one student conferences (typically 5-8 per semester); an anthology of student work, *Contemporary Voices*, now in its 36th edition; affordable texts (under \$25); adoption (use?) of NIU's Common Reading Experience (recently Bryan Stevenson's *Just Mercy* and Trevor Noah's *Born a Crime*, with author visits); open mics; and essay contests and awards ceremonies, among other high touch features.

As state legislative reforms encouraged shorter pathways to gateway course completion, effective this fall (2021) our stretch model ended. Elimination of the first semester (English 102) of our two-semester stretch course was a provost-level decision in consultation with the English Department and the College of Liberal Arts and Sciences. English 103P remains the same: a credit-bearing gateway course that prepares writers for English 203, our second required course. I know that DERA charges all of us to accelerate progress toward graduation, and only time and data will tell whether we might be better off with the stretch model, where students are "placed in and successfully complete introductory college-level English coursework within two semesters."

Our placement model also changed significantly in fall 2021. In addition to all CHANCE participants, all entering first-year students with high school GPAs below 3.0 are placed into 103P (rather than 103). Students are eligible to take the Writing Composition Foundational Studies Competency (WCFSC) Exam (link below) to attempt placement into English 204, a course that combines and fulfills the English 103 and English 203 requirement. <https://www.niu.edu/testing/student/new-student/writing.shtml>

It's early to know much about how the elimination of English 102 impacts the short- and long-term success of first-year writers. Because I feel a personal responsibility for 103P, and was horrified by the spring 2021 30% DFW percentage, I was greatly relieved that in fall 2021 our 103P DFW percentage improved considerably. I still consider a 17% DFW rate too high, but it's a 13% move in the right direction.

Surely the pandemic and online coursework affected our first-year students who had already suffered a year of abnormal, likely alienating, high school. English 103P faculty members – very generously – met often last summer and this academic year to help me strategize ways to get students to class and Writers' Workshop more faithfully, and communicated closely with CHANCE and academic advisors (in addition to using Navigate). It's far more difficult to communicate with academic advisors than with CHANCE counselors. As you can imagine, academic advisors have hundreds of advisees and relatively few occasions that necessitate meeting with their assigned first-year students. CHANCE counselors, on the other hand, have caseloads of 40-50, meet frequently with their cohorts, and teach a University Experience course, UNIV 101, weekly. Our writing program has long been helped by frequent collaboration with CHANCE associate directors. The program's new director, Adriane Hutchinson, has also offered her wisdom and support. Although some of the non-CHANCE under 3.0 group also took UNIV 101 this

fall, it will not be offered this coming year (2022-2023) – except for CHANCE participants – while its impact on success is studied and program revisions are imagined.

Our Writers' Workshop coordinator, Jen Fife, was dedicated to implementing NIU's new, rather clunky Tutor Matching Service (TMS) online tutoring platform with extra hand-holding of faculty, students, and tutors when the pandemic necessitated abandoning face-to-face sessions. Online tutoring, however, lacks the personal touch afforded by in-person tutoring in a welcoming space that students use for studying or "hanging out" during their days on campus. I've attached a video filmed in the Writers' Workshop that showcases first-year students, Writers' Workshop tutors, and writing faculty. I encourage you to spend the four minutes watching this video as it illustrates more than my words can. I have high but cautious hopes for our return to in-person classrooms and tutoring next academic year.

Although all 103P students are supported by our co-requisite Writers' Workshop tutoring, I fear that non-CHANCE participants will suffer without the wraparound services CHANCE provides as well as the loss of UNIV 101. It's just a hunch right now, and needs to be supported by data, but I worry that the under 3.0, non-CHANCE cohort won't achieve and persist at the same level we all would like to see.

Part of the lofty mission of our first-year writing program is to prepare students to participate in the academic, political, ethical, and cultural discussions of our time. To do so, students must observe the interconnections between "personal" and "public/academic" writing, on the degree to which personal experience and personal voice ("writer's presence") shape academic writing and academic success. We have succeeded if students view intellectual development as a personal matter. The extra semester of the stretch program gave us the breathing room to include the sorts of narrative reading and writing assignments that give writers the comfort and authority to gain the confidence necessary to tackle future academic writing tasks. Narrative reading and writing, while organic in many ways, also embed the moves writers need to navigate reading and writing challenges – writing to explain, writing to examine, writing to persuade, researched writing, and the like.

Because most NIU first-year students are non-white, we are cognizant of the fact that the academic progress of BIPOC students in higher education is both fragile and significantly influenced by motivational conditions: how students perceive their academic environments and the respect they receive from those around them affects their confidence to persist in a rural setting. As the writing program member of a CLAS Equity Team, I made sure that the team's recommendations are implemented. These include cultural competency training for all writing faculty, diverse readings, policies (attendance, assignment completion, etc.) that encourage without draconian penalties, welcoming syllabi, promoting academic support services and cultural resource centers, and increasing BIPOC faculty recruitment and retention.

Institution: Southern Illinois University Carbondale

Person Reporting, title, email: Gireesh Gupchup, Vice President for Academic Innovation, Planning and Partnerships, gireesh.gupchup@siu.edu; Lizette Chevalier, Associate Provost for Academic Programs, lizette.chevalier@siu.edu

1. **What is your "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?" (MAX 3000 Words)**
2. **What are your expectations for improvements in educational outcomes? (MAX 3000 Words). Specifically: Provide details on expectations for improvements in educational outcomes for Black students as result of the proposed reforms.**
3. **If you do not have any developmental education courses, please explain strategies and programs that support student success in Gateway courses. (MAX 2000 Words)**
4. **Please provide any additional comments.**
No developmental education courses offered.

1. What is your “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?” (MAX 3000 Words)

Alignment with institutional priorities and current initiatives

SIUE serves a diverse student population. SIUE's student body includes significant numbers of Pell-eligible students as well as first-generation students. We recognize that our students have intersectional identities that may coincide with larger structural inequities. For example, as an institution, SIUE has committed to improving our overall retention and graduation rates. Within that larger commitment, we recognize that we must attend to the equity gaps that have existed on our campus and work in earnest to ameliorate those. We have committed to improving the retention and graduation rates for Black students, an area in need of considerable improvement. While our data indicates that our 4-, 5-, and 6-year graduation rates have improved from 7%, 22% and 27% respectively in 2011 to 11%, 26% and 33% for the 2013 cohort, we have a long way to go to reach rates comparable to the aggregate rate. As an institution, we recognize that there is a significant area of opportunity for improvement that requires the dedicated attention to diverse groups of underrepresented and marginalized students who face significant obstacles. Yet, we also recognize that Pell-status or socio-economic status broadly is also associated with delays in graduation.

SIUE is committed to providing students with all necessary support in order to ensure their success through their entire educational journey. As an institution, we have focused our collective effort on creating an environment of holistic support services and outstanding academic experiences that can help students make progress through their studies while receiving the additional scaffolding to support their learning. We also recognize that we need to ensure that students can make progress to degree while avoiding additional costs and debt.

Our commitment to improving the success of our Black students, in particular, is also evident in our HLC Quality Initiative (QI), which we have titled, “From Surviving to Thriving: A Holistic Retention Program for Black Students.” The purpose of our QI is to acknowledge structural racism as a predictor of educational and career outcomes among Black students and to build a multilevel program designed to enhance their daily experiences by reducing incidence, prevalence, and impact of minority stress and cultural trauma perpetuated by the institution, interventions will directly address students and indirectly address faculty and staff concerns as they may be currently impeding progress toward the goals stated below:

- 1) Support Black students along the educational pipeline by developing a pathway for their enrollment at SIUE
- 2) Improve retention and graduation rates of Black students at SIUE by achieving year to year increases in retention, and by increasing the six-year graduation rate
- 3) Develop and nurture pathways to graduate and professional school and/or employment for Black students graduating from SIUE
- 4) Provide ongoing diversity, equity, and inclusion education, training, and resources, through various modalities, to support self-awareness and professional development.

We see our efforts in implementing institutional changes related to developmental education reform well aligned with the goals of the Quality Initiative and with some of the significant shifts we have made in our recruitment and retention strategies, including making standardized tests score options for admission and scholarships to SIUE, among other curricular efforts to increase student success. Importantly, SIUE's new strategic plan, which has not been finalized, will contain goals to increase student retention and graduation rates significantly and call on our community to focus on student success with deliberate, intentional, and committed practice.

Developmental Educational Prior Practices for English

Prior to DERA, individuals scoring below the minimum for entrance into ENG 101: Composition I may be required to complete the University's developmental **writing** course (AD 090: Basic Writing

I) and/or developmental **reading** course (AD 082: College Reading II). SIUE offered the following ENG developmental educational options:

Developmental Writing Course Sequence:

AD 090: Basic Writing I (non-credit bearing)

ENG 101: English Composition I (credit bearing)

Developmental Reading Course Sequence:

AD 082: College Reading II (non-credit bearing)

ENG 101: English Composition I (credit bearing)

All Southern Illinois University Edwardsville (SIUE) students were required to provide writing and reading assessment scores, prior to enrolling in English/Language Arts courses. Individuals may provide scoring via ACT English, ACT Reading, SAT Writing & Language, SAT Reading, ACCUPLACE Writing, and/or ACCUPLACER Reading.

Data analysis of the success rate of students who placed in AD 090 (English) and AD 082 (Reading) for the past five cohorts (2016-2021) shows that the percentage of students who took these courses and successfully completed the gateway ENG 101 class with a grade of “C” or better has ranged between 71-94 percent for AD 090 and between 68-95 percent, showing that the additional instructional resources provided supported success through the gateway ENG course for the majority of students. However, over the last few years, the University has been engaged in course transformation and co-requisite designs (e. g. elimination of AD 095 in Math and AD 092 in English) to move the institution closer to eliminating additional AD courses. Through co-requisite and enhanced models, SIUE was able to place more students directly in Math 120 and ENG 101 E: Composition. In the last three years, ENG 101-E has been offered as special sections (20 sections with 16 students each) of the credit-bearing composition course with smaller class size, taught by instructors with additional training in teaching basic writing and providing additional lab hours for practice.

Proposed Institutional Plan for DERA Implementation on ENG

As SIUE continues its commitment to close equity gaps and provide access and support for Black students, we recognize the work that still needs to be done in order to ensure the success of Black students and their appropriate and timely placement in gateway English classes. To that end, SIUE is planning to completely transform the currently existing model of developmental education beginning in Fall 2022. While not all policy changes can be complete and the initial phase must be conducted as a pilot, we are moving in earnest. All incoming freshmen students for Fall 2022, who would have previously been placed in AD 090 and AD 082, will now be placed in credit bearing, designed with a co-requisite experience of 2 additional contact hours of supplemental instruction focused on specific writing and reading strategies to help students successfully move through gateway college courses. Students who need additional support will now be placed in an enhanced section of ENG 101, with 2 additional contact hours of co-requisite instruction (these sections have been previously offered as discussed in the section above). Students who were previously placed in AD 082 (reading) will now be placed in sections of general education courses such as ANTH 111, ENG 112, SOC 111, HIST 130A and PSYC 111, where they will receive additional supplemental instruction on improving reading comprehension in the specific subject area of the course (HIST, ANTH, SOC, or PSYC, respectively). These additional contact hours focused on improving reading comprehension in the specific subject area will be delivered in a joint effort with the course instructor and a trained reading specialist, who has previously led the AD 082 developmental reading session. SIUE’s content experts in the discipline will partner with reading specialists over the Summer of 2022 to develop an instructional plan and specific pedagogical exercises that fit the course subject and allow for proper support of reading and success throughout the course. SIUE is fortunate that two tenure-line faculty teaching these courses have additional training and expertise in supporting reading comprehension and metacognitive strategies.

Additionally, because SIUE has made standardized tests score optional as part of the admission process and because we recognize the significant literature in the field of higher education success that demonstrate the implicit biases built into standardized test, SIUE will no longer rely solely on ACCUPLACER or any other standardized testing scores to determine students’ placement in ENG. Instead, we are going

to work on using high school GPA (cumulative and in critical courses), directed self-placement assessment completed by the students with consideration of test scores as part of a holistic picture to determine placement in ENG 101 E as well as paired-section of reading with the credit-bearing general education courses listed above.

In order to make sure that these placements are determined based upon a holistic evaluation of the student potential to succeed in a traditional ENG 101 section, and in our effort to provide reliable evaluation tools to determine the need for additional co-requisite instruction, over the summer we are going to have several training sessions with academic advisors to help them understand expectations of the new placement practices and troubleshoot potential questions and solution for a successful implementation of the new placement practices.

With these changes in place, we will effectively eliminate all non-credit bearing developmental courses and will replace them with co-requisite ENG courses in writing and 111 courses in a variety of disciplines with additional reading support, based upon individual student placement. All students, therefore, will meet the requirement to be placed in an introductory college-level, credit bearing English language course with their first year of college.

2. What are your expectations for improvements in educational outcomes? (MAX 3000 Words). Specifically: Provide details on expectations for improvements in educational outcomes for Black students as result of the proposed reforms.

Our institutional commitment to increasing our freshman to sophomore retention rate overall while focusing on closing equity gaps across groups and increasing success for Black students will guide our methods of assessing the results of the implementation of our institutional DERA plan. We know based on existing outcome data that our students who took developmental education classes were in large numbers able to continue to also successfully complete ENG 101 class. However, these developmental courses could lead to delays in their progress to degree and could increase costs and debt that often became significant obstacles for them to overcome on the road to degree completion. Therefore, we are confident that our move to eliminate AD courses altogether while incorporating the needed supplemental instruction supported directly into co-requisite sections of ENG 101 and paired-reading section of credit bearing Gen Ed courses will lead to successful outcomes.

We will develop a plan for tracking placement data by advisor as well as outcomes across sections. Our retention leaders and advisors will track data on student progress through completion of critical courses and their progress to degree. We will conduct analysis based on outcomes in ENG 101 E and designated reading paired sections to compare the outcomes for the 2022 student cohort as the first freshman class for which these new co-requisite sections will be implemented. We will also work closely with our SIUE's existing efforts to support students from underrepresented groups, including racially minoritized students, which are best represented by the [Student Opportunities for Academic Results \(SOAR\)](#) program. SOAR serves many underrepresented student populations and is free to all students. Within SOAR, there are specific programs to support African American students, including a near-peer mentoring program and first year course to bolster student success: [FAME \(Females of African descent Modeling Excellence\)](#) and [GAME \(Goal-oriented African American Males Excel\)](#). The FAME and GAME programs to all incoming Black students for 2022 freshmen class at SIUE to help them succeed academically, professionally, and personally.

A recent study conducted by Dr. Carrie Butts-Wilmsmeyer, Director of SIUE's Center for Predictive Analytics provided quantitative data to further affirm the impact of SOAR and programs like FAME and GAME. Dr. Butts-Wilmsmeyer conducted a longitudinal analysis of all students, identifying which student cohorts are less likely to graduate SIUE and when. However, the critical time points for student groups differed. For our Black male students, that time point was during the first year. Focusing on just Black males, we identified three variables that were highly predictive of success: participation in at least SOAR or GAME, reducing their unmet need and high school grade point average (GPA). These last two variables are also important for other student groups, but in a different fashion. Campus-wide, the most predictive variable was HS GPA, followed by unmet need. However, for our Black male students, this trend is reversed. What is more, the social engagement provided through activities such as SOAR and GAME is even more important than financial and academic predictors. By providing social and financial supports, both our predicted and observed one-year retention rates of Black male students improved. Not only did these rates improve, their retention rates more closely mirrored those of other student groups.

We are expecting our Black students' participation in SOAR as well as their placement in credit-bearing, co-requisite supplemental instruction for writing and reading, where needed, will lead to a significant increase in our freshman to sophomore retention rates, and overall retention rates for Black students.

3. If you do not have any developmental education courses, please explain strategies and programs that support student success in Gateway courses. (MAX 2000 Words)

n/a

4. Please provide any additional comments.

Institution: University of Illinois Chicago

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Introduction

The UIC English Department is compiling this report in response to the DERA/IBHE's call to account for UIC's planning to scale up the placement and enrollment of more college students into college-level academic writing courses. The IBHE specifically calls us to provide:

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 a result of the proposed reforms.

With our current system, students who are placed into "developmental" writing courses (in UIC's case, ENGL 070 and ENGL 071) are on track to complete their college writing requirements in three semesters:

Semester 1) ENGL 070/ENGL 071 (Intro to Academic Writing)

Semester 2) ENGL 160 (Academic Writing I)

Semester 3) ENGL 161 (Academic Writing II)

This report addresses how more students who place into ENGL 070 and ENGL 071 could be allowed to complete their college-level writing coursework in two semesters instead of the current three as shown above. In sum, we believe that opportunities can be created for more students (1) to take ENGL 160 in their first semester with a co-requisite workshop; (2) to take the Summer Enrichment Writing Workshop (SEWW) to advance their placement to ENGL 160; (3) in ENGL 071 and ENGL 070 to petition for ENGL 160 credit and advancement on to ENGL 161 to fulfill their writing coursework in two semesters instead of three; and (4) to take ENGL 070 and ENGL 071 as college-level, credit-bearing writing courses, albeit still in three semesters. In order to move forward with a plan that further minimizes developmental English education, we would leverage the existing programs that we know work well and measurably benefit our students, as well as refigure the existing developmental courses into more beneficial credit-bearing courses.

The UIC English Dept. has a well-developed system for placing its students into First-Year Writing (FYW) courses. Any incoming first year (FY) student who does not already place into ENGL 161 (Academic Writing II) by standardized test scores or transfer credit is required to take our in-house, online, essay-based placement test. Students write a prompted, timed essay which is then reviewed by a team of readers (FYW instructors) in a rubric-guided, double-blind process, with consensus or majority voting placing each student into either one of our credit-bearing writing courses: ENGL 160 (the gateway course) or ENGL 161, or one of our developmental courses or co-requisite workshops. Each year the First-Year Writing Program (FYWP) studies the grade performance of students in each placement group and sees no concerning patterns of D, F, or W (course withdrawal) grade rates among certain groups, which supports the validity of our placement method.

We should emphasize that we do not consider cumulative high school GPA to be a valid means of course placement into our first-year writing courses. The statistical breakdown of students' high school GPA by placement group shows that there's no clear correlation between GPA and course placement into writing course. As shown in Table H-1, the students who placed into ENGL 070, the developmental course for English Language Learner (ELL) students, actually had a *higher* cumulative high school GPA (3.39 mean) than students who placed into the gateway English course, ENGL 160 (3.33 mean). High school GPA would not clearly show which of these students are actually English-language learners who might struggle upon being placed into a

college-level English course. Moreover, students who placed into the ENGL 071 developmental course, as a group, showed only slightly lower GPA (3.26 mean) than the students in ENGL 160 with the 3.33 mean. Furthermore, cumulative high school GPA factors into every other high school course that a student took from grades 9 through 12, which altogether does not indicate a student's writing ability nor likelihood to succeed in a set of college writing courses. Moreover, there's tremendous variation between the educational experiences and quality of instruction and assessment among the range of high schools from which UIC first-year students come, differences that cannot be accounted for with cumulative high school GPA as a placement measure.

The English Dept. recognizes that it's in nobody's best interests for students to take unnecessary courses – neither the students nor the instructors involved. Yet we believe that a balance must be struck between the appropriate number of university writing courses that any given student should be required to take and the college-level writing proficiency they show, while only requiring the fewest number of courses that allow timely progress to degree. The English Dept. believes that there are indeed opportunities to maximize the placement of students into the gateway course, ENGL 160 (Academic Writing I), which annually ranges between 60 to 70 percent of the total FY class (see Table H-2). The number of students initially placed into the non-credit-bearing developmental courses has significantly declined over the past six years. Between 300 and 400 students each year place into ENGL 071, the developmental course for students who speak English as a first language (EL1), though this portion has decreased from 20 percent of the total FY class in 2016 down to 8 percent in 2020, before rising again to 15 percent in 2021. Typically between 80 and 150 students place into ENGL 070 and ENGL 060, the developmental courses for ELL students, though this number has dropped from 5 percent of the total FY class in 2016 down to just 2 percent in 2021. There's also a subset of students who place into the co-requisite writing workshop, ENGL 159, which allows them to take ENGL 160 with the workshop. Prior to 2016, the first year that ENGL 159 was offered, this subset of students would have placed into ENGL 071. As noted in detail below, this co-requisite strategy for this subset of students has been very successful and informs our plans for expanding enrollment in gateway credit-bearing composition courses.

Table H-2 shows the racial breakdown of the course groups, with Black and Latinx students placing into the developmental courses at a slightly higher rate than those placing into the gateway course, and slightly higher than the total FY class breakdown for each group. We recognize the need to increase the chances of success for historically underrepresented minority groups, and especially the Black and Latinx students who are overrepresented in ENGL 071 courses. We're seeking to create more opportunities to place more Black and Latinx students into ENGL 160 when they would otherwise be placed into ENGL 071, but only where writing proficiency is appropriately evaluated through the English Dept.'s own placement system. We believe the key to creating these opportunities is through expanding our ENGL 159 co-requisite offerings, recruiting for the Summer Enrichment Writing Workshop (SEWW) more concertedly, and making efforts to keep ENGL 071 students active and engaged in the course with the chance to earn credit for ENGL 160 through the final portfolio.

Yet we also recognize the need to support ELL students who place into ENGL 070, since fluency in English-language academic writing must be gained over time and experience and cannot be fast-tracked into fewer semesters. A plurality of students who place into ENGL 070 are Asian-American and many are recent arrivals in the U. S. even if they don't strictly identify as international (though certainly some of them do). We believe that it's important and necessary to keep ENGL 070 as a third required writing course, a prerequisite to ENGL 160, though with perhaps a slightly different curricular focus. Again, we would aggressively recruit ENGL 070 students for the SEWW and encourage them to petition for ENGL 160 credit with the final portfolio.

Furthermore, while we can predict that the issues with academic preparedness and ESL that motivate the objectives and content of ENGL 071 and 070 will persist, we are seeking to investigate converting all of our non-credit-bearing 000-level courses to credit-bearing 100-level courses, with the possibility for the developmental course taking the place of an elective, fitting within the total number of credit hours for the bachelor's degree without adding to the overall course load. While this would not reduce the time to complete the university writing requirement by two semesters, it would ensure that the additional writing course could count for graduation credit.

1. What is your “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?” (MAX 3000 Words)

The UIC English Dept. plans to leverage our existing programs to put more students on track to finish their first-year writing requirement within two semesters, as well as converting our 000-level developmental courses to credit-bearing courses:

- A. Co-Requisite Workshops (ENGL 159): *Expand/Modify 159 Offerings*
- B. Summer Enrichment Writing Workshop: *Expand Recruiting*
- C. ENGL 160 Credit for ENGL 071/ENGL 070 Students: *Guide More Students to Petition*
- D. Credit-Bearing Conversion of Developmental Courses: *Convert 000- to 100-level courses*

Part A: Co-Requisite Workshops (ENGL 159)

Since Fall 2016, UIC has offered a co-requisite workshop, labeled ENGL 159 (Academic Writing Workshop), for a higher scoring subset of the students who would otherwise place into ENGL 071. Rather than take ENGL 071 before advancing on to ENGL 160, these students are permitted to enroll in ENGL 160 on the condition that they also enroll in a section of ENGL 159 that Fall term. The students eligible for ENGL 159 are identified by the placement readers as not yet fully ready for ENGL 160 on the evidence of their placement essay, but who the readers believe could succeed in ENGL 160 if they were required to attend a supplemental workshop. The students who place into ENGL 159 are in the highest tier of ENGL 071 students who would not place outright into ENGL 160. In the future, the parameters of the ENGL 071 placement could perhaps be tightened, recognizing students who show considerable struggle in sentence construction or reading comprehension, thereby expanding the range of students who place into ENGL 159 for students who do not struggle as noticeably in their placement essay.

ENGL 159 thus stands as a co-requisite for ENGL 160 for these students, serving as a 1-credit-hour course that meets for one hour per week. A comparison of Table H-3 and Table H-4 in Part 3 shows that the ENGL 159 students perform practically as well in ENGL 160 as students who place into ENGL 160 directly. ENGL 159 students are passing ENGL 160 that Fall semester (85%) at virtually the same rate as the general ENGL 160 student population (89%), even if they're earning fewer A/B grades (71% vs. 80%). While the slight decline in A/B ENGL 160 grades for the ENGL 159 cohorts might be somewhat concerning, the real payoff is that these students are passing ENGL 160 at a significant high rate without ever needing to take ENGL 071. The co-requisite workshop allows these students to complete their composition requirement in two semesters while receiving focused needed supports. Offering additional ENGL 159 workshop offerings would require training additional instructors. We are thus presently consulting with interested instructors, as well as with administration, in order to expand our instructor pool and increase the number of ENGL 159 sections offered, enabling us to place more students into this credit-bearing gateway composition pathway.

Part A.2: ENGL 159 (1- or 2-hour workshop) for ENGL 070 ELL Students

The English Dept. does not advocate for the fast-tracking of ELL students, who are still in the intermediate stage of their English-language fluency in writing, into one fewer semester than they would ordinarily have in taking ENGL 070 prior to ENGL 160. We believe that a majority of the ENGL 070 students can indeed benefit from the extra semester of taking the developmental course before taking ENGL 160. Studies have shown that it takes up to ten years for language-learners to be immersed in a dominant language environment to attain functional fluency in the target language. As anyone who has ever learned a language through immersion will attest, it takes time and experience with repeated situations to attain fluency, and this process cannot be fast-tracked. Placement into ENGL 070 is expertly evaluated by a team of specially accredited writing instructors who recognize repeated patterns of error at the sentence level in the students' placement essays. These are structural errors in the order of function words and subject-verb agreement which they will not be taught in ENGL 160 when placed alongside their English-fluent peers. The benefits of taking ENGL 070 are myriad, resulting from the concerted attention that instructors give ELL students in a low-pressure environment in small classes of 15 students.

College-level ELL students often face dissonance in the interaction of language acquisition and literacy education, which aren't quite the same. While many of these students are still in the process of actively learning English-language vocabulary and idiomatic expression, as well as sentence construction in a general sense, they're also being made to apply these not-yet-fluent concepts in the specific context of college-level academic writing. For the ENGL 070 curriculum (or a future alternative credit-bearing course)

to better meet these needs, we plan to place more focus on the instruction of English for Academic Purposes (EAP), which in combination with the literacy education via composition instruction (ENGL 160 and ENGL 161) that these students receive in the following two semesters should provide the expected foundation for successful academic progress to degree. Most ENGL 070 instructors already take a blended EAP/Comp approach in their classrooms, so it will not be overly burdensome to reformat the curriculum accordingly. Because composition teachers in ENGL 160 and 161 are focused on the actual composition part for students they assume are already fluent in English-language academic writing, there isn't room for language acquisition in terms of academic vocabulary, sentence structure, and genre practices (which is what a thoroughgoing EAP class would focus on, along with intense reading-skill focus). Adjusting the ENGL 070 curriculum for the course to be more legible as EAP would predictably serve these students well.

We might also consider the mainstreaming of certain high-performing ENGL 070 students into ENGL 160 with the help of an ELL-targeted version of our ENGL 159 co-requisite workshop. This workshop could function similarly to the existing version of ENGL 159 for ENGL 071-placed students. It could meet for one hour per week for one credit hour, or a more intensive version of the workshop could be added for two hours per week at two credit hours. Another possibility, which is currently used at Urbana-Champaign campus with their RHET 101 workshop, would be to require enrollment in the one-hour workshop across the two semesters of ENGL 160 and ENGL 161. This would ensure long-term support for these students in their EAP work that might otherwise be entirely lost if immediately subsequent enrollment in ENGL 161 is delayed. In order to place ENGL 070 students into this co-requisite workshop we would need to add a new course to the rubric and train the placement readers in identifying eligible students. Nevertheless, this plan could conceivably be achieved as early as the Fall 2023 placement season.

Part B: Summer Enrichment Writing Workshop

UIC offers a robust, tuition-free summer program to support students' academic and socio-emotional transition from high school to college. The UIC [Summer College](#) is a collection of bridge programs that include academic workshops and several readiness and success programs organized by various campus support units and colleges. Summer College academic workshops provide students who placed into preparatory writing, math, chemistry, and music theory with ways to learn and master the material so they can move into credit-bearing courses as they start their first semester at UIC. UIC has been offering its Summer Bridge Workshop, the [Summer Enrichment Writing Workshop](#) (SEWW), since 2006. SEWW allows any student placed into any of the developmental or co-requisite courses the chance to advance on to ENGL 160 in the Fall term upon completing the six-week summer workshop. SEWW students who complete the six weeks submit a final portfolio of written work that's reviewed by the committee of SEWW instructors, and as is shown in Table H-5, 67 to 81 percent of all SEWW students earn revised placement into ENGL 160. Moreover, the non-cognitive, socioemotional benefits of SEWW are myriad. SEWW students testify that the six-week summer workshop was valuable for acclimating them to the campus environment, meeting student peers and instructors, gaining familiarity with campus resources, and experiencing college-level coursework and instruction in a relatively low-stakes workshop before the school year starts. SEWW is also free for the students with no tuition charged. Thus, the savings of time (6 weeks for SEWW as opposed to 15 weeks of ENGL 071 or 070, though still 45 contact hours total) and money (free for SEWW as opposed to the cost of 3 credit hours for ENGL 071 or 070) should make SEWW a very desirable option.

Moreover, SEWW students understandably gain more credit hours during their first year towards graduation upon completing SEWW and advancing on to ENGL 160 than their peers who placed into ENGL 071 or 070 who did not take SEWW (the "writing control group" in Tables H-6-11). SEWW students are retained at a significantly higher rate (Table H-7) and graduate in four to six years at a higher rate (Tables H-8-11) than the control group.

Moreover, while the difference in second-term cumulative GPA and grade performance in ENGL 160 is modest between the SEWW students and the control group (Tables H-10-11), the data show that the SEWW students certainly are no worse prepared for ENGL 160 than their peers who take the full semester of ENGL 071 or 070, and in fact perform on par with them without needing to take the full semester developmental course.

While the pandemic, and the ambivalence (or antipathy) of students towards taking an online course, seem to have depressed SEWW enrollment in 2020 and 2021, more robust and aggressive efforts towards recruiting SEWW-eligible students can be made in future summers. Over the past five years progress has

been made in working with guidance counselors in Chicago Public Schools to urge H-bound students to take their placement tests early (prior to June), and to enroll in SEWW for those who place into a developmental course. More effort can continue to be made in this vein of SEWW recruiting given the predicted success of students who take advantage of this opportunity.

Part C: ENGL 160 Credit for ENGL 071/ENGL 070 Students

As explained above, ENGL 070 is designed to support the linguistic preparedness of ELL students. Alternatively, students who place into ENGL 071 are mostly those who haven't had the opportunity to master certain styles of academic writing during high school (the academic literacy mentioned in Part A. 2). ENGL 071 is thus designed to support their academic growth and pick up these writing skills through instruction and practice across the semester. As a matter of course policy, we offer students enrolled in both ENGL 070 and ENGL 071 the opportunity to petition for credit for ENGL 160 at the end of the term by virtue of these students' excellent work in ENGL 070 or 071. Instructors identify these high achieving students as eligible for this petition by midterm, and they are coached to submit an excellent end-of-term writing portfolio and cover letter in which the students make their case for why they believe they've already shown ENGL 160-level proficiency and are prepared for ENGL 161. A team of ENGL 070 and ENGL 071 instructors review these portfolio-based petitions at semester's end, and by consensus grant these students ENGL 160 credit and permission to advance directly on to ENGL 161. Every Fall term roughly 15 to 30 students in ENGL 071, and about half a dozen students in ENGL 070, are granted this ENGL 160 credit. This is a relatively infrequent but highly effective means of mainstreaming high-performing ENGL 071 and 070 students into ENGL 161, effectively putting them on track to complete their FYW requirements in two semesters instead of three. The ABC rate of these students in ENGL 161 is just as high as the general population of students who advance on to ENGL 161 from direct placement into ENGL 160, so we have no reason to believe that these students are ill-prepared for the advanced course. Concerted coaching of high-performing students in both ENGL 070 and 071 can compel more students to take advantage of this petition-for-credit option.

Part D: Credit-Bearing Conversion of Developmental Courses

It bears reiterating that the English Dept. does not advocate for the fast-tracking in two semesters of ELL students, who are still in the incipient stage of their English-language fluency in writing, into one fewer semester than they would ordinarily have in taking ENGL 070 prior to ENGL 160. Also, we should clarify that the three-semester series for writing coursework is presently and in the future would be exclusively reserved for students who truly need more time to practice and refine their writing skills. The three-course option is *not* recommended as the default. Nevertheless, it remains a necessary and effective path for this ELL student population, ensuring that we have the appropriate pathways for success for every student (regardless of their English proficiency) in our writing program.

However, the English Dept. is examining the potential conditions and effects of converting most of our non-credit-bearing 000-level courses to credit-bearing 100-level courses, with the requirement for the developmental course taking the place of an elective, potentially fitting within the standard number of credit hours for a bachelor's degree without adding to the overall course load. While the implementation of change would not reduce the time to complete the university writing requirement to two semesters, it would provide course credit hours. The benefits of the third writing course becoming credit-bearing have been proven largely beneficial by research, which documents that most students benefit by developing a higher level of engagement with the subject matter and a higher sense of belonging and purpose (because the course affects their GPA), while at the same time providing the option to be used as an elective credit toward graduation requirements.

- 2. What are your expectations for improvements in educational outcomes? (MAX 3000 Words). Specifically: Provide details on expectations for improvements in educational outcomes for Black students as result of the proposed reforms.**

Performance Tracking for SEWW and ENGL 159

In Part 1, we laid out our plans for leveraging the co-requisite and enrichment workshops we already have to ensure that developmental-placed students have options of taking the gateway course in their first semester. We mentioned expanding the placements and workshop offerings for the co-requisite workshops (ENGL 159), as well as making a more concerted campaign to recruit for the Summer Enrichment Writing Workshop (SEWW). SEWW's measurable benefits are already well-documented through institutional data, and Tables H-6-11 in Part 3 show the program's salutary impact upon the SEWW

students in both the short term and the long term compared to their peers who didn't take SEWW. We expect SEWW's effects to continue to improve, as we move beyond the pandemic, which served as a damper upon recruiting.

For ENGL 159's expansion, we would continue to measure the grade-based data of students in ENGL 160 and their future performance in ENGL 161. One significant change we made to ENGL 159 in 2020 was to switch to a standard letter grade rather than S/U. We did this in response to instructor concerns that students weren't compelled to take the work of 159 seriously without the letter grade and its impact upon GPA, though we still haven't assessed if this really had the impact we intended. ENGL 159 has had a relatively small impact upon our course scheduling, with only nine to twelve sections offered each Fall semester since its inception in 2016, and only two or three instructors teaching a set of three sections. A significant expansion of ENGL 159 would require us to appoint more instructors to teach the workshops and take ownership of the curriculum, infusing the workshop with new energy and perspectives. Moreover, if a two-hour version of ENGL 159 were offered for ELL students, this would require the program to think about an entirely new curriculum and different interface with ENGL 160, since the two hours might in effect serve as a separate-but-connected sidecar course rather than a 1-hour weekly workshop. The other option offered in Part 1 is a two-semester requirement for ENGL 159, to be taken concurrently with both ENGL 160 and ENGL 161 across the Fall and Spring semesters, ensuring the EAP focus of the workshop continue to support these ELL students who might otherwise be lost in ENGL 161. In each of these cases, with this rethinking and expansion of ENGL 159, the program would continue to collect quantitative and qualitative data on the students' experience in the workshops, their interface with the college-level writing course, and the long-term effects of this course upon retention and degree completion, as well as future academic writing performance in courses for the major. We are already running a longitudinal study of the transferability of ENGL 160 and 161 coursework to students' future coursework in their majors, and we could run a similar study that focuses on these developmental-placed students specifically.

The Benefits of Developmental Courses for a Specific Segment of First-Generation and URM Students: Inclusion of Antiracist Pedagogical Principles and Inclusive Teaching Strategies

One major accomplishment for the English Dept. in 2021-22 was the institution the Antiracist Pedagogy Working Group, funded by a Diversity Grant from the College of Liberal Arts and Sciences (LAS), that supported the group's yearlong research and programming work to run a series of instructor workshops. Topics in antiracist pedagogy, including raciolinguistics and critical language pedagogy, were presented and more plans for programming, including the incorporation of language-affirmative practices into our learning outcomes for our FYW courses, are being planned for the coming school year. These practices can be especially effective in the developmental courses, especially ENGL 071.

Table H-1 shows that placement into ENGL 071 for Black students (12 to 16 percent versus 8 to 9 percent of the FY student cohort overall) and Latinx students (54 to 58 percent versus 38 to 41 percent of the FY student cohort overall) is significantly higher than the percentage of the FY cohort. Moreover, most ENGL 071 students are categorized as first-generation. Thus, predictable deficiencies in higher education literacy and a diminished sense of belonging in the collegiate environment specifically confound these students' success in the course. Fast-tracked placement into ENGL 160 may have the potential to deny a specific subset of these students a semester to build their academic confidence and develop fundamental communication and writing skills; which, in turn, may have a particularly negative effect on first-generation and URM students placed in ENGL 071 who struggle to adjust to college life, lack strong support networks, and have underdeveloped self-advocacy skills.

It is thus imperative that ENGL 071 instructors be equipped to work concertedly with at-risk, first-generation students of color. One of our top instructors just received an LAS fellowship to support her programming for first-generation students and is already working (with the support of student success staff in LAS and the Center for the Advancement of Teaching Excellence) on a version of ENGL 071 that guides first-generation and URM students in accessing available campus resources and developing networks within UIC support services and enrichment programs. To reduce DFW rates among first-generation and URM student populations, this instructor plans to teach not only effective written and oral communication skills, analysis and research techniques but also implement fundamental pedagogical strategies that lead to expanded reading comprehension skills, standard writing techniques, test-taking skills, and self-advocacy skills. Moreover, the course draws upon teaching contemporary, relevant issues that help these students feel connected to the course material and see how its content relates to their lived experiences. The writing projects in the course prompt students to metacognitively reflect on their experiences and offer peer-mentoring to future first-generation students. Ideally, this course will lay the foundation for adapting reality

pedagogy strategies into additional English classes. If it does, these classes will support inclusion, advance racial equity within the student body, and increase retention of first-generation and URM students, ensuring their success in their FYW courses.

If thus designed and taught, developmental coursework can in practice provide an affirmative, foundational grounding in college success much as SEWW does. The relatively low enrollment caps on ENGL 071 (18 max) and ENGL 070 (15 max) ensure that students receive more individual attention from their instructors than they would receive in an ENGL 160 course with 24 students.

3. If you do not have any developmental education courses, please explain strategies and programs that support student success in Gateway courses. (MAX 2000 Words)

n/a

4. Please provide any additional comments.

The following Appendix contains relevant course-related data tables and a list of the official catalogue descriptions of each First-Year Writing course.

Table H-1: High School GPA by English Course Placement

High School GPA Descriptive Statistics			
	ENGL 070 Placements, 2016-21 First-Year Cohorts	ENGL 071 Placements, 2016-21 First-Year Cohorts	ENGL 160 Placements, 2016-21 First-Year Cohorts
# of students	585	2337	13603
Mean	3.39	3.27	3.33
Median	3.42	3.26	3.32
Std. Deviation	0.36	0.34	0.35
Range	1.55	2.14	2.59
Minimum	2.45	1.86	1.41
Maximum	4.00	4.00	4.00
High School GPA Range Distribution			
0-2.74	5%	5%	4%
2.75-2.99	11%	16%	14%
3.00-3.24	17%	29%	24%
3.25-3.49	25%	24%	24%
3.50-3.74	25%	17%	20%
3.75-3.99	14%	8%	12%
4.00	3%	1%	2%

Table H-2: FY Writing Course Placements

FY Writing Course Placements**	2016	2017	2018	2019	2020	2021
Total FY Class (all placements)	3307	4064	4159	4407	3541	4177
Black	9%	8%	9%	8%	8%	8%
Asian-American	22%	23%	20%	22%	20%	20%
Latinx	38%	40%	40%	41%	41%	41%
Other	6%	7%	10%	9%	13%	14%
White	25%	22%	21%	20%	18%	17%
Total Placements by UIC Essay***	2,301	3,163	2,791	3,272	2,664	3,104
Devel. Placement (ENGL 071)	453 (20%)	550 (17%)	422 (15%)	326 (10%)	203 (8%)	463 (15%)
Black	15%	12%	15%	16%	12%	13%
Asian-American	13%	14%	13%	13%	14%	14%
Latinx	54%	56%	55%	54%	58%	55%
Other	4%	6%	8%	7%	5%	9%
White	14%	11%	9%	10%	12%	9%

Devel. Placement (ENGL 070)	107 (5%)	119 (4%)	119 (4%)	135 (4%)	113 (4%)	56 (2%)
Black	2%	6%	3%	2%	1%	4%
Asian-American	58%	57%	36%	23%	41%	36%
Latinx	12%	7%	21%	19%	26%	16%
Other	24%	23%	33%	53%	24%	42%
White	4%	7%	8%	3%	9%	2%
Gateway Placement (ENGL 160)	1,741 (76%)	2,494 (79%)	2,250 (81%)	2,813 (86%)	2,348 (88%)	2,585 (83%)
Black	8%	7%	8%	8%	8%	8%
Asian-American	18%	18%	17%	17%	18%	18%
Latinx	44%	44%	47%	49%	48%	47%
Other	6%	9%	10%	9%	7%	10%
White	24%	22%	18%	17%	19%	17%

***Initial placements before SEWW revised placement; does not include students placed directly into ENGL 161 by SAT/ACT, AP score, or transfer credit*

****Does not include placement into ENGL 159 or ENGL 161 by essay*

Table H-3: ENGL 159 Cohorts: Fall 2016-2021

Cohort	Fall 159 + 160 Enrolled	Fall 160 Pass	Fall 160 A/B	Total 160 Pass %	Total 160 A/B %
2016	70	63	56	90%	80%
2017	92	80	69	87%	75%
2018	136	117	93	86%	68%
2019	95	87	70	92%	74%
2020	59	49	38	83%	64%
2021	151	114	102	75%	68%
Total	603	510	428	85%	71%

Table H-4: Total ENGL 160 Minus ENGL 159 Students: Fall 2016-2021

Cohort	Total 160 Enrolled	Total 160 Pass	Total 160 A/B	Total 160 Pass %	Total 160 A/B %
2016	1694	1562	1430	92%	84%
2017	2414	2218	1994	92%	83%
2018	2237	2018	1794	90%	80%
2019	2589	2372	2100	92%	81%
2020	2150	1836	1626	85%	76%
2021	2065	1731	1567	84%	76%
Total	13,149	11,737	10,511	89%	80%

Table H-5: SEWW Revised Placements

Revised Placements (from non-credit to credit-bearing course)	2016	2017	2018	2019	2020
SEWW Participation	184	208	163	103	99
Revised Placements	123	165	123	82	80
Revised Placement Rate	67%	79%	75%	80%	81%

Table H-6: SEWW Cumulative Credit Hours

Cumulative Credit Hours After 1 Year	2016	2017	2018	2019†	2020
SEWW Participants	23.02	24.83	22.00	23.26	23.0
Writing Control Group	20.22	20.37	20.24	21.36	20.6
Significance	0.00	0.00	0.012	0.008	0.001

Significance reflects controlling for initial differences in SAT/ACT Composite Score, Standardized HS GPA, and Pell eligibility (with the exception of the 2019 cohort).

†Credit hours only reflect those credits earned at UIC.

Table H-7: SEWW 1st-to 2nd-Year Retention

First-to-Second-Year Retention	2016	2017	2018	2019††	2020
SEWW Participants	74%	84%	74%	80%	80%
Writing Control Group	70%	74%	70%	72%	71%
Significance	0.128	0.005	0.19	0.027	0.005

Significance reflects controlling for initial differences in SAT/ACT Composite Score, Standardized HS GPA, and Pell eligibility (with the exception of the 2019 cohort).

††SAT/ACT data were standardized to account for variation across groups.

Table H-8: SEWW 4-Year Graduation

4-Year Graduation Rate	2013	2014	2015	2016
SEWW Participants	21%	31%	28%	31%
Writing Control Group	18%	20%	23%	22%
Significance	0.361	0.014	0.432	0.062

Table H-9: SEWW 6-Year Graduation

6-Year Graduation Rate	2011	2012	2013	2014
SEWW Participants	51%	55%	57%	62%
Writing Control Group	41%	48%	47%	52%
Significance	0.025	0.186	0.059	0.037

Significance reflects controlling for initial differences in SAT/ACT Composite Score, Standardized HS GPA, and Pell eligibility.

Table H-10: SEWW Second-Term Cumulative GPA

Second-Term Cumulative GPA	2016	2017	2018	2019	2020
SEWW Participants	2.63	2.85	2.54	2.84	2.89
Writing Control Group	2.55	2.54	2.52	2.98	2.93
Significance	0.124	0.00	0.358	0.899	0.639

Significance reflects controlling for initial differences in SAT/ACT Composite Score, Standardized HS GPA, and Pell eligibility (with the exception of the 2019 cohort).

Table H-11: SEWW Performance in Gateway Course

Rate of ABC grades	2016	2017	2018	2019	2020
SEWW Participants	92%	91%	90%	86%	88%
Writing Control Group	91%	87%	85%	88%	87%
Significance	0.607	0.198	0.092	0.805	0.668

English First-Year Writing Course Descriptions (UIC Undergraduate Catalogue, 2021-2023)

ENGL 060. English as a Second Language Composition II. 4 hours.

Basic writing for ESL students. Focus on multi-paragraph essays. Course Information: Satisfactory/Unsatisfactory grading only. No graduation credit. Previously listed as ESL 060. Prerequisite(s): Open only to freshmen and sophomores. Placement by English Placement Exam administered by the University Testing Service.

ENGL 070. Introduction to Academic Writing for the Nonnative Speakers of English. 3 hours.

This preparatory class for nonnative speakers for English emphasizes the second-language challenges for writing presented by syntax (structure), semantics (meaning), and pragmatics (use). Course Information: Satisfactory/Unsatisfactory grading only. May be repeated up to 1 time(s). No graduation credit. Previously listed as ENGL 150. Based on final course assessment, the English Department may recommend a waiver of [ENGL 160](#). Students who receive this waiver earn three hours of proficiency credit for [ENGL 160](#) and placement into [ENGL 161](#). Prerequisite(s): [ENGL 060](#) or eligibility as determined by performance on the Department placement test.

ENGL 071. Introduction to Academic Writing. 3 hours.

This preparatory course emphasizes academic reading and writing with a focus on argument, sentence-level grammar and rhetorical effectiveness. Course Information: Satisfactory/Unsatisfactory grading only. May be repeated up to 1 time(s). No graduation credit. Previously listed as ENGL 152. Based on final course assessment, the English Department may recommend a waiver of [ENGL 160](#). Students who receive this waiver earn three hours of proficiency credit for [ENGL 160](#) and placement into [ENGL 161](#). Prerequisite(s): Eligibility determined by performance on the Department placement test.

ENGL 159. Academic Writing Workshop. 1 hour.

Critical reading and writing practices and exploration of the conventions of academic writing in support of coursework in [ENGL 160](#). Course Information: Prerequisite(s): Placement into [ENGL 071](#) and consent of the Director of the First-Year Writing Program. Students must enroll concurrently in [ENGL 160](#) in their first semester and continue in [ENGL 160](#) throughout the semester. Restricted to Fall semester freshmen.

ENGL 160. Academic Writing I: Writing in Academic and Public Contexts. 3 hours.

Students write in a variety of genres with an emphasis on argument and sentence-level grammar. Topics vary by section. Course Information: The deadline for adding this course or switching sections of this course is the end of Week 1 of the semester. After Week 1, adding or switching sections of the course is not permitted. This class may be taught in a blended format. When that is the case, internet access will be required. A high-speed connection is strongly suggested. Please check the online class schedule for blended-online sections. Prerequisite(s): Eligibility as determined by performance on the Department placement test. Class Schedule Information: Course descriptions for composition courses are available at the First-Year Writing Program website: <http://www.uic.edu/depts/engl/programs/1styearwriting/>.

ENGL 161. Academic Writing II: Writing for Inquiry and Research. 3 hours.

Students learn about academic inquiry and complete several writing projects including a documented research paper. Topics vary by section. Course Information: The deadline for adding this course or switching sections of this course is the end of Week 1 of the semester. After Week 1, adding or switching sections of the course is not permitted. Prerequisite(s): [ENGL 160](#) or the equivalent. All students take the Writing Placement test. If students place into [ENGL 060](#), [ENGL 070](#), [ENGL 071](#), and [ENGL 160](#), the student must take the course (or courses) prior to enrolling in [ENGL 161](#). Students with an ACT English subscore of 27 or higher, SAT Evidence-Based Critical Reading score of 630 or higher, AP English Language & Composition score of 3 or higher, or IB English Language A: Language & Literature score of 6 or higher, receive credit for [ENGL 160](#) and permission to enroll in [ENGL 161](#). Class Schedule Information: Students may register for any section. Course descriptions for composition courses are available at the First-Year Writing Program website: <http://www.uic.edu/depts/engl/programs/1styearwriting/>.

Institution: University of Illinois Springfield

Person Reporting, title, email: Stephanie Hedge, Associate Professor of English and Director of the Writing Program, shedg2@uis.edu

1. What is your “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?” (MAX 3000 Words)

UIS English and Modern Languages current placement policies and/or catalog reference page(s) are found at the [Reading/Writing Placement Testing](#) site. For students who are required to take the College Board Accuplacer test for English placement (which includes 20 multiple-choice questions in reading comprehension) the cut off score is 253 out of 300 for enrollment in ENG 091. Students are required to take the test based on SAT and/or ACT scores, or if they are enrolled in our Summer Bridge program (where students are required to test for placement) although given that UIS no longer requires those test scores for admission, we are working on new policies to direct students to the Accuplacer test.

Additional placement into the gateway course (ENG 101) or second course in the sequence (ENG 102) may be based on Advanced Placement (AP) scores or sufficient credit from dual-enrollment courses.

Our current model is “traditional” (based on the definition from SJR41) – students are placed into either the gateway course (ENG 101) or developmental course (ENG 091) based on their test scores; ENG 091 is a developmental Reading course that must be completed before enrollment in the gateway course (ENG 101) and is not credit bearing.

As well, the *UIS Summer Bridge Program* offers the developmental course ENG 091 and the gateway course ENG 101 as part of an intensive two-week in-person and four-week online course – students are able to earn credit for ENG 091 or ENG 101 based on their participation in this program.

Multiple measures for placement are not formally in place, however, as mentioned above, without the SAT/ACT scores to identify students who should take the Accuplacer test, we need to find new measures to identify these students and are currently working on a plan for this, to be implemented by August 2023 – this may lead to multiple measures for placement broadly, although it is hard to say what will come out of conversations.

Changes to developmental education delivery are planned although they are a part of larger changes to the first-year writing curriculum. We are looking at corequisite and/or studio models to replace ENG 091, although this is in the very, very early planning stages. We are hoping to have changes to the writing program curriculum by catalog year 2024, which would include the any changes to the developmental reading course.

In our current system, only 10% of incoming students are identified as requiring developmental support for English and placed into ENG 091, our developmental English course—most students enroll directly into our gateway course. Given the small number of students who need this intervention, but the continuing identification of these students who need extra support, the English Program at UIS plans to develop a co-requisite model where students who are identified as having a need for extra support are placed directly into a credit bearing ENG 101 gateway course and enroll simultaneously in a Writing Lab (the details of the split between the lab and the course are still being developed) and will include coordinated support from professional writing tutors in our Center for Academic Success and Advising. Currently, 94% of students who enroll in our developmental English course successfully complete it, while only 68% of students continue on to enroll in the gateway course. A co-requisite model will place all students directly into the gateway course, mitigating that gap of students, while providing the educational supports for students who need them, including workshops, one-on-one tutoring, and supplemental instruction. Students will enroll in a credit bearing co-requisite ENG 101 course and will then enroll in a standard ENG 102, completing the introductory level English coursework within two years.

2. What are your expectations for improvements in educational outcomes? (MAX 3000 Words). Specifically: Provide details on expectations for improvements in educational outcomes for Black students as result of the proposed reforms.

For English and developmental English, currently, our biggest gap in enrollment from ENG 091 to the gateway ENG 101 course is with Black students: 100% of white students enrolled in ENG 091 successfully complete the course and go on to enroll in ENG 101; 100% of Hispanic students enrolled in ENG 091 successfully complete the course and 90% go on to enroll in ENG 101; only 85% of Black students enrolled in ENG 091 successfully complete the course and only 36% of Black students go on to enroll in the gateway course. Clearly, our current biggest gap in moving students from ENG 091 into those gateway courses is with our Black students. Black students also make up a significant percentage of students enrolled in the developmental course: 42% of the developmental cohort are Black students, despite only being 26% of the overall total incoming students.

A co-requisite model, where students are placed directly into the gateway course, will eliminate that enrollment gap between sections for our Black students. Working with student support programs, like our Summer Scholars Academy (where many of our students requiring extra support are identified and given initial developmental supports), and programs like Necessary Steps (a mentoring program that establishes a Living Learning Community for first generation college students) will help to identify students who need extra support (particularly as we are no longer requiring ACT and SAT scores, which was a key part of our placement strategy), and will help the corequisite courses exist a part of a larger system of support for students.

Overall, we expect to eliminate the gap between the developmental course and the gateway course by combining them through a corequisite model, improving enrollments in educational outcomes for our Black

students significantly by placing them directly into the gateway course, and using structures already in place to identify and support those students as they learn.

- 3. If you do not have any developmental education courses, please explain strategies and programs that support student success in Gateway courses. (MAX 2000 Words)**

n/a

- 4. Please provide any additional comments.**

Institution: University of Illinois Urbana-Champaign

Person Reporting, title, email: Kristi McDuffie, Director of Rhetoric, kmcduff@illinois.edu

- 1. What is your “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?” (MAX 3000 Words)**

n/a

- 2. What are your expectations for improvements in educational outcomes? (MAX 3000 Words). Specifically: Provide details on expectations for improvements in educational outcomes for Black students as result of the proposed reforms.**

n/a

- 3. If you do not have any developmental education courses, please explain strategies and programs that support student success in Gateway courses. (MAX 2000 Words)**

Just about everything we do in first-year writing is aimed at student success, from teacher training to curriculum design and assessment. The institution has additional student support programs beyond our own program, of course.

- 4. Please provide any additional comments.**

Institution: Western Illinois University

Person Reporting, title, email: Mark Mossman, Associate Provost, ma-mossman@wiu.edu

The Department of English has engaged in the following activities to support student success in gateway courses and to increase retention of Black students, overall student success, and final degree conferral:

- Faculty and TAs in the writing courses continue to submit “Leatherneck Care Referrals” to support at-risk students. These referrals go to our Retention Initiatives and Student Development offices. English has been identified as one of most active departments in that effort.
- In response to concerns about student retention and success in writing courses, the Writing Program Director and Writing Center Director, with support of the Chair and participation of faculty, instituted an embedded writing support pilot program in two writing sections with student writing consultants from the University Writing Center to help those students to succeed.
- In response to faculty concerns in Fall 2021 about poor attendance and lack of engagement in the English writing courses, and students’ expressed perception of hybrid course modalities as a barrier to their success, the Chair and Writing Program Director worked with the Registrar’s office to schedule more spring 2022 sections fully in person by identifying and securing electronic classrooms and computer lab classrooms across campus with the capacity to accommodate the number of students in a section.
- Set up a system for book sharing for students (along the lines of a little library) in the Simpkins Hall Reading Room.
- The University Writing Center (UWC) worked closely with the Office of Retention Initiatives to identify and support students at risk for not retaining by sharing information on student utilization of the UWC and reaching out to individual students who might benefit from directed writing support

- The UWC continued expanded hours (7 days a week, 4-12 hours/day) and modalities (asynchronous, synchronous, and in person, Macomb and QC) to support students whose schedules require flexibility for access
- The UWC partnered with faculty across campus, as well as other academic support services, in outreach initiatives aimed at raising awareness about academic support resources and in targeted student workshops both in and outside the classroom

4. Please provide any additional comments.

Please note the following institution-wide initiatives at Western:

- Western is a member of the Second Cohort of the Learner Success Lab (LSL), a program developed and run by the American Council on Education (ACE). The focus of the cohort of nine schools to increase retention of learners from historically underrepresented groups. This is an 18-month program; its start was January 2022.
- Western has developed a Retention Initiatives Office to focus on an annual 1% increase in our retention of students over the next five years.
- Western has developed a comprehensive retention plan. This plan includes such initiatives as: addressing barrier courses; developing a sense of belonging; developing comprehensive tutoring support; increasing collaborative and peer learning; rethinking general education; using data and peer institutions as a basis for this work; focusing on an increase in first-to-second-year retention rates for Black students.

Institution: Chicago State University

Person Reporting, title, email: Mary Daniels, Associate Provost, mdanie30@csu.edu

We do not have non-credit-bearing developmental Mathematics courses at Chicago State University. All mathematics courses are college credit-bearing courses. We use a co-requisite model and newly created course for students who do not need college algebra in their major. In both courses we use interactive pedagogies such as Inquiry Based Learning, Polya's problem solving strategies, and formative evaluation. The newly made course engages students in discovery, promotes interaction, and it is designed to make students feel empowered by the mathematics they learn.

Current Placement Policy

The Placement Exam is not punitive. Students can get placed out of taking college algebra. If a student whose major requires college algebra is not placed out, regardless of the Placement Exam score, s/he is placed in a college algebra course. The score will determine whether the student also co-registers in the corresponding laboratory course or not. Those who do not require college algebra in their major are placed in the general education afore mentioned course *Mathematics for Data Science 1* regardless of their score in the Placement Exam. The scores are advisory to the instructors.

The Co-Requisite Course of College Algebra= College Algebra Laboratory

The College Algebra is a 3-credit hour, 4 contact hour course; the co-requisite laboratory course is a 2-credit hour course. The laboratory course addresses deficiencies in **real-time** in real-space and it will also be in cyber-space. Instructors make formative assessments of student skills during the student engagement in the college algebra class, and address individual deficiencies, if any, in the laboratory. The regular class and its lab class are back-to-back classes taught by the same instructors. During our biweekly meetings, instructors noted the student enthusiasm in the laboratory for the immediate assistance they receive. The Laboratory classes are graded Pass/Fail and the College Algebra is a letter grade course. Moodle is used as a course management platform and AY 2021-22, MyMathLab was used as a learning software package in both courses.

Course for majors who do not require college algebra

Mathematics for Data Science 1 is intended to provide real-world applications of mathematics that students would find useful in their disciplines. Students are expected to do computations and contextually interpret results. Students are encouraged to use computer algebra systems (accessed over the internet or otherwise). The emphasis is on design thinking, problem solving, and knowing *what* to compute. In the course students will begin to appreciate the power of mathematics in solving problems as mundane as conducting surveys, intelligent decisions on personal finances such as those involving credit cards, mortgages, leasing versus buying etc, to more sophisticated problems on decision making.

The interactive mode of instruction encourages students to be explorers. Use of readily available technology, group work, reflections on one's understanding of mathematics, and presentations are designed prepare students to be a productive member of today's workforce where teamwork, sourcing of accurate information, and innovative thinking is expected.

Supplemental Instructional Support

Learning Assistants and/or embedded tutors are in College Algebra. Students in Secondary Math Education Program are used some Math for Data Science classes as tutors in order to be mentored in pedagogies and student interactions.

4. Please provide any additional comments.

1. What is your “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?” (MAX 3000 Words)

As a university that is fully committed to students’ access to excellent education, Eastern Illinois University continues to reform its developmental education.

MATH

The data from the **Fall 2018** cohort* – from enrollment to retention – shows that developmental education needs improvement. 13.6% of our first-time, full-time freshmen (109 of 802 total students) were enrolled in at least one of our three developmental education mathematics courses: **MAT 1270 (Intermediate Algebra)**, **MAT 1070 (Diagnostic Math)**, and **MAT 1020 (Diagnostic Math for Elementary Teachers)**. Roughly two-thirds (73 of the 109 students) completed the developmental education math course(s) into which they were placed. EIU retained 89% (97 of 109) of students placed in developmental education courses from Fall 2018 to Spring 2019, and successfully placed 22% (27 of 109) of students into a “gateway” or credit-bearing math class that gets the student truly started on earning a university degree. Roughly three-quarters (20 of 27) of these students passed the gateway course. Overall, 18.3% of students in the Mathematics developmental model math experienced success in their first year.

In response to this data, EIU has implemented and plans to do the following:

- EIU currently uses multiple measures for math placement, which are explicitly outlined in the new math placement guidelines (effective September 2021 and revised for Spring 2022). Please see: <https://www.eiu.edu/math/resources.php?menu=0>
- In a concerted effort to be more transparent and to help first-generation students, EIU plans to coordinate the messaging about the importance of placement within courses and the Accuplacer test. This will mean coordinating the efforts of New Student Orientation and Advising to help prepare and inform newly-admitted students about tests they will need to take during their orientation on campus.
- To further clarify our messaging, EIU is exploring the possibility of bringing information about the Accuplacer test (including sample tests and calendar of test events) directly to students in underprivileged schools.

2. What are your expectations for improvements in educational outcomes? (MAX 3000 Words). Specifically: Provide details on expectations for improvements in educational outcomes for Black students as result of the proposed reforms.

EIU expects to see improved retention rates, enhanced graduation rates, and reduced time to degree for students of color.

3. If you do not have any developmental education courses, please explain strategies and programs that support student success in Gateway courses. (MAX 2000 Words)

4. Please provide any additional comments.

*Adjustments were made to the data submitted in the last report. Because of high staff turnover in assessment, there is loss of information on the data capture parameters that were used. There was also no doubt some confusion over nomenclature. Specifically, because of our university’s “Gateway Admission Program” (helping students who do not meet traditional admission criteria), courses may have been counted as credit-bearing “gateway” courses when in fact these were non-credit-bearing developmental education courses.

1. What is your “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?” (MAX 3000 Words)

Statistics Placement

All undergraduate students entering GSU must follow the General Education requirement of one mathematics course. For most students, the major determines the GE Mathematics course they will need, and the majority of the majors require MATH 2100 – Elementary Statistics. Those that need to take Math 2100 will be required to take the [ALEKS Placement, Preparation, and Learning](#) assessment. Students that need extra support to be successful in the course will be enrolled in the companion course Math 2101: Elementary Statistics Laboratory when they register for Math 2100. The statistics laboratory is designed to give students the opportunity to apply the statistics techniques discussed in Math 2100 to real-world application problems, to further develop foundational mathematical skills, and to promote growth mindset and self-efficacy as a mathematics student. Students may choose to take Math 2100 without the companion laboratory if they demonstrate mathematical proficiency by attaining an ALEKS placement score of 46 or higher. Students having earned credit for a college-level mathematics course prior to registering for Math 2100 are exempt from the ALEKS assessment requirement.

All other gateway math courses excluding Calculus do not have prerequisites and students can be placed directly into them. GSU is reviewing the student success data to determine if a co-requisite course is needed to support student success in these other gateway courses. Our plan is to scale up the use of the co-requisite model for other required mathematics courses after we have three terms of data to analyze through the use of the co-req model with the Statistics course. By data – we are not just looking at successful completion of the required mathematics course, but also analyzing the costs of using full time faculty versus graduate students to staff the co-requisite course. We are also looking at those who met placement requirements where the co-req was not needed and their success rates in the course over those who took the co-req. Also, in terms of scaling, we need to use this time to determine appropriateness of ALEKS cut-off score for each of the various Gateway Mathematics courses depending upon major.

2. What are your expectations for improvements in educational outcomes? (MAX 3000 Words). Specifically: Provide details on expectations for improvements in educational outcomes for Black students as result of the proposed reforms.

At GSU, we were well aware of the inequity of requiring students to enroll in non-credit bearing development mathematics courses, since we enrolled first year students in fall of 2014. We were committed to enrolling students immediately into a credit bearing mathematics course with development supports that initially included a two-week pre-first semester Summer Smart Start for Mathematics. By closely tracking the data on student success and other variables that contributed to their success, we moved from the two-week Summer Smart Start and piloted the co-requisite 1-credit hour course alongside the required Statistic course in spring of 2021. Based on the fall 2021 data, the success for students enrolled in Math 2100 (Statistics) rose to 80%, compared to a historical baseline of less than 50%. We expect that our success rate will only continue to grow as we perfect the kind of supports provided through the 1-credit hour co-requisite Mathematics course. It stands to reason that as students are successful in their required mathematics course, that retention and persistence to graduation will rise.

3. If you do not have any developmental education courses, please explain strategies and programs that support student success in Gateway courses. (MAX 2000 Words)

In addition to the details provided above, GSU provides mathematics supports in the use of Math Tutors available on demand, and by referral of the faculty member. Also, in summer 2022 we will offer our first true 6-week summer bridge program to first-year, first-time, non-honors students, in which we will offer a “micro-credential” in mathematics preparation that will prepare students for the mathematics placement assessment; the outcome of which will determine the need to enroll in the co-requisite mathematics course when they enroll in their required gateway mathematics course.

4. Please provide any additional comments.

No other comments.

Institution: Illinois State University

Person Reporting, title, email: Amy Hurd, Assoc. VP for Undergraduate Education

- 1. What is your “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?” (MAX 3000 Words)**

At Illinois State University, our goal is to maximize the chance students enroll in the college-level math course that matches their skill level. These efforts optimize students' time and money. We utilize an online assessment tool that ensures students are placed in the most appropriate math course. The way students answer helps the assessment tool understand what they know and don't know, and ultimately calculates a score that places them in the most appropriate math class, based on their knowledge base of math concepts. We understand that a single measure from a single event does not always fully capture achievement and ability. For that reason, we take additional steps to yield the most accurate score. 1. Students are able to take the assessment up to five times; 2. Students are encouraged to complete the online Prep and Learning Modules that are intuitively designed and designated to provide additional practice problems according to the students' weakest areas of math concepts; 3. All students are explicitly encouraged to take the assessment more than once; 4. Personal outreaches are made to specific students who earned scores very close to “testing up” to a higher Math course; 5. A co-requisite course is offered for one of the institution's highest-enrolled Gateway math courses. The co-requisite has specifically been developed for students whose placement score may have placed them in a developmental course, but supports their skill development while entering into the Gateway math course, straightway. As a result of these steps and more, only 7% of our students take developmental math courses.

- 2. What are your expectations for improvements in educational outcomes? (MAX 3000 Words). Specifically: Provide details on expectations for improvements in educational outcomes for Black students as result of the proposed reforms.**

Currently, all our developmental math courses are facilitated in-person. Research shows that students learn more when they are in-person. On the whole, students face fewer distractions, engage at a deeper level, attend class sessions at a higher rate, and yield better academic outcomes, overall. Our institution provides regular and accessible academic supports for all students enrolled in our developmental math courses. Some of those supports include: a developmental math lab with designated study spaces, tutoring support, math supplies and textbook check-out, and drop-in homework assistance. MAT 113 (Mathematical reasoning) has a supplemental instruction option in which tutors go to class 2-3 times a week and follow up with 1.5-2 hours of group tutoring per week. Finally, some of our sections have undergraduate teaching assistants who provide daily in-class, real-time academic support. SI in this course is relatively new and the data are currently being analyzed to determine the effectiveness. If successful, SI will be expanded in this course as well as other gateway courses.

We are in the process of hiring an additional developmental math instructor to reduce the number of adjunct faculty and increase the consistency of faculty using best practices in dev math pedagogy.

- 3. If you do not have any developmental education courses, please explain strategies and programs that support student success in Gateway courses. (MAX 2000 Words)**

n/a

- 4. Please provide any additional comments.**

Institution: Northeastern Illinois University

Person Reporting, title, email: Matthew Graham Math Development Coordinator

- 1. What is your “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?” (MAX 3000 Words)**

NEIU has already modified our math developmental program extensively. We have math developmental pathways for: (a) majors that only require a QR (Quantitative Reasoning) requirement to graduate; (b) Elementary and Middle level educators; (c) Business and STEM students; and (d) shortened pathway to Calculus I. We provide details and explain the various levels of implementation of these four pathways below.

1. Math 111A/011A and Math 111B/011B is a stretch corequisite sequence that is equivalent to Math 112: Statistics in Daily Life. This course supplies a two semester pathway for any student, regardless of placement level, to satisfy NEIU's QR requirement. There is college level coursework each semester carried by the Math 111A and Math 111B courses and there is developmental coursework carried by the Math 011A and Math 011B courses. Even though are both college level and developmental course numbers this course is taught as a single integrated course. The split was required by our Registrar to keep a distinction between developmental and college level course work. The course only has the algebra content needed to understand the statistical concepts. The course does a good job of introducing statistical design and various biases encountered when running statistical studies and covers the basics of hypothesis testing in the second semester.

This model is at scale with multiple sections of each course running each semester on three different NEIU campuses (main, El Centro, and CCICS). We are currently running one section of 111A/011A and 111B/011B over our summer sessions.

2. Math 148A/048A and Math 148B/048B is a stretch corequisite sequence equivalent to Math 149: Mathematics for Elementary Teachers I (a course that is also required of Middle level educators as well). This sequence supplies a two semester pathway for any student, regardless of math placement, to complete the first math requirement of ELED (Elementary Education) and MLED (Middle Level Education). This sequence has college level content carried by the Math 148A and Math 148B and developmental content carried by Math 048A and Math 048B.

We have had consistent enrollment issues with this course. Our latest iteration of this course has both semesters in a stacked model where both first semester and second semester students meet at the same time with the same instructor. This model was chosen to help enrollment issues but more importantly to give these students more opportunities to teach and do collaborative inquiry based group learning.

3. Math 173C/092C is a college algebra corequisite course where students who place into intermediate algebra are allowed to enroll in the college algebra Math 173C course as long as they enroll in Math 092C: Intermediate Algebra at the same time. Each semester since Fall 2018 we have offered one section of Math 173C and one section of Math 092C. We have been developing this course and have tried various curricular structures over the past few years.

We have learned how to deliver this course well and are in the process of dealing with the massive logistics of scaling this offering. Our hope is that within the next 2-3 years the majority of students currently choosing traditional math development pathways (mainly STEM and Business majors) will choose to use this College Algebra corequisite option or the first semester of the shortened Calculus I pathway (described below) instead.

4. Shortened pathway to Calculus I Pilot: Our success at delivering our College Algebra corequisite course encouraged us to be more bold and develop a two semester pathway for STEM students that would allow students placing into the second lowest math developmental level to get to and through Calculus I in two semesters. This is accomplished by allowing students placing into the second lowest math developmental level Math 091 to enroll in a specific College Algebra section and also a specific Math 092 section in the first semester and in the second semester upon successful completion of Math 173: College Algebra they are allowed to take Math 175: Trigonometry and Math 187: Calculus I as a corequisite option. Math 175 is currently a prerequisite for Math 187 one thing this pilot hopes to determine is if the prerequisite can be relaxed to a corequisite with minimal curricular change without reducing success rates.

This pathway is being piloted within a STEM cohort program CASA (Creating Access to STEM for All). Freshman students interested in STEM choose CASA as their success program. In this program they take the math sequence described above but also are required to take a STEM oriented General Education course each of their first four semesters (Philosophy: Ethics in STEM, ECON: Financial Literacy, Communications: Public Speaking for STEM, and History: Rethinking STEM in World History). We

have already allowed non-CASA students to enroll in either the first or second semester of this math sequence. If this shortened pathway to Calculus I is successful with the cohort structure we may consider allowing any student to enroll in both semesters of this math sequence. We admitted our first cohort of students in Fall 2021 and will need a few years to evaluate this shortened pathway.

2. What are your expectations for improvements in educational outcomes? (MAX 3000 Words). Specifically: Provide details on expectations for improvements in educational outcomes for Black students as result of the proposed reforms.

From Fall 2018 to Spring 2021 we have seen drastic improvements of students completing college level coursework. The pathway success percentages of the College Algebra corequisite is higher than the traditional pathway success percentage and is completed in only one semester instead of two semesters. The stretch statistics sequence Math 111A/011A and Math 111B/011B is more successful than the traditional sequence and takes only two semesters rather than the two, three, or four semesters that the traditional math developmental pathway takes (depending on initial placement). We are in the process of disaggregating the result mentioned above by race, however, we expect that these successes in the aggregate are also successes for each of the racial groups of students at NEIU. Said another way, we expect these math developmental pathways to substantially increase the access of math requirements for all majors to all groups of students including our Black student population at NEIU. And just as importantly we believe that these developmental pathways will increase the successful completion of math requirements for all majors and for all groups of students including our Black student population at NEIU.

3. If you do not have any developmental education courses, please explain strategies and programs that support student success in Gateway courses. (MAX 2000 Words)

4. Please provide any additional comments.

Institution: Northern Illinois University

Person Reporting, title, email: Omar Ghrayeb, Senior Vice Provost, oghrayeb@niu.edu

1. What is your “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?” (MAX 3000 Words)

To ensure equitable access to college level courses and using a collaborative and data-informed approach, NIU decided to reform MATH developmental education. Starting fall 2022, NIU implemented ALEKS placement exam that provides tutorials for skill review and allows benchmarking for placement. NIU adopted the c0-requisite model to reform its MATH developmental courses. Starting fall 2022, a new course was offered to replace one of the two developmental courses. The second and last math developmental course is scheduled to be replaced by a new course starting fall 2023.

NIU implemented comprehensive and integrated support programs for students such as tutoring and supplemental instruction. Also, NIU offers instructional support for faculty. We will continue monitoring students success data to assess and improve.

2. What are your expectations for improvements in educational outcomes? (MAX 3000 Words). Specifically: Provide details on expectations for improvements in educational outcomes for Black students as result of the proposed reforms.

Before this reform, some of the incoming students would need 2 semesters to complete the two developmental courses and start the first college-level math course. Spending 2 semesters in Math developmental courses is not conducive to students persistent especially those who are pursuing STEM majors.

With the new reform, all incoming students will be placed in a college-level course that would count toward a degree. With the support in place, we expect students' success to improve and equity gaps to be reduced.

3. If you do not have any developmental education courses, please explain strategies and programs that support student success in Gateway courses. (MAX 2000 Words)

1. *Recruiting and Training Supplemental Instruction (SI) Leaders and Tutors*

This recommendation is to develop and implement a formalized plan, supported at the institutional level, to recruit, support, and train peer supplemental instruction (SI) leaders and peer tutors for gateway courses and select courses identified by colleges.

2. *Increase Faculty/Instructor Participation in Academic Support Services*

This recommendation is to develop and implement a formalized plan, supported at the institutional level, to increase faculty/instructor awareness of and participation in undergraduate academic support services for gateway courses.

3. *Increase Student Use of Academic Support Services*

This recommendation is to develop and implement a formalized plan, supported at the institutional level, to increase the usage of undergraduate academic support services for gateway courses.

4. *Common Practices for Students' Academic, Social, and Career Advancement*

This recommendation is to expand participation in the Association of College and University Educators (ACUE) Course on Effective Teaching Practices (ETP) and micro-credential on Inclusive Teaching for Equitable Learning (ITEL).

5. *Develop Faculty Academy on Cultural Competence and Equity (FACCE)*

This recommendation is to support development of and participation in the Faculty Academy on Cultural Competence and Equity (FACCE).

6. *Increase Professional Development on Inclusive Teaching, Equity and Student Success*

This recommendation is to increase professional development opportunities on trauma-aware practices, culturally sustaining pedagogy, growth-minded pedagogy, and alternative assessment and grading practices.

4. Please provide any additional comments.

Institution: Southern Illinois University Carbondale

Person Reporting, title, email: Gireesh Gupchup, Vice President for Academic Innovation, Planning and Partnerships, gireesh.gupchup@siu.edu; Lizette Chevalier, Associate Provost for Academic Programs, lizette.chevalier@siu.edu

1. What is your "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?" (MAX 3000 Words)

2. What are your expectations for improvements in educational outcomes? (MAX 3000 Words). Specifically: Provide details on expectations for improvements in educational outcomes for Black students as result of the proposed reforms.

3. If you do not have any developmental education courses, please explain strategies and programs that support student success in Gateway courses. (MAX 2000 Words)

In math, the course most frequently taken for our general education requirements (Math 101) uses a flipped classroom format to enable students to engage in active learning activities during their contact time with instructional staff. Our college algebra courses are also designed around an active learning format. All of these courses are staffed by multiple instructional staff (either an instructor and a graduate assistant or two graduate assistants) during all student contact periods to maximize individual

attention. Tutoring by graduate assistants is available sixteen evening hours per week, in addition to the regular office hours kept by the instructional staff. Moreover, in recent years we have improved the quality of the graduate teaching assistants by exclusively hiring mathematics graduate students to support mathematics courses, and we intend to continue this.

4. Please provide any additional comments.

Institution: Southern Illinois University Edwardsville

Person Reporting, title, email: Elza Ibroscheva, Associate Provost, eibrosch@sive.edu

1. What is your “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?” (MAX 3000 Words)

Alignment with institutional priorities and current initiatives

SIUE serves a diverse student population. SIUE's student body includes significant numbers of Pell-eligible students as well as first-generation students. We recognize that our students have intersectional identities that may coincide with larger structural inequities. For example, as an institution, SIUE has committed to improving our overall retention and graduation rates. Within that larger commitment, we recognize that we must attend to the equity gaps that have existed on our campus and work in earnest to ameliorate those. We have committed to improving the retention and graduation rates for Black students, an area in need of considerable improvement. While our data indicates that our 4-, 5-, and 6-year graduation rates have improved from 7%, 22% and 27% respectively in 2011 to 11%, 26% and 33% for the 2013 cohort, we have a long way to go to reach rates comparable to the aggregate rate. As an institution, we recognize that there is a significant area of opportunity for improvement that requires the dedicated attention to diverse groups of underrepresented and marginalized students who face significant obstacles. Yet, we also recognize that Pell-status or socio-economic status broadly is also associated with delays in graduation.

SIUE is committed to providing students with all necessary support in order to ensure their success through their entire educational journey. As an institution, we have focused our collective effort on creating an environment of holistic support services and outstanding academic experiences that can help students make progress through their studies while receiving the additional scaffolding to support their learning. We also recognize that we need to ensure that students can make progress to degree while avoiding additional costs and debt.

Our commitment to improving the success of our Black students, in particular, is also evident in our HLC Quality Initiative (QI), which we have titled, “From Surviving to Thriving: A Holistic Retention Program for Black Students.” The purpose of our QI is to acknowledge structural racism as a predictor of educational and career outcomes among Black students and to build a multilevel program designed to enhance their daily experiences by reducing incidence, prevalence, and impact of minority stress and cultural trauma perpetuated by the institution, interventions will directly address students and indirectly address faculty and staff concerns as they may be currently impeding progress toward the goals stated below:

- 1) Support Black students along the educational pipeline by developing a pathway for their enrollment at SIUE
- 2) Improve retention and graduation rates of Black students at SIUE by achieving year to year increases in retention, and by increasing the six-year graduation rate
- 3) Develop and nurture pathways to graduate and professional school and/or employment for Black students graduating from SIUE
- 4) Provide ongoing diversity, equity, and inclusion education, training, and resources, through various modalities, to support self-awareness and professional development.

We see our efforts in implementing institutional changes related to developmental education reform well aligned with the goals of the Quality Initiative and with some of the significant shifts we have made in our recruitment and retention strategies, including making standardized tests score options for admission and scholarships to SIUE, among other curricular efforts to increase student success. Importantly, SIUE's new

strategic plan, which has not been finalized, will contain goals to increase student retention and graduation rates significantly and call on our community to focus on student success with deliberate, intentional, and committed practice.

Developmental Educational Prior Practices for Math

Prior to DERA, students who pursue a major requiring math coursework **beyond** QR 101: Quantitative Reasoning must complete ALEKS PPL math placement assessment.

The ALEKS placement scores were used for the following placement options:

- ALEKS PPL score 30-45: MATH 120E – Enhanced College Algebra
- ALEKS PPL score 46-60: MATH 120 – College Algebra
- ALEKS PPL score 61-75: MATH 125 – Precalculus
- ALEKS PPL score >75: MATH 145 – Calculus for Life Sciences or MATH 150 – Calculus I

Students who do not place into a credit bearing mathematics course must complete the university's developmental math course, AD 070: Beginning Algebra.

The Department of Mathematics and Statistics in the past three years has implemented curriculum changes in the MATH 120E: Enhanced College Algebra course, which has included extra lab hours and instructional opportunities for students. The MATH 120E course was first piloted to provide additional practice for students and reduce enrollment in AD 070. By implementing course transformation and best practices, we have also introduced changes in the MATH 125, to further assist students in enrolling in credit-based mathematics courses.

Data analysis of the success rate of students who placed in AD 070 (College Algebra) for the past five cohorts (2016-2021) shows that the percentage of students who took these courses and successfully completed the gateway MATH 120 class with a grade of "C" or better has ranged between 41-79 percent, with the 41 percent rate observed in the last two years of the pandemic. Over the last few years, the University has been engaged in course transformation and co-requisite designs (e. g. elimination of AD 095 in Math and AD 092 in English) to move the institution closer to eliminating additional AD courses. Through co-requisite and enhanced models, SIUE was able to place more students directly in Math 120 and ENG 101 E: Composition, yet the numbers of students enrolled in AD courses does not meet our expectations to reduce the necessity for students to take non-bearing courses that hinder advancing towards degree and in some cases, provide significant financial burden for students who already experience economic hardships.

Proposed Institutional Plan for DERA Implementation on MATH

As SIUE continues its commitment to close equity gaps and provide access and support for Black students, we recognize the work that still needs to be done in order to ensure the success of Black students and their appropriate and timely placement in gateway MATH classes. To that end, SIUE is planning to completely transform the currently existing model of developmental education beginning in Fall 2022. While not all policy changes can be complete and the initial phase must be conducted as a pilot, we are moving in earnest. Students, whose scores would have previously placed them in the developmental course AD 070 will now be enrolled in designated sections of MATH 120 which will meet in a co-requisite section of 2 additional contact hours of supplemental instruction focused on customized math strategies to help students successfully move through the gateway MATH college-level material. These additional co-requisite sections will follow a cohorted model taught by the same instructor who will lead the traditional sessions of the course – this model has demonstrated the best outcomes for students successfully passing college algebra. Students enrolled in these sections will receive specifically tailored instructions following the traditional classroom lectures that will allow them to have additional practice and receive supplement assistance offered by trained instructors who will develop lesson plans and specific strategies for instructions and engagements with the students over the summer of 2022.

In order to determine the placement of students in the gateway MATH course, we are going to continue to use the ALEKS PPL test scores but will also use the additional enhanced module analysis which will allow the Math Department to conduct a more specific data breakdown into areas of deficiencies where supplemental instructions for each individual student can be tailored.

With these changes in place, we will effectively eliminate all non-credit bearing developmental courses and will replace them with co-requisite MATH courses, based upon individual student placement. All

students, therefore, will meet the requirement to be placed in an introductory college-level, credit bearing Math course with their first year of college.

2. What are your expectations for improvements in educational outcomes? (MAX 3000 Words). Specifically: Provide details on expectations for improvements in educational outcomes for Black students as result of the proposed reforms.

Our institutional commitment to increasing our freshman to sophomore retention rate overall while focusing on closing equity gaps across groups and increasing success for Black students will guide our methods of assessing the results of the implementation of our institutional DERA plan. We have analyses about previous transformation efforts with AD 095 and Math 120 performances, and we can leverage existing and pilot data to refine our approach. We recognize that non-credit bearing developmental courses could lead to delays in their progress to degree and could increase costs and debt that may present significant obstacles for students to overcome on the road to degree completion. Therefore, we are confident that expanding our co-requisite model created previously for AD 070 will be productive. We anticipate that our move to eliminate AD courses altogether while incorporating the needed supplemental instruction supported directly into co-requisite sections of MATH 120 will lead to successful outcomes.

We will develop a plan for tracking placement data by advisor as well as outcomes across sections. Our retention leaders and advisors will track data on student progress through completion of critical courses and their progress to degree. We will conduct analysis based on outcomes in MATH 120E to compare the outcomes for the 2022 student cohort as the first freshman class for which these new co-requisite sections will be implemented. We will also work closely with our SIUE's existing efforts to support students from underrepresented groups, including racially minoritized students, which are best represented by the [Student Opportunities for Academic Results \(SOAR\)](#) program. SOAR serves many underrepresented student populations and is free to all students. Within SOAR, there are specific programs to support African American students, including a near-peer mentoring program and first year course to bolster student success: [FAME \(Females of African descent Modeling Excellence\)](#) and [GAME \(Goal-oriented African American Males Excel\)](#). The FAME and GAME programs to all incoming Black students for 2022 freshmen class at SIUE to help them succeed academically, professionally, and personally.

A recent study conducted by Dr. Carrie Butts-Wilmsmeyer, Director of SIUE's Center for Predictive Analytics provided quantitative data to further affirm the impact of SOAR and programs like FAME and GAME. Dr. Butts-Wilmsmeyer conducted a longitudinal analysis of all students, identifying which student cohorts are less likely to graduate SIUE and when. However, the critical time points for student groups differed. For our Black male students, that time point was during the first year. Focusing on just Black males, we identified three variables that were highly predictive of success: participation in at least SOAR or GAME, reducing their unmet need and high school grade point average (GPA). These last two variables are also important for other student groups, but in a different fashion. Campus-wide, the most predictive variable was HS GPA, followed by unmet need. However, for our Black male students, this trend is reversed. What is more, the social engagement provided through activities such as SOAR and GAME is even more important than financial and academic predictors. By providing social and financial supports, both our predicted and observed one-year retention rates of Black male students improved. Not only did these rates improve, their retention rates more closely mirrored those of other student groups.

We are expecting our Black students' participation in SOAR as well as their placement in credit-bearing, co-requisite supplemental instruction for writing and reading, where needed, will lead to a significant increase in our freshman to sophomore retention rates, and overall retention rates for Black students.

3. If you do not have any developmental education courses, please explain strategies and programs that support student success in Gateway courses. (MAX 2000 Words)

4. Please provide any additional comments.

- 1. What is your “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?” (MAX 3000 Words)**

Background and Current Pathways

UIC's Mathematics, Statistics, and Computer Science department (MSCS) has arduously worked to decrease the number of students enrolled in developmental math courses and increase success rates in many ways. Beginning Fall 2016, we overhauled the developmental math sequence, removing Beginning Algebra, adding a College Algebra course, redesigning Intermediate Algebra and Precalculus, and adding corequisite courses to the Quantitative Reasoning course, Intermediate Algebra, College Algebra, and most recently, a pilot for STEM Calculus I. Additionally, we implemented active learning in our lectures and our Summer Enrichment Workshop (a tuition free workshop to help incoming students improve their Math placement). The department's initiatives for active learning included undergraduate learning assistants for most of our first-year math courses.

Despite overall enrollments at UIC increasing about 27% from Fall 2015 to Fall 2021 enrollment in developmental math dropped 59% during the same time period due to these efforts (decreased 72% between 2015 – 2020). As the department introduced active learning into the Math lectures, we saw pass rates in the developmental and credit-bearing courses increase from 50-65% to 70-84%. Note for pass rate data, we are using the 2018/19 cohort to avoid the affects due to the pandemic.

UIC offers a robust, tuition-free summer program to support students' academic and socio-emotional transition from high school to college. The UIC [Summer College](#) is a collection of bridge programs that include academic workshops and several readiness and success programs organized by various campus support units and colleges. Summer College academic workshops provide students who placed into preparatory writing, math, chemistry, and music theory with ways to learn and master the material so they can move into credit-bearing courses as they start their first semester at UIC. We have seen great success in the [Summer Enrichment Math Workshops](#) (SEMW) for Intermediate Algebra and College Algebra helping students increase their math placement as a part of UIC's Summer College Program. On average, 86% of the Intermediate Algebra students completing the SEMW revise their placements into credit-bearing courses as they start their first semester at UIC, and 79% of the College Algebra students revise their placements into a higher course, like Precalculus. The SEMW students complete more credit hours (24.3 vs. 21.4 2019 cohort), have a higher first to second-year retention (84% vs. 73% 2019 cohort), and higher six-year graduation rates for the 2015 cohort (58% vs. 48%) compared to a comparison group.

The Director of Advising, Outreach, and Math Placement works with individual college advising staff prior to summer orientations to better explain math pipelines and [ALEKS Placement](#) options. The additional trainings assist college advising staff on providing updated information to get students placed and enrolled in the proper courses in a more streamlined manner.

UIC currently meets the requirements of the Developmental Education Reform Act by having a credit-bearing Math option for all incoming students. Any incoming student, regardless of placement level, has the option of taking the credit-bearing fundamental Quantitative Reasoning course, MATH 105. Students who score 0 – 29 on the ALEKS placement are offered the option of taking MATH 105 with a 1-credit hour corequisite course MATH 104. If an incoming student places into the 0 – 40 level on ALEKS and wants to pursue a STEM track, they begin in Intermediate Algebra (MATH 090), which is currently a 3-hour non-credit bearing course. If they place in the 0 – 29 range, they also enroll in the Intermediate Algebra corequisite course (MATH 088). In Fall 2020 we had 177 incoming students enrolling in the Intermediate Algebra course, about 5.2% of our incoming first-year class.

Students who initially place into and successfully complete Intermediate Algebra in their first semester enroll in their second semester in one of the following credit-bearing gateway courses: College Algebra, Introduction to Statistics, Linear Algebra for Business, or Math for Elementary Educators.

However, as detailed in the sections below, we continue to examine outcomes, prerequisite maps, and academic supports in an effort to decrease enrollments in zero-credit bearing courses without negatively impacting student success and progress to degree.

Current Pathways for students whose final placement is 0 – 39 on the ALEKS Placement:

1. First Semester: MATH 105 Quantitative Reasoning (they may stop here)
Second semester: Statistics based course in another department.
2. First Semester: MATH 090 Intermediate Algebra
Second semester: MATH 110 College Algebra or Stat 101 Introduction to Statistics or MATH 125 Linear Algebra for Business or MATH 140 Math for Elementary Educators

We should emphasize that we do not consider cumulative high school GPA alone to be a valid means of course placement into UIC's first-year math courses. The statistical breakdown of students' high school GPA by placement group suggests that there is not a clear correlation between GPA and math course placement. As shown in Table I-1 the mean and median for the MATH 090 and MATH 110 courses are very similar, as is the high school GPA distribution between these courses. Furthermore, cumulative high school GPA factors into every other high school course that a student took from grades 9 through 12, which altogether does not indicate a student's math ability nor likelihood to succeed in college math courses. Moreover, there's tremendous variation between the educational experiences and quality of instruction and assessment among the range of high schools from which UIC first-year students come, differences that cannot be accounted for with cumulative high school GPA as a placement measure.

Table I-1: High School GPA by Math Course Placement

High School GPA Descriptive Statistics			
	MATH 090 Placements 2016-21 First-Year Cohorts	MATH 110 Placements 2016-21 First-Year Cohorts	MATH 180 Placements 2016-21 First-Year Cohorts
# of students	5,480	4,778	5,256
Mean	3.24	3.31	3.51
Median	3.23	3.31	3.57
Std. Deviation	0.34	0.34	0.37
Range	2.39	2	2.59
Minimum	1.61	2	1.41
Maximum	4.00	4.00	4.00
GPA Range Distribution			
7%	5%	3%	7%
18%	14%	8%	18%
28%	24%	14%	28%
24%	25%	18%	24%
16%	20%	24%	16%
8%	11%	26%	8%
1%	1%	7%	1%

Institutional Plan for Scaling Reforms

The MSCS department has plans to leverage our existing programs, expand outreach, and explore converting the 000-level developmental courses into credit-bearing courses.

Summer Enrichment Math Workshop

The MSCS department is seeking mechanisms to increase participation in the SEMW. As mentioned above, SEMW students typically increase their placement, and do well in terms of credit hour completion, retention, and graduation rates compared to a comparison group. SEMW is offered free of charge for all incoming UIC students and helps them to not only improve their math placement, but also prepare their transition to college by exploring the campus and its network of supports, building community with peers and faculty, and increasing their sense of belonging. We also offer a tuition-free MATH 090 course during the Summer Session for continuing students who have not passed or taken the course in their first year. Up to this point, we have used placement scores to invite students to the workshop. We are exploring reaching out to local high schools to showcase the workshop, informing their counselors of the holistic benefits of the program.

Quantitative Reasoning to Stats Pathway

The MSCS Director of Undergraduate Statistics redesigned the Quantitative Reasoning course to make it a suitable prerequisite for the Introduction to Statistics (STAT 101) course. Currently, several statistics-based courses in other departments at UIC have MATH 105 as a prerequisite, but the Introduction to Statistics has as a prerequisite the Intermediate Algebra course. We are considering MATH 105 to serve as a prerequisite for STAT 101, which would allow students who place below the placement level for STAT 101 to enroll in a credit-bearing course in their first semester, instead of the current singular option of placement in Intermediate Algebra. Students at this placement level seeking a statistics pathway would be placed in Quantitative Reasoning before progressing to Introduction to Statistics.

Credit-Bearing Prerequisite for College Algebra

As shown in Table I-2, Intermediate Algebra at UIC is mainly used for students on a STEM track. Of the students who completed MATH 090 and continued to take a follow up math course the next semester, 71% took College Algebra. Outcome data confirms that the course is preparing students well for College Algebra. As a point of reference, the overall pass rate in College Algebra in Spring 2021 was 77%.

Table I-2: Math 090 Students in a Subsequent Course

Fall 2020 Cohort (Full Time Students)	Students Enrolled in MATH 090 (Fall 2020)		Passed MATH 090, Subsequent Course (Spring 2021)	
3,457	177		121	
Passed MATH 090, Subsequent Course (Spring 2021)	# Enrolled	# Passed	% Enrolled of Total Passed MATH 090	Pass Rate
MATH 110 College Algebra	70	65	57.85%	92.86%
MATH 118 (now 105) QR	1	0	0.83%	0.00%
MATH 121 Precalculus	1	1	0.83%	100%
MATH 125 Lin. Alg. Business	14	11	11.57%	78.57%
MATH 140 Math for Elementary Teachers I	3	1	2.48%	33.3%
MATH 160 Finite Math for Business	1	0	0.83%	0.0%
STAT 101 Intro to Statistics	9	4	7.44%	44.44%
Did not take any of the above courses	22	-	18.18%	-
Total	121	84	100.0%	67.7%

Nevertheless, we are currently also investigating the option of creating a new credit-bearing course that encompasses the Intermediate Algebra material and additional material that would serve as an appropriate prerequisite for College Algebra and STAT 101. This option will be considered for a full implementation after a pilot phase if it will result in improved student pass rates through College Algebra. The new course can serve as elective credit towards graduation requirement. We plan to reach out to peer institutions that have already implemented similar courses to garner student outcome data, as well as course content and pathway design ideas. We will also seek consultation with UIC's Center for the Advancement of Teaching Excellence with a focus on refining assessments, implementing inclusive teaching strategies, and exploring the use of other pedagogical tools that we hope will have a positive effect in this new course design and resultant student outcomes.

Outreach Programs

Additionally, the MSCS department will continue to pursue outreach programs with local high schools to introduce students to UIC and help improve placement into credit-bearing and gateway math courses. For example, MSCS recently partnered with UIC's Office of High School Development and Farragut High School to pilot a bridge program. UIC English and Math instructors participated in the Senior seminar course at Farragut with the goal to prepare students for UIC's placement exams. Each instructor worked with students and the high school teachers two days a week for eight weeks, and the students took UIC's math placement exams at the end of the workshop. We hope to turn this experience into a regular program at Farragut and other CPS high schools.

2. What are your expectations for improvements in educational outcomes? (MAX 3000 Words). Specifically: Provide details on expectations for improvements in educational outcomes for Black students as result of the proposed reforms.

Table I-3 shows in Fall 2018, 8.6% of our incoming first year students enrolled in developmental math courses. Of this population 16.2% self-identified as African American and 11.2% as Latinx. We can see the pass rates do vary amongst the different demographics. Comparing pass rates throughout the first-

year math courses since 2014, the overall trend for all student demographics has been an increase in pass rates. While it is encouraging to see these improvements, there is a measurable disparity among student demographic groups. Unfortunately, in Fall of 2021, we saw this gap widen in several courses.

Table I-3

Race/ Ethnicity	# Enrolled in Dev. Math in Fall 2018	% of Group Total	% pass Dev. Math within a year	# enrolled in Gateway Course within a year	% of enrolled who Pass Gateway Course
Total	352	8.6%	78.1%	194	79.4%
African American	55	16.2%	74.5%	29	82.8%
Latinx	184	11.2%	73.9%	94	73.4%
Asian	20	2.4%	100%	14	79%
White	60	6.9%	83.3%	38	89.5%
Other	33	8%	84.8%	19	84.2%

Outreach and Increasing Enrollment in SEMW

As mentioned above, outreach to local high schools to help students prepare for their math placement exam and encourage more students to take advantage of UIC's free Summer Enrichment Math Workshops has the potential to markedly improve the placement and academic success of our incoming students. In 2021, the African American students accounted for 20% of the Intermediate Algebra SEMW population, but only about 8.3% of the overall 2021 cohort. Similarly, Latinx students were 53% of the SEMW population, compared to 42% of the overall 2021 cohort.

The Director of Advising, Outreach, and Math Placement is working with individual college advising staff prior to summer orientation to provide training on the various math pathways and ALEKS placement options. This additional training will assist academic advisors on providing individualized and holistic guidance to students to pursue the most optimum Math pathway that matches their academic aspirations. For example, students are often unaware of the option to work within the ALEKS prep modules to review topics, retake the placement exam, and improve their placement. Students who retake their placement after completing the ALEKS prep modules average a 15-point increase in their placement score and are often able to enroll in credit-bearing gateway courses.

New Credit-Bearing Pathway to College Algebra

The Intermediate Algebra course, MATH 090, is non-credit bearing, and this seems to affect students' engagement with the course. Comparing this course to the credit-bearing Quantitative Reasoning course (same placement levels 0 – 40 using ALEKS), homework completion rates and overall pass rates are consistently higher for the QR course. For example, in Spring 2019, 4% of the QR students were not completing their homework compared to 16% of the MATH 090 students. Anecdotally, instructors often report students saying that they have not tried as hard in MATH 090 to focus on other courses since it doesn't affect their grade point average. As noted above, making this course credit-bearing may help students apply similar study habits to the course as they do in other math courses, increasing their likelihood of persistence and academic success. Table I-4 shows comparisons of pass rates for the two courses.

Table I-4: Intermediate Algebra (MATH 090) vs Quantitative Reasoning (MATH 105) Pass Rates

Semester	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019
MATH 090	57%	60%	75%	60%	70%
MATH 105	77%	72%	76%	82%	77%

Table I-5 demonstrates that African American and Latinx students are disproportionately placed in lower division and developmental math courses than in the STEM Calculus, MATH 180 course. Increasing the pass rates in the Intermediate Algebra course by offering a credit-bearing replacement course as stated above, it would predictably have the potential to increase engagement and success among our URM students. The plan is to implement a pilot credit-bearing course that would allow us to measure desegregated data on student outcomes and success in this new course as well as subsequent gateway math courses. If feasible and the effect on student performance – and especially on URM students – is positive, we hope to move fully to a credit-bearing curricular pathway for all students.

Table I-5: First Year Student Enrollments in Math and STAT Courses in their First Semester

Semester	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Total Number of First Year Students	4,050	4,159	4,407	3,541	4,177
African American	7.7%	8.5%	7.8%	7.8%	8.3%
Asian American	22.5%	20.4%	21.8%	21.9%	21.8%
Latinx	40.1%	39.9%	41.3%	41.4%	41.9%
Other	8.1%	10.1%	9.5%	8.0%	9.4%
White	21.7%	21.1%	19.6%	20.9%	18.7%
MATH 090	11.8%	8.6%	5.7%	5.2%	7.1%
African American	14.1%	15.4%	14.7%	11.5%	18.0%
Asian American	9.7%	5.6%	7.1%	6.6%	8.5%
Latinx	54.8%	52.8%	56.7%	61.2%	55.9%
Other	4.8%	9.2%	4.8%	5.5%	7.1%
White	16.6%	17.0%	16.7%	15.3%	10.5%
Credit-Bearing MATH (up to 220) and STAT (101 & 130) Courses	62.1%	64.4%	66.8%	66.1%	61.0%
African American	6.2%	7.9%	7.6%	7.8%	7.5%
Asian American	26.3%	23.3%	22.7%	23.6%	24.5%
Latinx	36.2%	36.8%	39.4%	40.7%	39.3%
Other	9.0%	10.9%	11.0%	9.1%	10.2%
White	21.9%	21.0%	19.3%	19.1%	18.5%

Learning Assistant Program

We have seen that active learning in math courses have improved pass rates for all student populations, and the Math undergraduate Learning Assistants (LA) have played an essential role to this improvement. In Fall 2021, we had 58 Learning Assistants. To increase sense of belonging among our URM student populations, we plan to recruit more Black and Latinx students into our learning assistant program. Many of our LAs have previously taken and done well in the courses they serve, and others are students who were placed into higher-level courses. We want to advertise to more students completing courses successfully at the end of a semester, encouraging them to apply to be LAs the following semester/year. This should give more opportunity to URM students to be a part of our LA program and help us increase our ability to better serve our Black and URM students.

Encourage Students to Take Advantage of our Math and Science Learning Center

UIC has a Math and Science Learning Center (MSLC) that is being used for tutoring and for graduate student Teaching Assistants (TA) and instructors to hold their office hours. Before the pandemic, MSLC rooms were utilized for all-day (and in many cases evening) exam review sessions led by TAs, LAs, and instructors. Much of this was moved online during the pandemic, and the number of students using office hours declined during that time. While courses like Calculus had large online evening review sessions, Intermediate Algebra and College Algebra saw a significant drop in participation in this same type of sessions. We will resume these office and course center hours and review sessions in-person to help encourage the use of the MSLC and student collaboration.

Other Projects Being Developed

As part of UIC's participation in the APLU's [First Day project](#), we rewrote our Precalculus and Calculus syllabi (and other communications) using inclusive language to promote student equity, belonging, and growth mindset. Other math courses plan to utilize this model to update their syllabi, Blackboard sites, and email communications.

Additionally, as part of our pilot for our new STEM Calculus corequisite, we developed activities to increase student belonging and growth mindset. Some activities centered around planning study strategies to prepare for exams, followed by reflections on how that preparation went and how they felt about their results. We had growth mindset activities and a mini project encouraging students to apply for the [We Belong in College Scholarship](#). We are pleased with the positive results in student performance and persistence, and plan to utilize these activities in other courses.

Working with UIC's Center for the Advancement of Teaching Excellence, the department has offered two workshops. One was for faculty on Diversity, Equity, and Inclusion, and a second for Graduate Students

on Encouraging a Growth Mindset in the Classroom. We plan on holding these and similar additional workshops at least once per year for faculty and graduate students. These workshops will be held during orientation sessions for graduate students and faculty.

3. If you do not have any developmental education courses, please explain strategies and programs that support student success in Gateway courses. (MAX 2000 Words)

n/a

4. Please provide any additional comments.

Descriptions of Math Courses Referenced Above (UIC Undergraduate Catalogue, 2021-2023)

MATH 088. Intermediate Algebra Workshop. 1 hour.

Individualized lesson plans including: order of operations, properties of real numbers, linear equations, problemsolving, graphing linear equations. Course Information: Satisfactory/Unsatisfactory grading only. No graduation credit. Extensive computer use required. Corequisites: Requires concurrent registration in [MATH 090](#).

MATH 090. Intermediate Algebra. 3 hours.

Linear equations and inequalities, absolute values, linear graphs and modeling, systems of equations, functions, quadratic equations, exponents and polynomials, factoring, radicals and rational exponents. Course Information: Satisfactory/Unsatisfactory grading only. Not open to students with credit in a mathematics course at or above the 100 level. No graduation credit. Extensive computer use required. Prerequisite(s): Credit or concurrent registration in [MATH 088](#); or appropriate score on the department placement test. Class Schedule Information: During the fall and spring terms, combined section final exam will be held on Wednesday of finals week from 6 to 8 p. m.

MATH 104. Mathematical Reasoning Workshop. 1 hour.

A refresher of the algebra used in [MATH 105](#). A more detailed reminder of algebraic techniques will be given in a student-centered environment with personalized homework and worksheets to address individual needs. Course Information: Satisfactory/Unsatisfactory grading only. Previously listed as [MATH 077](#). Credit is not given for [MATH 104](#) if the student has credit in [MATH 077](#). Requires concurrent registration in [MATH 105](#).

MATH 105. Mathematical Reasoning. 4 hours.

Mathematical problem solving with a hands-on and learn-by-doing approach, using topics from linear equations, personal finance, geometry, probability, and statistics. Course Information: Previously listed as MATH 118. May serve as a prerequisite for statistics courses in the social sciences. It does not replace [MATH 090](#) as a prerequisite for any other mathematics department course. Credit is not given for [MATH 105](#) if the student has credit in MATH 118 or [MATH 121](#) or [MATH 160](#) or [MATH 165](#) or [MATH 170](#) or [MATH 180](#) or the equivalent. No graduation credit for architecture, business administration, or engineering students. Prerequisite(s): Credit or concurrent registration in [MATH 104](#); or appropriate score on the department placement test. Course Schedule Information: To be properly registered, students must enroll in one Lecture and one Laboratory-Discussion.

MATH 109. College Algebra Workshop. 1 hour.

A refresher of material prerequisite for and used in [MATH 110](#), including: functions, polynomial and rational equations, graphs and transformations, exponentials and logarithms, trigonometry. Course Information: Satisfactory/Unsatisfactory grading only. Prerequisite(s): Appropriate ALEKS placement score. Corequisite(s): Requires concurrent registration in [MATH 110](#).

MATH 110. College Algebra. 4 hours.

Functions, composition and inverses; graphs and transformations, polynomial and rational functions, exponential functions, logarithms and applications; circles and introduction to trigonometry. Course Information: Credit is not given for [MATH 110](#) if the student has credit in [MATH 121](#) or [MATH 165](#) or [MATH 170](#) or [MATH 180](#). Extensive computer use required. Prerequisite(s): [MATH 090](#); credit or concurrent registration in [MATH 109](#); or an appropriate score on the department placement test. To be properly registered, students must enroll in one Lecture and one Laboratory-Discussion.

MATH 121. Precalculus Mathematics. 5 hours.

Functions, graphs, exponentials and logarithms, radicals, complex numbers, trigonometry (circle and triangle approaches), trigonometric graphs and inverses, introduction to polar coordinates and vectors. Course Information: No credit will be given for [MATH 121](#) if students have credit in [MATH 165](#) or [MATH](#)

[170](#) or [MATH 180](#). Extensive computer use required. Prerequisite(s): Grade of C or better in [MATH 110](#); or appropriate score on the department placement test. Class Schedule Information: During the fall and spring terms, combined section final exam will be held on Thursday of finals week from 6 to 8 p. m. To be properly registered, students must enroll in one Laboratory-Discussion and one Lecture.

MATH 125. Elementary Linear Algebra. 5 hours.

Introduction to systems of linear equations, matrices and vector spaces, with emphasis on business applications. Course Information: Credit is not given for [MATH 125](#) if the student has credit in [MATH 160](#). Prerequisite(s): Grade S in [MATH 090](#) or appropriate score on the department placement test. Class Schedule Information: To be properly registered, students must enroll in one Lecture and one Discussion. During the fall and spring terms, combined section final exam will be held on Thursday of finals week from 6 to 8 p. m. To be properly registered, students must enroll in one Discussion/Recitation and one Lecture. *Natural World - No Lab course.*

MATH 140. Arithmetic and Algebraic Structures. 4 hours.

Problem solving; algebraic thinking; number systems; numeration; number theory; mathematical operations over natural, integer, and rational numbers; and proportional reasoning. Course Information: Prerequisite(s): Grade of S in [MATH 090](#) or appropriate score on the department placement test. Class Schedule Information: During the fall and spring terms, combined section final exam will be held on Monday of finals week from 6 to 8 p. m.

MATH 160. Finite Mathematics for Business. 5 hours.

Introduction to probability, statistics, and matrices, with emphasis on business applications. Course Information: Credit is not given for [MATH 160](#) if the student has credit in [MATH 125](#). Prerequisite(s): [MATH 090](#); or Grade of C or better in [MATH 110](#); or appropriate score on the department placement test. Class Schedule Information: During the fall and spring terms, combined section final exam will be held on Thursday of finals week from 6 to 8 p. m. To be properly registered, students must enroll in one Discussion/Recitation and one Lecture. *Natural World - No Lab course.*

MATH 165. Calculus for Business. 5 hours.

Introduction to differential and integral calculus of algebraic, exponential and logarithmic functions and techniques of partial derivatives and optimization. Emphasis on business applications. Course Information: Prior credit for [MATH 170](#) or [MATH 180](#) will be lost with subsequent completion of [MATH 165](#). Prerequisite(s): Grade of C or better in [MATH 110](#); or appropriate score on the department placement test. Class Schedule Information: During the fall and spring terms, combined section final exam will be held on Wednesday of finals week from 6 to 8 p. m. To be properly registered, students must enroll in one Discussion/Recitation and one Lecture. *Natural World - No Lab course.*

MATH 170. Calculus for the Life Sciences. 4 hours.

Introduction to calculus with applications to the life sciences, mathematical modeling, differentiation, integration and applications. Course Information: Prior credit in [MATH 165](#) or [MATH 180](#) will be lost with subsequent completion of [MATH 170](#). Prerequisite(s): Grade of C or better in [MATH 110](#) or appropriate score on the department placement test. Class Schedule Information: To be properly registered, students must enroll in one Lecture and one Discussion. *Natural World - No Lab course.*

MATH 180. Calculus I. 4 hours.

Differentiation, curve sketching, maximum-minimum problems, related rates, mean-value theorem, antiderivative, Riemann integral, logarithm, and exponential functions. Course Information: Prior credit in [MATH 165](#) or [MATH 170](#) will be lost with subsequent completion of [MATH 180](#). Prerequisite(s): Grade of C or better in [MATH 121](#) or appropriate performance on the department placement test. Class Schedule Information: During the fall and spring terms, combined section final exam will be held on Thursday of finals week from 1 to 3 p. m. To be properly registered, students must enroll in one Discussion/Recitation and one Lecture. *Natural World - No Lab course.*

STAT 101. Introduction to Statistics. 4 hours.

Applications of statistics in the real world, displaying and describing data, normal curve, regression, probability, statistical inference, confidence intervals and hypothesis tests. Course Information: Credit is not given for [STAT 101](#) if the student has credit for [STAT 130](#). Credit is not given for [STAT 101](#) to students in any major in the Department of Mathematics, Statistics, and Computer Science. Extensive computer use required. This course is offered in both a blended and traditional format. If the section is marked "Blended-Online and Classroom," use of a computer and internet access is required. Blended sections require students to do some of their coursework online. A high-speed connection, while not required, is strongly suggested.

Prerequisite(s): Grade S in [MATH 090](#) or appropriate score on the department placement test. Class Schedule Information: To be properly registered, students must enroll in one Laboratory-Discussion and one Lecture.

Institution: University of Illinois Springfield

Person Reporting, title, email: Dr. Hei-Chi Chan, Math Department Chair, hchan1@uis.edu

1. What is your “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?” (MAX 3000 Words)

To address how Math will maximize the probability of student placement and success in college-level Math as defined by DERA guidelines, the department is:

- Using multiple measures to assess readiness/proficiency and to place students. In addition to using traditional measures (such as standardized test scores and placement tests), we are exploring and planning to use other measures such as high school GPA or successful completion of transition classes.
- Information regarding mathematics placement can be found in the UIS Catalog under [Mathematical Sciences](#) and on the [Math Placement Testing](#) site.
- (Note: additional information is also available on the [Department of Mathematical Sciences](#) under “For Students” and “[Course Placement Chart](#)”.

Current placement policy uses a multiple measures approach, taking the highest placement from one of the following:

- college level or dual credit math courses they took previously, or Advanced Placement (AP) tests,
- remedial math courses at UIS,
- Accuplacer test scores,
- standardized (SAT math) scores.

The Math program previously piloted a developmental education model with a three-course sequence with the entry point based on students’ placement result (via Accuplacer). A fast-track option that is available to students, allowing them to skip the remedial classes to gateway math courses.

Curricula redesigned and reimaged: We are currently designing a corequisite model (for math) to place students in college-level math courses with concurrent supports, to be implemented in 2023.

- Requiring regular participation and at the same time, exploring tools to incentivizing participation and performance.
- Exploring collaboration opportunities with other departments and units (such as the Center for Academic Success), and external consultants/organizations to design and implement comprehensive student support for learning.
- Recruiting diverse student tutors.
- Exploring ways to teach students to become self-regulated learners.

2. What are your expectations for improvements in educational outcomes? (MAX 3000 Words). Specifically: Provide details on expectations for improvements in educational outcomes for Black students as result of the proposed reforms.

UIS Mathematical Sciences plans to

- Increase the percentage of Black students to be placed into credit-bearing math courses;
- Increase the percentage of Black students to complete developmental math courses;
- Increase the percentage of Black students to complete an introductory college-level course within his or her first 2 semesters;
- Increase the percentage of Black students to complete an introductory college-level course within his or her first 2 semesters with C or better

3. If you do not have any developmental education courses, please explain strategies and programs that support student success in Gateway courses. (MAX 2000 Words)

n/a

4. Please provide any additional comments.

n/a

Institution: University of Illinois Urbana-Champaign

Person Reporting, title, email:

1. What is your “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?” (MAX 3000 Words)

n/a

2. What are your expectations for improvements in educational outcomes? (MAX 3000 Words). Specifically: Provide details on expectations for improvements in educational outcomes for Black students as result of the proposed reforms.

n/a

3. If you do not have any developmental education courses, please explain strategies and programs that support student success in Gateway courses. (MAX 2000 Words)

All UIUC gateway mathematics courses are designed, implemented, and aimed at student success. This includes, but is not limited to, curriculum design, modality, and assessment. UIUC has additional student support programs and initiatives, beyond our own courses, to support the success of students inside and outside the classroom.

4. Please provide any additional comments.

Institution: Western Illinois University

Person Reporting, title, email: Mark Mossman, Associate Provost, ma-mossman@wiu.edu

1. What is your “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?” (MAX 3000 Words)

Western does not offer developmental Math courses.

2. What are your expectations for improvements in educational outcomes? (MAX 3000 Words). Specifically: Provide details on expectations for improvements in educational outcomes for Black students as result of the proposed reforms.

Western does not offer developmental Math courses.

3. If you do not have any developmental education courses, please explain strategies and programs that support student success in Gateway courses. (MAX 2000 Words)

The Department of Mathematics and Philosophy has engaged in the following activities to support student success in gateway courses and to increase retention of Black students, overall student success, and final degree conferral:

- An increase in online and face to face tutoring services for all courses at the 100- level
- An increase in Math tutors provided to Rocky's Resources tutoring services.
- The piloting a Learning Assistant program in Math 100. The hope is that this peer program will increase collaborative learning and better retention and success rates for Black students.
- Increasing graduate assistant support for faculty teaching 100-level courses.

- Using a multiple measures approach in both placement and content delivery of the 100-level math courses

4. Please provide any additional comments.

Please note the following institution-wide initiatives at Western:

- Western is a member of the Second Cohort of the Learner Success Lab (LSL), a program developed and run by the American Council on Education (ACE). The focus of the cohort of nine schools is to increase retention of learners from historically underrepresented groups. This is an 18-month program; its start was January 2022.
- Western has developed a Retention Initiatives Office to focus on an annual 1% increase in our retention of students over the next five years.
- Western has developed a comprehensive retention plan. This plan includes such initiatives as: addressing barrier courses; developing a sense of belonging; developing comprehensive tutoring support; increasing collaborative and peer learning; rethinking general education; using data and peer institutions as a basis for this work; focusing on an increase in first-to-second-year retention rates for Black students.

This informal document is intended only to provide some possibly useful links as a starting point for further discussion.

Developmental Education Reform Act (110 ILCS 175/100-1)

<https://www.ilga.gov/legislation/ilcs/ilcs5.asp?ActID=4082&ChapterID=18>

Scaling Developmental Education Reform in Illinois: A Report of the Senate Joint Resolution 41 Advisory Council (IBHE/ICCB) (2020)

https://www.ibhe.org/assets/files/SJR_41_Scaling_Developmental_Education_Reform_in_Illinois.pdf

IBHE Landing Page: <https://www.ibhe.org/Senate-Joint-Resolution-41.html>

See in particular pages 14-27 of the “Inventory of Developmental Education in Public Community Colleges and Universities in Illinois” (March 31, 2020) http://www.ibhe.org/pdf/IBHE_SJR_41_Report.pdf

ICCB Multiple Measure Recommendations (2018):

Landing page:

http://www2.iccb.org/academic_affairs/baccalaureate-transfer/final-placement-recommendations/

Multiple Measure Recommendations:

http://www2.iccb.org/iccb/wp-content/pdfs/academic_affairs/Final_Placement_Recommendations_Approved_6-1-18.pdf

Background Draft Paper with some resources, notes:

http://www2.iccb.org/iccb/wp-content/pdfs/academic_affairs/ICCB_Draft_Paper_on_Multiple_Measures--Not_for_Publication.pdf

Higher Education Fair Admissions Act, effective January 2022, prohibits required submission of ACT or SAT or other standardized college admissions test scores, including subscores.

Transitional Math Chart:

From NIU's Ed Systems Center

<https://edsystemsniu.org/illinois-university-acceptance-of-transitional-math/>

Recent Research:

Community College Research Center, Teachers College, Columbia University. “Toward Better College Course Placement.” (July 2018)

https://www.mdrc.org/sites/default/files/2018_Multiple_Measures_Guide.pdf

A good overview with concrete recommendations for placement models. (See page 6.)

Community College Research Center, Teachers College, Columbia University. “Expanding Access to College-Level Courses: Early Findings from an Experimental Study of Multiple Measures Assessment and Placement.” (December 2019)

https://www.mdrc.org/sites/default/files/2019_GL_%20Multiple_Measures_ES.pdf

Center for the Analysis of Postsecondary Readiness (CAPR, Columbia Teachers College, 2020)

Current and well-done with follow up planned for 2022

<https://postsecondaryreadiness.org/remedial-students-college-level-courses/>

Center for the Analysis of Postsecondary Readiness (CAPR, Columbia Teachers College, 2019)

Modernizing College Course Placement by Using Multiple Measures

<https://www.ecs.org/wp-content/uploads/Modernizing-College-Course-Placement-by-Using-Multiple-Measures.pdf>

Hechinger Report (based at Columbia Teachers College, 2018)

General Intro with some suggestion of corequisite model

<https://hechingerreport.org/help-students-avoid-remedial-ed-trap/>

Hechinger Report (based at Columbia Teachers College, 2019)

States are testing unproven ways to eliminate remedial ed – on their students: Florida study argues for restoring placement tests but lowering pass scores

Follow-up on state mandated changes to developmental education

<https://hechingerreport.org/states-testing-unproven-ways-to-eliminate-remedial-ed-on-their-students/>

Rand Corporation (2021)

Summary of Texas Corequisite Models, includes links to related studies

Missouri Department of Higher Ed Annual Report on Best Practices in Remedial Education (2017)

<https://dhe.mo.gov/cbhe/boardbook/documents/BestPracticesRemediationReport.pdf>

Brookings (2018) Evidence-based reforms in college remediation are gaining steam

A good summary of issues, underplacement, and state by state legislative initiatives.

<https://www.brookings.edu/research/evidence-based-reforms-in-college-remediation-are-gaining-steam-and-so-far-living-up-to-the-hype/>

National Organization for Student Success (Spring 2021) Co-Requisite Remediation: A Pilot Study on Expanding the Placement Range into Co-Requisite Courses

Recent scholarly article on expanding range of test scores to reduce remediation

<http://files.eric.ed.gov/fulltext/EJ1307028.pdf>

Strong Start to Finish Core Principle 2

Some research references included

<https://strongstart.org/what-we-do/core-principles/core-principle-2/>

Supporting Students' Learning Renewal and Academic Success: Rethinking Developmental Education

Presentations from the October 2022 trustee leadership conference. (GSU, NIU, SIU). Useful Illinois public data

https://www.ibhe.org/assets/files/Trustee/Session_II_Developmental_Education.pdf

Research for Action “Multiple Measures”

Aggregated research on a number of related topics

<https://www.rfamultiplemeasures.org/>

The Case for Multiple Measures as Permanent Standard Practice with Equity in Mind

<https://completecollege.org/article/the-case-for-multiple-measures-as-permanent-standard-practice-with-equity-in-mind/>