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March 25, 2025

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

FROM: Ginger Ostro, Executive Director

RE: Developmental Education Reform Act Report

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

Please contact David Smalley at smalley@ibhe.org if you have any questions about this report.

Enclosure

CC: Illinois State Library
Legislative Research Unit

Status of Developmental Education Reforms at Illinois Public Universities

In Response to
The Developmental Education Reform Act
110 ILCS 175/100

Illinois Board of Higher Education

March 25, 2025

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

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

Transition from Traditional Remediation to the Corequisite Model

At Illinois public universities, since 2018, there has been a measurable and rapid shift to corequisite placements away from traditional development education in both math and English language arts (ELA).

The eleven Illinois public universities with remediation placed 6.1% of the first-time full-time undergraduates from the fall semester of 2023-24 into a corequisite ELA Dev. Ed. model. **There are four public universities that have corequisite ELA developmental education** (See Table 1). The placement rate for corequisite ELA is almost five times as high as the placement rate for **traditional ELA Dev. Ed. (1.3%)**, signaling the impact of the reform.

The eleven Illinois public universities with remediation placed 7.6% of the first-time full-time undergraduates from the fall semester of 2022-23 into a traditional Math Dev. Ed. model. **There are ten public universities that have corequisite math developmental education** (See Table 1). The placement rate for corequisite Math is higher than the placement rate for **traditional ELA Dev. Ed. (6.2%)**, signaling the impact of the reforms.

The percentage of public university developmental education students in corequisite courses has increased, but not by a large percentage since the last report.

Corequisite implementation over the last three studies

- **64.6%** of the first-time full-time undergraduates in **developmental education** in this **current 2025 study** were in a corequisite course.
- **61.3%** of the first-time full-time undergraduates in **developmental education** in the **previous 2023 study** were in a corequisite course.
- **24.8%** of the first-time full-time undergraduates in **developmental education** in the *Fall 2018-19* IBHE/ICCB study are in a corequisite course..

Traditional Remediation vs Corequisite Model

Proportion in Each Model

Corequisite ELA – 82.3% of students placed in ELA developmental education were placed in a corequisite course.
Traditional ELA – 17.7% of students placed in ELA developmental education were placed in a traditional course.
Corequisite Math – 55.1% of students placed in Math developmental education were placed in a corequisite course.
Traditional Math – 44.9% of students placed in Math developmental education were placed in a traditional course.

Student Performance in Each Model

Corequisite ELA - **77.5%** of students placed in a corequisite model for ELA passed the credit-bearing ELA course.
Traditional ELA - Overall, **38.9%** of all students initially placed in traditional ELA Dev. Ed. had passed a gateway (college-level) ELA course within the next AY.
Corequisite Math - **38.0%** of students placed in a corequisite model for math passed the credit-bearing math course.
Traditional Math - Overall, **19.6%** of all students initially placed in traditional Math Dev. Ed. had passed a gateway (college-level) Math course within the next AY.

Representativeness of Dev. Ed. Demographics Compared to the Overall First-time FT Undergraduatges of Public Universities with Remediation

Gender

Only corequisite math had a gender difference over 5 percentage points with the overall first-time FT undergrads. Male students were overrepresented in the corequisite math model by 6.7 percentage points and female students were underrepresented by 7.0 percentage points with the overall first-time FT undergrads.

Race/Ethnicity

Corequisite ELA - African American students were overrepresented by 15.2 percentage points with the overall first-time FT undergrads and white students were underrepresented in the corequisite ELA cohort by 19.8 percentage points with the overall first-time FT undergrads.
Corequisite Math – White, and Asian students were underrepresented in the model (7.5 and 5.1 percentage points respectably) with the overall first-time FT undergrads, while African American students were overrepresented by 9.8 percentage points with the overall first-time FT undergrads.
Traditional ELA – White students were underrepresented by 33.5 percentage points with the overall first-time FT undergrads. Conversely, Latino students were overrepresented by 21.2 percentage points with the overall first-time FT undergrads
Traditional Math - White students were underrepresented 19.8 percentage points with the overall first-time FT undergrads, while Latino students were overrepresented by 29.7 percentage points with the overall first-time FT undergrads.

Low-Income

Corequisite ELA – Low-income students were overrepresented by 18.9 percentage points with the overall first-time FT undergrads.
Corequisite Math – Low-income students were overrepresented by 11.3 percentage points with the overall first-time FT undergrads.
Traditional ELA – Low-income students were overrepresented by 25.3 percentage points with the overall first-time FT undergrads.
Traditional Math – Low-income students were overrepresented by 20.0 percentage points with the overall first-time FT undergrads.

I. Introduction

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

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

To fulfill the reporting requirements set forth in this legislation, IBHE worked with each Illinois public university with a traditional or corequisite developmental education model to establish the necessary student-level enrollment and course outcomes information. This was facilitated through the enrollment and course-assignment collection IBHE manages using its Illinois Higher Education Information System (IHEIS) data collection system. DERA requires the IBHE to collect data and report on the status of developmental education reforms at institutions on a biennial basis beginning in February 15, 2025. The public universities did submit their developmental education records to the IHEIS Course Assignment system on time, the gateway courses did not have a high percentage of matches for the traditional developmental education students and those universities were asked to resubmit correct gateway courses. Three universities were not able to get their data to IBHE until the week after February 15, 2025.

This report builds on previous work conducted under Illinois Senate Joint Resolution 41 passed in 2019 to scale effective developmental education practices to support student academic success in entry-level, credit-bearing, college coursework, as well as retention and degree completion. The importance of this work is addressed in the higher education strategic plan, "A Thriving Illinois: Higher Education Pathways to Equity, Sustainability, and Growth," adopted by the Illinois Board of Higher Education (IBHE) in June 2021. "A Thriving Illinois" outlines strategies to "support a higher education system that serves all students of different ages and at various points in their careers who need to re-skill, up-skill, or change career paths." Equity Strategy Seven calls for the adoption of "evidence-based models that allow for expeditious placement into credit-bearing coursework," addressing the disparate impact on underrepresented students in terms of the additional time and cost involved in traditional developmental education coursework.

Definitions

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

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

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

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

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

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

A fall to fall "*retention rate*" was used for the traditional remediation analysis. A fall semester student is marked as "retained" if the student was enrolled in the same institution in the subsequent fall semester. The students' institutional IDs were used to match the fall semester enrollment file to the subsequent fall semester enrollment file.

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

To address the required "*credit hour accumulation*" component for traditional courses, three metrics were used for the fall to fall: average credit hours accumulated; the percent obtaining 24 or more credits; and the percent obtaining 30 or more credits. Because the retention measure was fall to fall, the credit accumulation was the number of credits obtained in the subsequent spring and fall semesters after completing the traditional remediation in the fall. Only students who were retained were used to calculate these three metrics. The credit hours accumulated was calculated by subtracting the fall total hours earned from the spring total hours earned. Of those retained in the spring, the mean was calculated for the average credit hours accumulated. The percent obtaining 24 or more credits was calculated by taking the number of students accumulating 24 or more credits and dividing it by the total that were retained. The percentage obtaining 30 or more credits was calculated by taking the number of students accumulating 30 or more credits and dividing it by the total who were retained.

"*Gateway course enrollment*" percentage was the number of fall 2022-23traditional Dev. Ed. students who subsequently took the corresponding gateway course by the summer of 2023-24, then divided by the total number of students in that traditional Dev Ed. subject area (Math or ELA).

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

Other Notes

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

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

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

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

As in the first report in 2023, IBHE informed the IHEIS primary administrators at the Illinois public universities of the requirements of the Developmental Education Reform Act and the timeline for each campus to respond.

The information in Table 1 is specific to what was occurring in the Dev. Ed. space at Illinois public universities during AY 2022-23 for traditional Dev. Ed. and AY2023-24 for corequisite models and was used in the analysis to meet the reporting requirements. Since there is a natural lag in collecting course-level information and the reporting requirements involved the tracking of students enrolled in traditional developmental education into gateway courses; it necessitates using a slightly earlier cohort. This report includes the more immediate Dev. Ed. reform efforts, such as what took place at SIUE during academic year 2022-23.

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

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

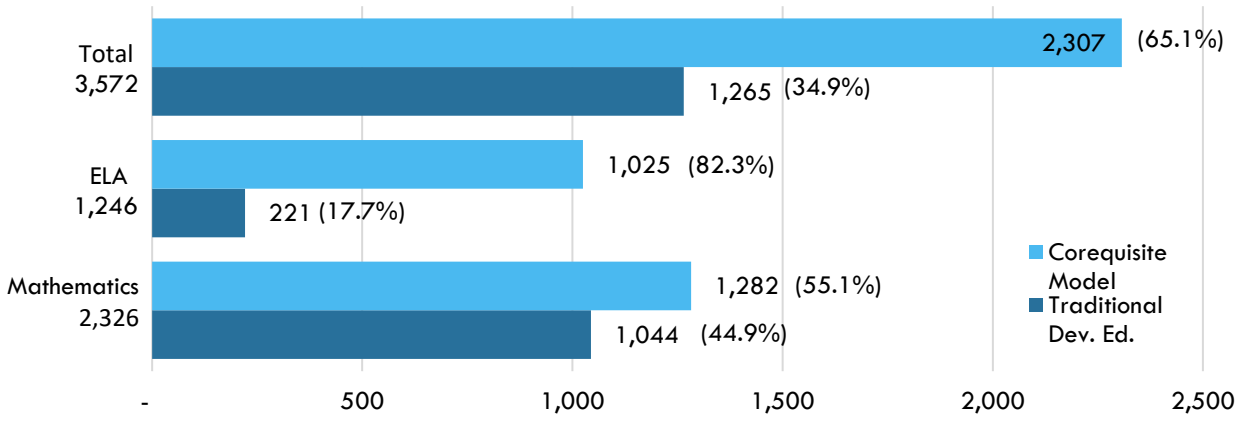
**CSU eliminated traditional Dev. Ed. in ELA starting in AY 2021-22; GSU, based on the June 2022 report, had plans to offer Math and ELA corequisite courses that following fall; ISU has moved to corequisite math model in AY 2022-23; SIUE eliminated traditional Dev. Ed. in Math and ELA starting in AY 2022-23; UIS is developing an ELA corequisite course in 2024 and a Math corequisite course in 2023. UIS eliminated Traditional ELA for the AY 2023-24. WIU eliminated traditional Dev. Ed. in Math prior to AY 2022-23.*

Developmental Education Placements

As illustrated in Figure 1 the current report includes 3,572 placements into either traditional or corequisite math or ELA Dev Ed. In the previous study (figure 2) and this study there have been more placements into corequisite models at the Illinois public universities relative to traditional Dev. Ed., particularly with ELA.

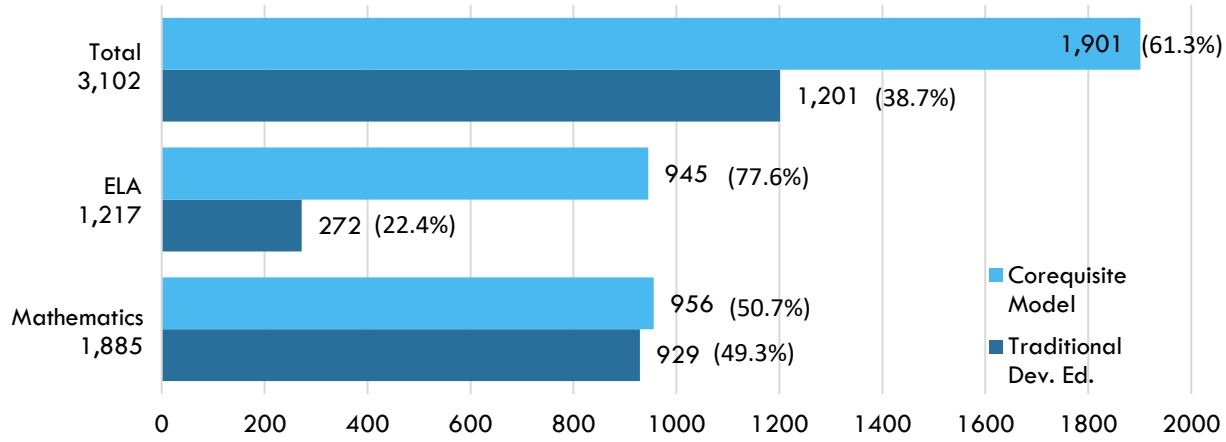
There was a rapid shift in developmental education between 2018 and 2020 in reform efforts . As shown in Figure 2 and Figure 3 the proportion of developmental students had shifted greatly to the corequisite model. That shift has slowed as shown in Figure 1. The percent of developmental education students in corequisite has increased 3.3 percentage points from 61.3% in Figure 2 to 64.6% in Figure 1. For this analysis, UIC has the largest number of students in traditional remediation.

Figure 1: Developmental Education (Fall 2022-23) and Corequisite Placements (Fall 2023-24) at Illinois Public Universities by Academic Area



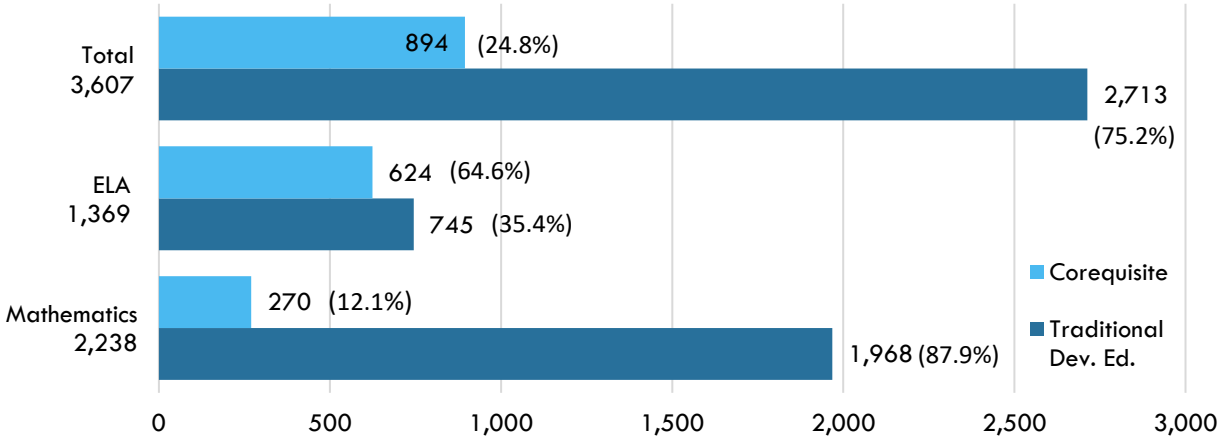
Source: IBHE IHEIS Course Assignment file, First-time FT students taking Fall 2023-24 corequisite course and/or Fall 2022-23 traditional remedial courses.

Figure 2: Developmental Education (Fall 2020-21) and Corequisite Placements (Fall 2021-22) at Illinois Public Universities by Academic Area



Source: IBHE IHEIS Course Assignment file, First-time FT students taking Fall 2021-22 corequisite course and/or Fall 2022-23 traditional remedial courses.

Figure 3: Developmental Education and Corequisite Placements at Illinois Public Universities by Academic Area for Fall 2018-19



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

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

As shown in Table 2, the students placed in traditional Dev. Ed. courses had a lower average high school GPA by 0.09 average grade points. There was a smaller difference when examining those placed in traditional Math Dev. Ed. to those in corequisite Math—a difference of 0.04 average grade points favoring those in corequisite math. The difference in ELA was five times as large, favoring the students placed in corequisite ELA.

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

Dev. Ed. Type	Corequisite	Traditional Dev. Ed.	Difference
Overall	3.37	3.28	-0.09
Math	3.34	3.30	-0.04
ELA	3.40	3.19	-0.21

Source: *Fall 2022-23 and Fall 2023-24 IBHE IHEIS Course Assignment and Fall Enrollment file*

COREQUISITE MODEL

Corequisite English Language Arts

The eleven Illinois public universities with remediation placed 6.1% of the first-time full-time undergraduates from the fall semester of 2023-24 into a corequisite ELA Dev. Ed. model. There are four public universities that have corequisite ELA developmental education (See Table 1). The placement rate for corequisite ELA is almost five times as high as the placement rate for traditional ELA Dev. Ed. (1.3%), signaling the impact of the reform.

When comparing the Corequisite ELA student's demographics to the first-time full-time undergraduate cohort there are a few differences. The race/ethnicity distributions for African American students were overrepresented by 15.2 percentage points and white students were underrepresented in the corequisite ELA cohort by 19.8 percentage points. Low-income students were also overrepresented in the group students taking corequisite ELA by 19.0 percentage points.

Table 3: Demographic Comparison of Freshmen Placed in Corequisite ELA to Overall Freshmen Population

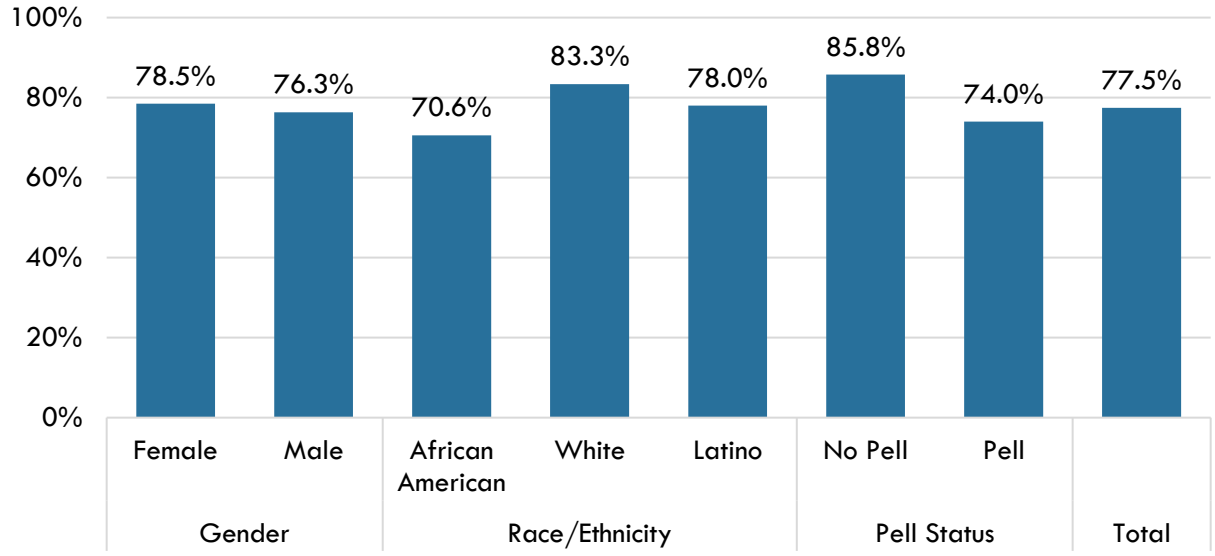
Demographic		Corequisite ELA from 2023-24 Cohort		First-time FT UG Fall 2023-24 Cohort	
		Count	%	Count	%
Gender	Female	539	52.6%	9,424	56.2%
	Male	486	47.4%	7,351	43.8%
Race/ Ethnicity	African American	367	35.8%	3,464	20.6%
	White	204	19.9%	6,660	39.7%
	Latino	327	31.9%	4,011	23.9%
	Asian	63	6.1%	1,355	8.1%
	All other categories	64	6.3%	1,288	7.7%
Pell Status	No Pell	302	29.5%	8,128	48.4%
	Pell	723	70.5%	8,650	51.6%
Total		1,025	6.1%	16,778	100.0%

Source: Fall 2023-24 IBHE IHEIS Course Assignment and Fall Enrollment file.
Note: First-time FT students taking Dev. Ed. at Public Universities with Dev. Ed.

Passing a College-level Course

In terms of pass rates of the college level ELA course, over three-quarters (78.5%) passed their course. As illustrated in Figure 4, low-income students had lower pass rates relative to their non-low-income peers (74.0% to 85.8%). White (83.3%) and Latino (78.0%) students in the corequisite ELA model had higher pass rates than their African Americans peers (70.6%).

Figure 4: Demographic Comparison of Corequisite ELA Students Passing a Gateway Course

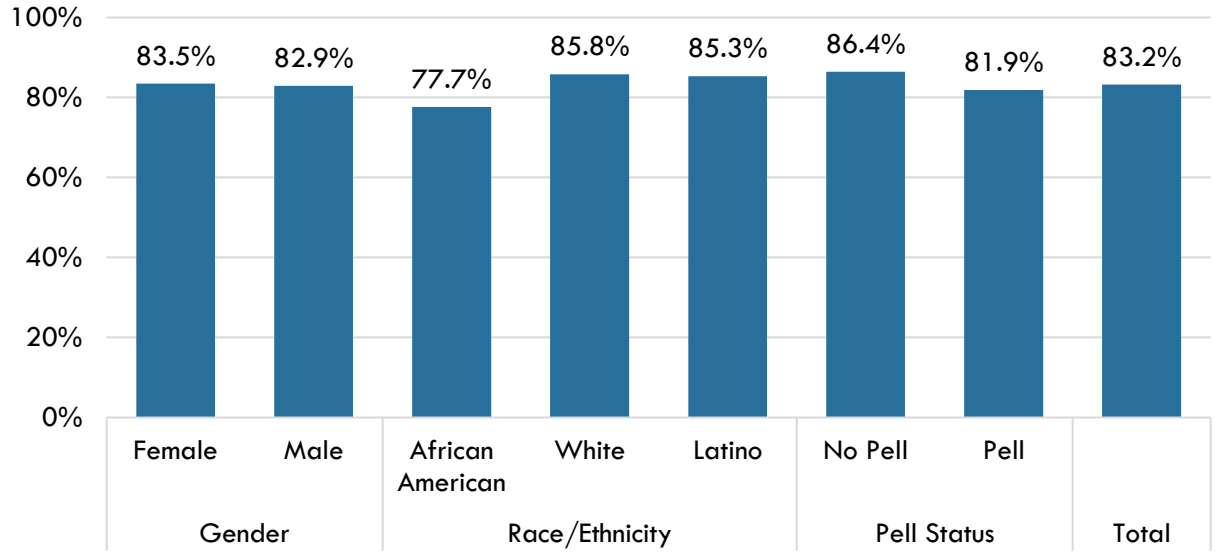


Source: Fall 2023-24 IBHE IHEIS Course Assignment
Note: Passing a course with a "C" or better

Fall to Spring Retention

As shown in Figure 5, more than 83.5% of the students who took corequisite ELA were retained in the spring semester of their first academic year. Low-income students placed in corequisite ELA had lower retention rates (81.9%) than their non-low-income counterparts (86.4%). White students place in corequisite ELA had the highest rates of retention (89.4%), followed by Latino students (85.8%), and their African American counterparts (80.4%).

Figure 5: Corequisite ELA: Retained Fall to Spring



Source: Fall 2023-24 IBHE IHEIS Course Assignment; Fall and Spring Enrollment

Credit Accumulation

The following measures were calculated for students who were retained in the subsequent spring semester of the cohort members' first academic year. Overall, students enrolled in corequisite ELA had earned on average, 10.2 credits in the spring semester. As noted in Table 4, well over half (54.2%) had earned 12 or more credit hours, which is indicative of full-time enrollment and 29.4% had earned 15 or more credit hours, which is indicative of graduating in four years. White students had the greatest credit accumulation and the highest proportion earning

a full-time credit load (over two-thirds at 60.6%), and an on-time credit load (37.1%) while African American students had the lowest credit accumulation (8.9 hours) and the smallest proportion earning 12 or more (43.2%) and 15 or more credits during the spring semester (18.6%). There was also a noticeable income gap, as Pell students (low-income) on average earned 2.0 fewer credit hours and a smaller percentage earned 12 or more credits (49.2% to 65.5%) and 15 or more credits (26.0% to 37.1%), when compared with their non-low-income peers.

Table 4: Demographic Comparison of Spring Credit Accumulation for Students Placed in Corequisite ELA

Demographic		Corequisite English Language Arts		
		Avg Credits	12+ Credits	15+ Credits
Gender	Female	10.0	51.3%	28.2%
	Male	10.4	57.3%	30.8%
Race/ Ethnicity	African American	8.9	43.2%	18.6%
	White	10.3	60.6%	37.1%
	Latino	10.7	57.3%	28.7%
Pell Status	No Pell	11.6	65.5%	37.2%
	Pell	9.6	49.2%	26.0%
Total		10.2	54.2%	29.4%

Source: Fall 2023-24 IBHE IHEIS Course Assignment and Fall and Spring Enrollment.

Corequisite Math

The eleven Illinois public universities with remediation placed 7.6% of the first-time full-time undergraduates from the fall semester of 2022-23 into a traditional Math Dev. Ed. model. There are ten public universities that have corequisite math developmental education (See Table 1). The placement rate for corequisite Math is higher than the placement rate for traditional ELA Dev. Ed. (6.2%), signaling the impact of the reform efforts.

As shown in Table 5, male students were overrepresented in the coreq model by 6.7 percentage points and female students were underrepresented by 7.0 percentage points. Low-income students were overrepresented in the corequisite model by 11.3 percentage points. White, and Asian students were underrepresented in the model, while African American students were overrepresented by 9.8 percentage points and Latino students by 3.1 percentage points.

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

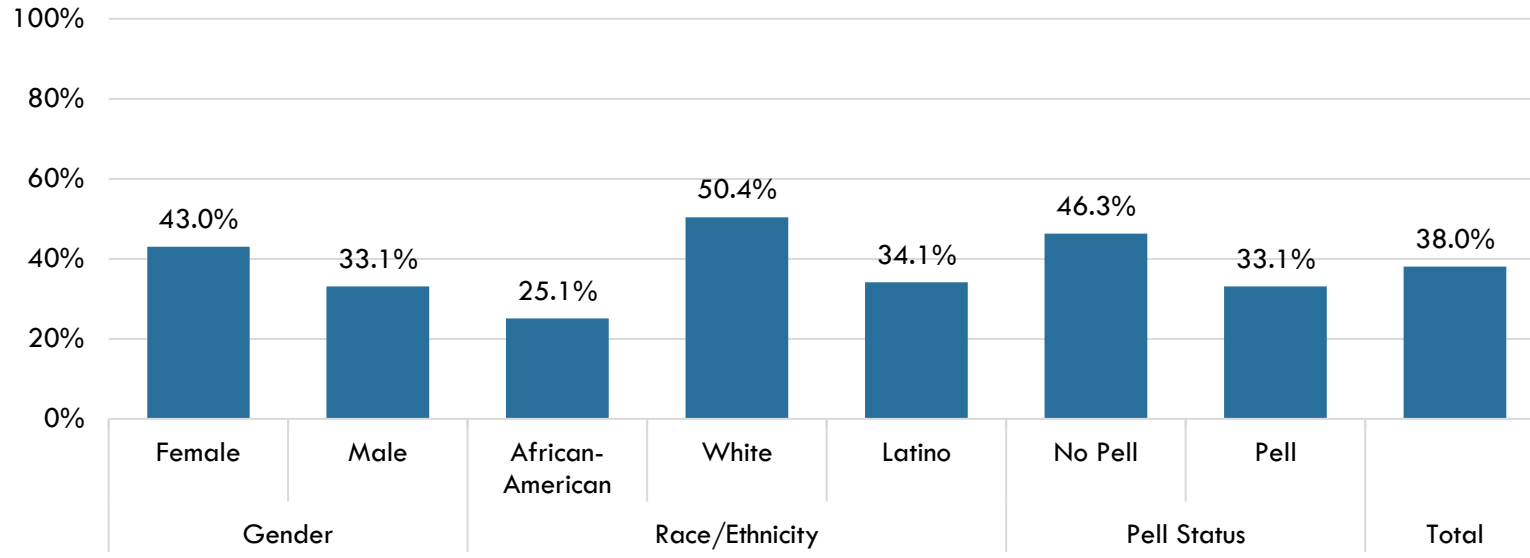
Demographic		Corequisite Math from 2023-24 Cohort		First-time FT UG Fall 2023-24 Cohort	
		Count	%	Count	%
Gender	Female	634	49.5%	9,424	56.2%
	Male	648	50.5%	7,351	43.8%
Race/ Ethnicity	African American	390	30.4%	3,464	20.6%
	White	416	32.4%	6,660	39.7%
	Latino	346	27.0%	4,011	23.9%
	Asian	39	3.0%	1,355	8.1%
	All other categories	91	7.2%	1,288	7.7%
Pell Status	No Pell	475	37.1%	8,128	48.4%
	Pell	807	62.9%	8,650	51.6%
Total		1,282	7.6%	16,778	100.0%

Source: Fall 2023-24 IBHE IHEIS Course Assignment and Fall Enrollment file.
Note: First-time FT students taking Dev. Ed. at Public Universities with Dev. Ed.

Passing a College-level Course

As displayed in Figure 6, more than 38% of students placed in a corequisite model for math passed the credit-bearing math course of their corequisite model with a C or better.
White students placed in corequisite math had the highest pass rates at 50.4%, followed by their Latino peers at 34.1%. African Americans placed in corequisite math models had substantially lower pass rates at 25.1%. Low-income students in corequisite math had lower pass rates than their non-low-income peers (46.3% relative to 33.1%).

Figure 6: Demographic Comparison of Corequisite Math Students Passing a College-level Course

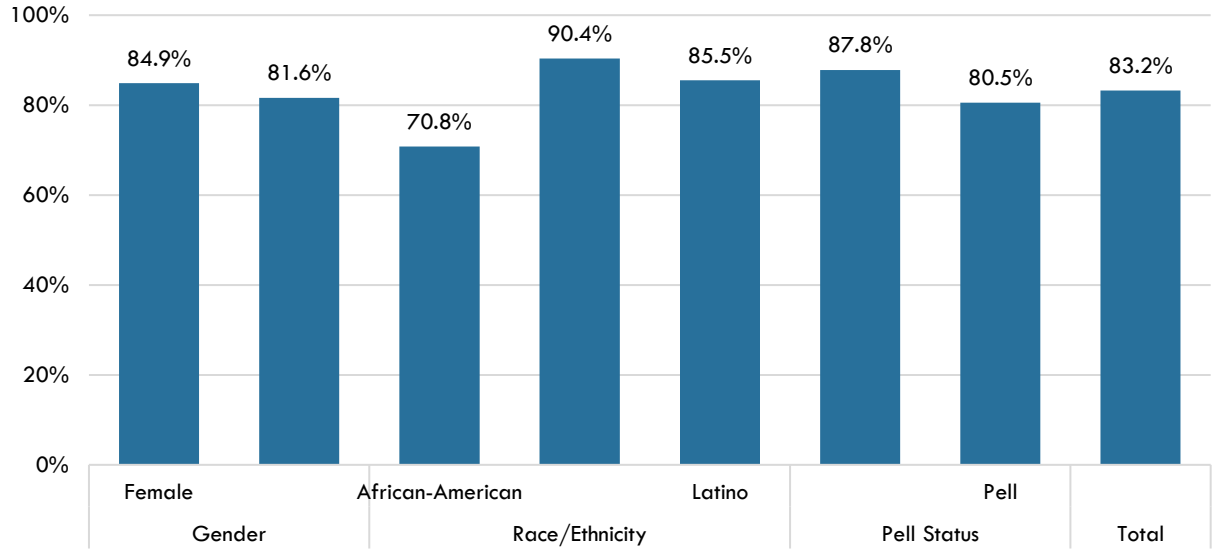


Source: Fall 2022-23 IBHE IHEIS Course Assignment
Note: Passing a course with a "C" or better

Fall to Spring Retention

Over 83% of students placed in a math corequisite model were retained in the subsequent spring semester. Females had higher retention rates relative to males (84.9% to 81.6%). As depicted in Figure 7, low-income students had lower retention rates relative to their not low-income peers (80.5% relative to 87.8%). White students placed in corequisite math had significantly higher retention rates than their African American counterparts (90.4% compared to 70.8%).

Figure 7: Corequisite Math: Retained Fall to Spring



Source: Fall 2022-23 IBHE IHEIS Course Assignment; Fall and Spring Enrollment

Credit Accumulation

Overall, 63.4% of students placed in corequisite math had earned 12 or more credit hours the spring semester of their first academic year and the average number of credits earned that spring semester was 11.1 (see Table 6). Additionally, 34.7% had earned enough credits (15 or more) that spring semester to be considered on-time.

There is a large gap between white students placed in corequisite math models who on average earned 11.9 credits compared to African Americans earning on average 9.3 credits. 69.4% of white students earned 12 or more credits, while African American students were significantly lower at 46.4%

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

Demographic		Math		
		Avg Credits	12+ Credits	15+ Credits
Gender	Female	11.5	63.4%	38.5%
	Male	10.6	60.9%	30.8%
Race/ Ethnicity	African American	9.3	46.4%	18.8%
	White	11.9	69.4%	39.6%
	Latino	11.3	62.2%	38.5%
Pell Status	No Pell	12.0	71.2%	38.6%
	Pell	10.5	56.3%	32.2%
Total		11.1	62.1%	34.7%

Source: Fall 2022-23 IBHE IHEIS Course Assignment and Fall and Spring Enrollment.

TRADITIONAL REMEDIATION

Traditional English Language Arts Developmental Education

The eleven Illinois public universities with remediation placed 1.3% of the first-time full-time freshmen from the fall semester of 2022-23 into a traditional ELA Dev. Ed. model. There are three public universities that have traditional ELA developmental education (See Table 1).

A significantly higher proportion of those placed in ELA dev. ed are low-income (74.2%) relative to all first-time FT Undergraduates in the cohort (48.9%).

As shown in Table 7, white students were underrepresented in traditional ELA Dev. Ed., as they comprised 41.2% of the entire First-time FT UG cohort, but only 7.7% of those placed in ELA dev ed. Conversely, Latino students were overrepresented in traditional ELA Dev. Ed, as they constituted 23.1% of the First-time FT UG cohort but made up 44.3% of the Traditional ELA cohort.

Table 7: Demographic Comparison of Freshmen Placed in Traditional ELA Dev. Ed. to First-time FT UG's

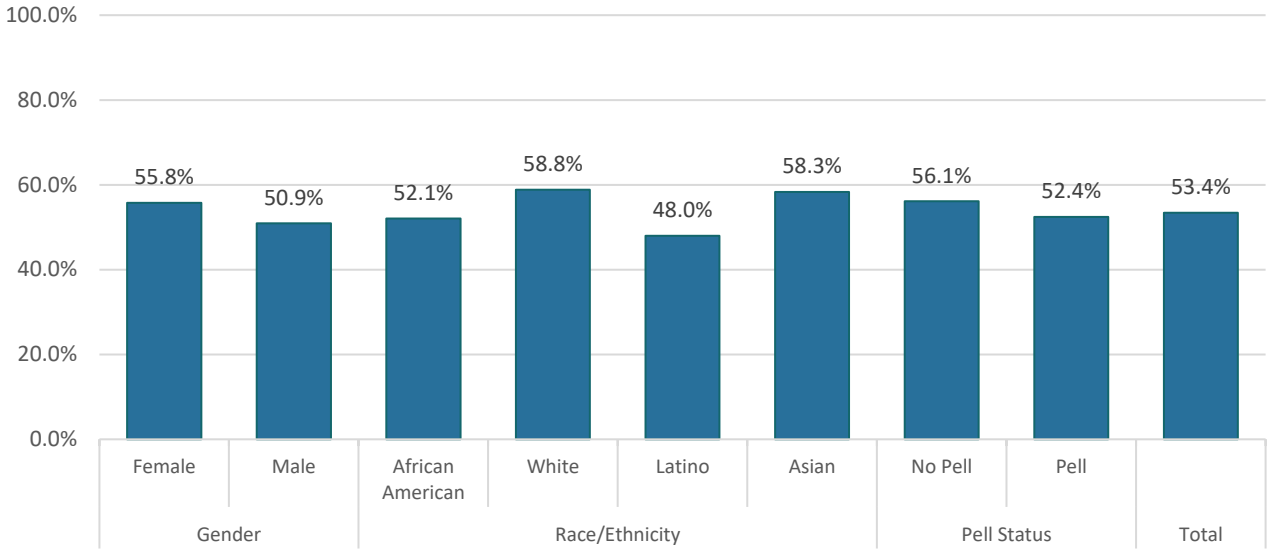
Demographic		Traditional ELA from 2022-23 Cohort		First-time FT UG Fall 2022-23 Cohort	
		Count	%	Count	%
Gender	Female	113	51.1%	9,390	55.9%
	Male	108	48.9%	7,389	44.0%
Race/ Ethnicity	African American	48	21.7%	3,374	20.1%
	White	17	7.7%	6.909	41.2%
	Latino	98	44.3%	3,873	23.1%
	Asian	24	10.9%	1,277	7.6%
	All other categories	34	15.4%	1,352	8.0%
Pell Status	No Pell	57	25.8%	8,574	51.1%
	Pell	164	74.2%	8,211	48.9%
Total		221	1.3%	16,785	100.0%

Source: Fall 2022-23 IBHE IHEIS Course Assignment and Enrollment file
Note: First-time FT students taking Dev. Ed. at Public Universities with Dev. Ed.

Gateway Course Enrollment

The first positive outcome for the traditional developmental education student is their enrollment into a related and subsequent gateway course through the end of the summer semester of academic year 2023-24. This provided at least five additional semesters, including summer semesters, for the traditional Dev. Ed. student to enroll in the related ELA gateway course. As illustrated in Figure 8, 61.0% of the students placed in traditional ELA Dev. Ed. had entered a subsequent ELA gateway course by the end of their second academic year. There were some differences based on race and ethnicity as over two-thirds of white students (67.4%) initially placed in traditional ELA Dev. Ed. had enrolled in a subsequent ELA gateway course, while 62.7% of Latino and half of African Americans met that same distinction. A moderate gender gap in gateway course enrollment favoring females was evident, as 63.7% entered a gateway course relative to 58.4% of their male peers who were placed in traditional ELA Dev. Ed. A minor income-based gap was also evident, as 60.0% of low-income students placed in traditional ELA Dev. Ed. had subsequently enrolled in a gateway course, compared to 63.4% of their not-low-income counterparts.

Figure 8: Traditional ELA Dev. Ed.: Gateway Course Enrollment



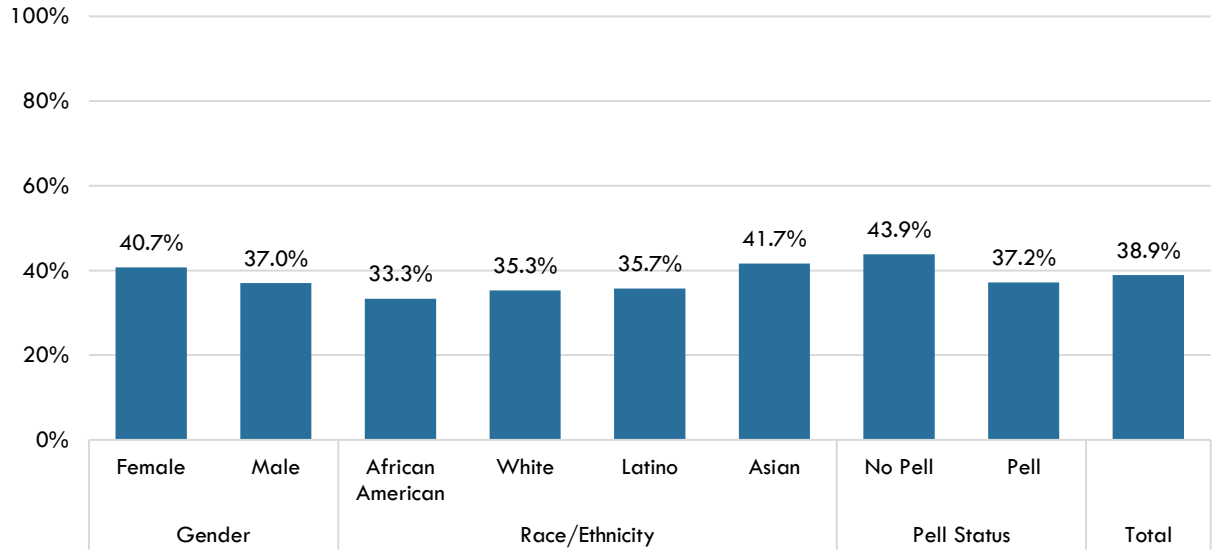
Source: Fall 2022-23 IBHE IHEIS Course Assignment ELA Gateway Courses from spring AY 2022-23 to summer AY 2023-24

Passing a Gateway Course

The second positive outcome that was measured is whether someone placed in a traditional Dev. Ed. model successfully completed the subsequent gateway (college-level) course. Students who placed in dev ed have low rates of passing the gateway course.

Overall, 38.9% of the all students initially placed in traditional ELA Dev. Ed. had passed a gateway course before the end of their second academic year or summer of AY2023-24. Males passed the subsequent gateway course at rates lower than females, 37.0% compared to 40.7%. Asian students passed their gateway course at a higher rate (41.7%) than the other racial/ethnicity groups. Non-low-income students initially placed in traditional ELA Dev. Ed. had a moderately higher rate of passing subsequent gateway courses in ELA, relative to their low-income counterparts (43.9% to 37.2%).

Figure 9: Demographic Comparison of All Traditional ELA Dev. Ed. Students Who Passed a Subsequent Gateway Course

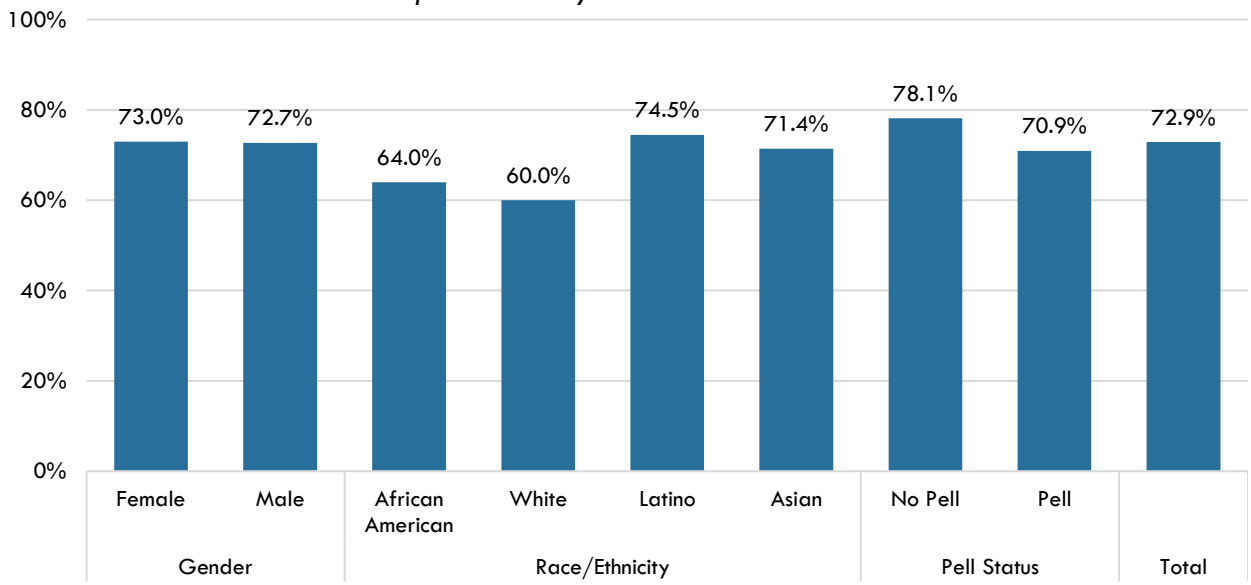


Source: Fall 2022-23 IBHE IHEIS Course Assignment; Gateway courses from spring 2022-23 to summer 2023-24
Note: Passing a course with a "C" or better

As depicted in Figure 10, of those who enrolled in a gateway course, 72.9% passed before the end of their second academic year or summer of AY2023-24.

Latino students passed their gateway course at a higher rate (74.5%) than the other racial/ethnicity groups.

Figure 10: Demographic Comparison of Traditional ELA Dev. Ed. Students Who Passed a Subsequent Gateway Course Conditional on Course Enrollment



Source: Fall 2021-22 IBHE IHEIS Course Assignment; Gateway courses from spring 2021-22 to summer 2022-23
Note: Passing a course with a "C" or better

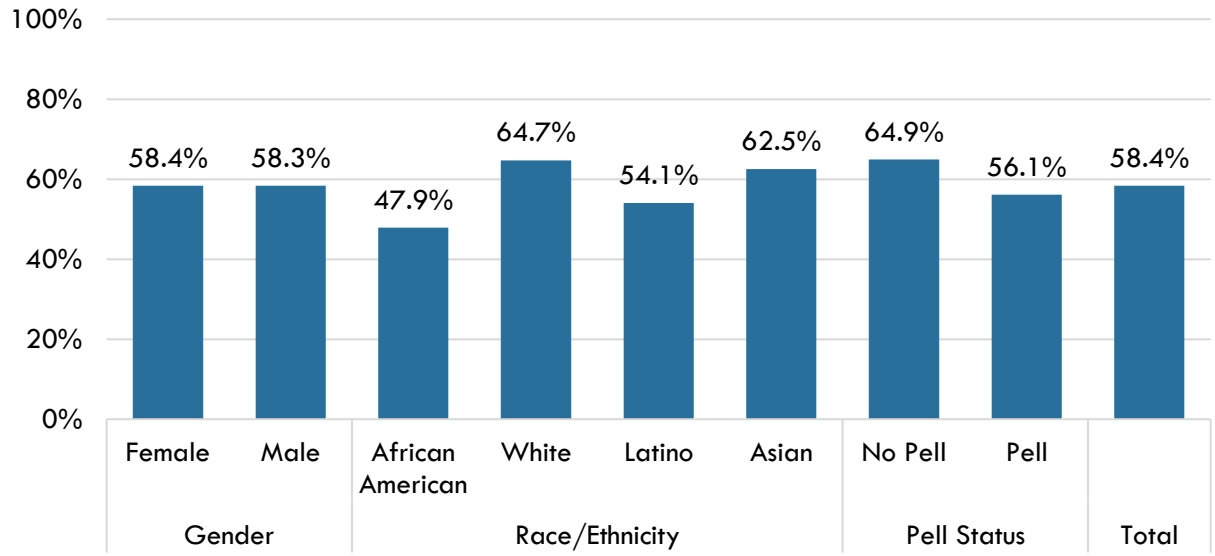
Fall to Fall Retention

The third positive outcome that was measured was fall-to-fall retention at the same Illinois public university. We were not able to measure the fall to fall for the corequisite courses due to using the latest cohort, so we used the fall to spring retention rate. The fall-to-fall retention rate is a better measure to predict completion, so we are using it for the traditional remedial students.

Overall, 58.4% of traditional ELA Dev. Ed. students were retained in the subsequent fall semester.

As shown in Figure 11, white students initially placed in traditional ELA Dev. Ed. were retained at the highest rate (64.7%), followed by Asian (62.5%) students. Low-income students had a lower rate of retention when compared to their non-low-income counterparts (56.1% to 64.9%).

Figure 11: Traditional ELA Dev. Ed.: Retained Fall to Fall



Source: Fall 2022-23 IBHE IHEIS Course Assignment; Fall 2022-23 and Fall 2023-24 Enrollment

Credit Accumulation

The fourth set of outcomes are related to credit accumulation and include: the average number of credits earned from fall 2022-23 to fall 2023-24; the percentage earning 24 or more credit hours (a full-time credit load); and the percentage earning 30 or more credit hours (an on-time credit load). The measures were only calculated for students who were retained in the subsequent fall semester.

Overall, and as shown in Table 7, the average number of credit hours earned was 24.8 credit hours and over 65% earned 24 or more credit hours. When that measure is expanded to 30 or more credits to create something that better gets at credit hour accumulation that would be related to on-time graduation, the overall proportion decreases to 30.2%.

White students had the highest average number of credit hours accumulated (23.4), followed by African American (22.5) and Latino students (21.6). An income gap was also evident as on average, low-income students earned fewer credit hours (8 fewer) and a lower proportion earned 24+ Ccredits (55.4% to 89.2%) when compared to their non-low-income peers.

Table 7: Demographic Comparison of Spring Credit Accumulation for Students Placed in Traditional ELA Dev. Ed.

Demographic		Traditional English Language Arts Dev. Ed.		
		Avg Credits	24+ Credits	30+ Credits
Gender	Female	24.4	60.6%	28.8%
	Male	25.2	69.8%	31.7%
Race/ Ethnicity	African American	22.5	47.8%	17.4%
	White	23.4	63.6%	36.4%
	Latino	21.6	56.6%	13.2%
Pell Status	No Pell	30.5	89.2%	56.8%
	Pell	22.5	55.4%	19.6%
Total		24.8	65.1%	30.2%

Source: Fall 2022-23 IBHE IHEIS Course Assignment and Fall 2022-23 and Fall 2023-24 Enrollment.

Traditional Math Developmental Education

The eleven Illinois public universities with remediation placed 6.2% of the first-time full-time undergraduates from the fall semester of 2022-23 into a traditional Math Dev. Ed. model. There are five public universities that have traditional math developmental education and UIS has eliminated traditional math lowering it to four for the future (See Table 1).

A significantly higher proportion are low-income (68.9%) relative to the first-time FT UG cohort (48.9%). As shown in table 6, white students were underrepresented in traditional Math Dev. Ed., as they comprised 41.2% of the entire cohort, but only 21.4% of cohort members. Conversely, Latino students were overrepresented in traditional Math Dev. Ed, as they constituted 23.1% of the overall cohort but made up 52.8% of the cohort members.

Table 8: Demographic Comparison of Freshmen Placed in Traditional Math Dev. Ed. to First-time FT UG's

Demographic		Traditional Math from 2022-23 Cohort		First-time FT UG Fall 2022-23 Cohort	
		Count	%	Count	%
Gender	Female	584	55.9%	9,390	55.9%
	Male	460	44.1%	7,389	44.0%
Race/ Ethnicity	African American	162	15.5%	3,374	20.1%
	White	223	21.4%	6.909	41.2%
	Latino	551	52.8%	3,873	23.1%
	Asian	45	4.3%	1,277	7.6%
	All other categories	63	6.0%	1,352	8.0%
Pell Status	No Pell	325	31.1%	8,574	51.1%
	Pell	719	68.9%	8,211	48.9%
Total		1044	6.2%	16,785	100.0%

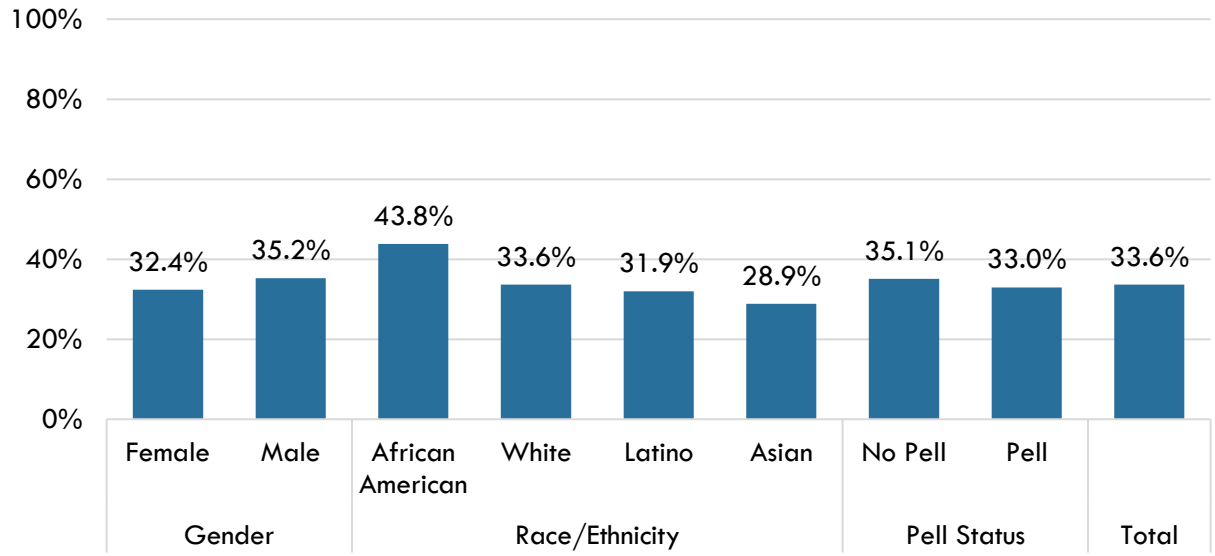
Source: Fall 2022-23 IBHE IHEIS Course Assignment and Enrollment file
Note: First-time FT students taking Dev. Ed. at Public Universities with Dev. Ed.

Gateway Course Enrollment

As illustrated in Figure 12, 33.6% cohort members placed in traditional math Dev. Ed. took the subsequent math gateway course at their respective Illinois public university before the end of their second academic year (summer of AY2023-24). 43.8% of African American students, placed into traditional Math Dev. Ed., had higher gateway course enrollment rates when compared to their counterparts.

Income gaps are fairly minimal. In fact, a slightly higher percentage of low-income students advanced to the subsequent gateway math course. A small gender gap was evident as males placed in traditional Math Dev. Ed. had higher rates of subsequent enrollment in a respective math gateway course than their female peers (35.2% compared to 32.4%).

Figure 12: Traditional Math Dev. Ed.: Gateway Course Enrollment



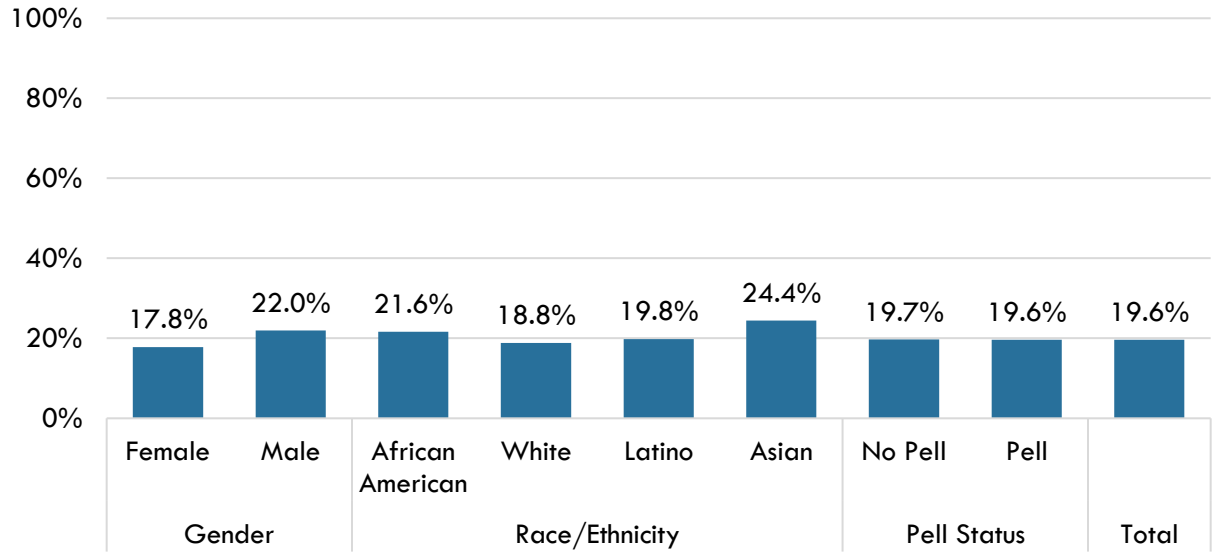
Source: Fall 2022-23 IBHE IHEIS Course Assignment Gateway courses from spring 2022-23 to summer 2023-24

Passing a Gateway Course

This outcome was measured for all students placed in the Dev. Ed. model and conditional upon enrollment into the subsequent gateway course. When tracked from initial placement into traditional Dev. Ed., to enrollment into the subsequent Math gateway course, and then determining if someone passed that gateway course, there were some group differences.

Overall, 19.6% of all students initially placed in traditional Math Dev. Ed. had passed a gateway course before the end of their second academic year or summer of AY2023-24. Males passed the subsequent gateway course at a higher rate than females 22.0% to 17.8%. Asian students passed their gateway course at a higher rate (24.4%) than the other racial/ethnicity groups.

Figure 13: Demographic Comparison of All Traditional Math Dev. Ed. Students Who Passed a Subsequent Gateway Course

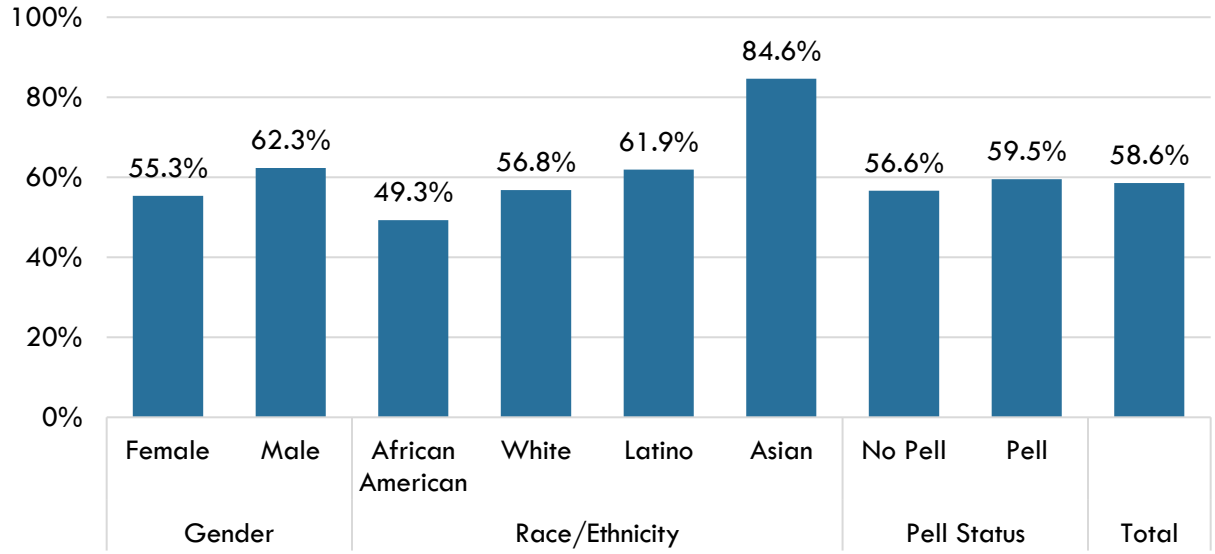


Source: Fall 2022-23 IBHE IHEIS Course Assignment Gateway courses from spring 2022-23 to summer 2023-24

Conditional upon entering a gateway course after being placed in traditional math Dev. Ed., more than half (58.6%) passed a gateway course before the end of their second academic year (summer semester of AY2023-24). As shown in Figure 14, males were more likely to pass (62.3%) when compared to their male peers (55.3%).

Asian students in the traditional math Dev. Ed. model had higher pass rates (84.6%) in gateway courses related to their Latino (61.9%), white (56.8%) and African American (49.3%) counterparts. A slight income gap was evident, as low-income students had higher pass rates in gateway courses in math relative to their non-low-income peers (59.5% compared to 56.6%).

Figure 14: Demographic Comparison of Traditional Math Dev. Ed. Students Who Passed a Subsequent Gateway Course Conditional on Course Enrollment

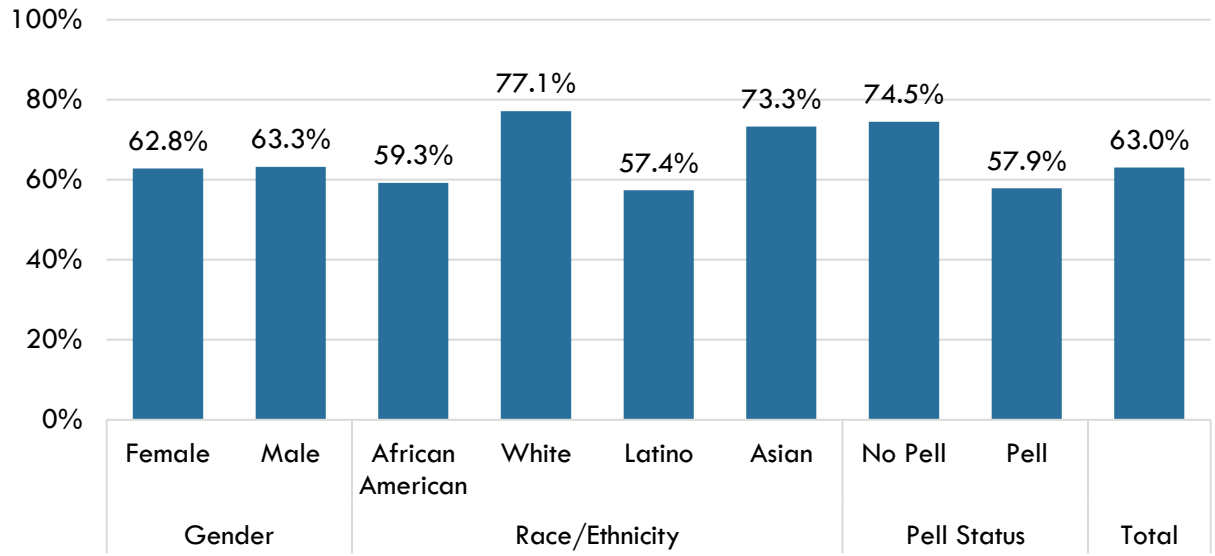


Source: Fall 2021-22 IBHE IHEIS Course Assignment
Gateway courses from spring 2022-23 to summer 2023-24

Fall to Fall Retention

As shown in Figure 15, the majority of students placed in traditional math Dev. Ed. were retained (63.0%) the subsequent fall semester. White (77.1%) students placed in traditional Dev. Ed. in math had the highest retention rates, followed by Asian (73.5%), while African Americans (59.3%) and Latino students (57.4%), had somewhat lower retention rates. Low-income students were retained at a much lower rate (57.9%) than the not-low-income students (74.5%).

Figure 15: Traditional Math Dev. Ed.: Retained Fall to Fall



Source: Fall 2022-23 IBHE IHEIS Course Assignment; Fall 2022-23 and Fall 2023-24 Enrollment

Credit Accumulation

Overall, 63.4% of students initially enrolling in traditional math Dev. Ed. earned enough credit to be considered full-time and 27.8% earned 30 or more which would be the equivalent of on-time credit accumulation (see Table 9).

The overall average was 24.0 credit hours accumulated the subsequent fall semester following their initial Dev. Ed. placement.

White students placed in traditional math Dev. Ed. had a higher average number of credits (26.4 credits) and higher percentages maintaining full-time credit accumulation (75.6%), relative to their African American (24.3 credits and 60.4% earning a full-time courseload) and Latino counterparts (22.7 credits and 57.0% earning a full-time courseload). There were some income-based gaps as Pell recipients, on average, earned 2.1 fewer credit hours than their non-low-income counterparts, and only 59.1% earned enough credits to be considered full-time and 25.7% to be considered on-time, compared to over two-thirds (70.7%) and over one-third (31.4%) of the non-low-income students.

Table 9: Demographic Comparison of Spring Credit Accumulation of Students Placed in Traditional Math Dev. Ed.

Demographic		Math		
		Avg Credits	24+ Credits	30+ Credits
Gender	Female	24.4	64.6%	30.0%
	Male	23.4	61.9%	25.1%
Race/ Ethnicity	African American	24.3	60.4%	31.3%
	White	26.4	75.6%	31.4%
	Latino	22.7	57.0%	23.7%
Pell Status	No Pell	25.3	70.7%	31.4%
	Pell	23.2	59.1%	25.7%
Total		24.0	63.4%	27.8%

Source: Fall 2022-23 IBHE IHEIS Course Assignment and Fall and Spring Enrollment.

A) *Examining the interaction of Dev. Ed. placement in both mathematics and English language arts.* The current analysis allowed for duplication of the same individual and the math and ELA analysis were conducted separately. In consultation with the Public Universities and other stakeholders, IBHE should consider how students placed in developmental education in both mathematics and ELA perform across the same measures used in the current report.

B) *Integrating additional contextual information.* IBHE, in consultation with the Illinois public universities, should consider integrating additional information on the high schools from which developmental education students are graduating, including funding adequacy.

C) *Longer term outcome measures.* Once the recent Dev. Ed. reform efforts have stabilized for at least a year, it could be useful to take into consideration longer term outcome measures, such as bachelor's degree completion at 4, 5, and 6 years after initial enrollment, and in concert establish leading indicators such as retention over multiple semesters.

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(110 ILCS 175/100-1)

Sec. 100-1. Short title. This Act may be cited as the Developmental Education Reform Act. References in this Article to "this Act" mean this Article.
(Source: P.A. 101-654, eff. 3-8-21.)

(110 ILCS 175/100-5)

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

(1) Nearly 50% of this State's high school graduates who enroll full-time in a community college are placed in developmental education coursework in at least one subject. Community colleges place nearly 71% of Black students in developmental education courses compared to 42% of white students.

(2) Traditional developmental education courses cost students time and money and expend their financial aid because a student does not receive college credit for the successful completion of a traditional developmental education course. This can be a barrier to enrollment, persistence, and certificate or degree completion.

(3) Developmental education courses can exacerbate inequities in higher education. Community colleges graduate Black students who are placed in developmental education courses at a rate of approximately 8% compared to a graduation rate of 26% for white students who are placed in developmental education courses.

(4) A history of inconsistent and inadequate approaches to student placement in community college coursework, such as the reliance on standardized test scores, has resulted in too many students being placed in developmental education coursework who could otherwise succeed in introductory college-level coursework or introductory college-level coursework with concurrent support.

(5) Developmental education reform is in progress, and public institutions of higher education and State agencies have undertaken voluntary efforts and committed resources to improve placement and to address disparities in the successful completion of introductory college-level coursework.

(6) The Illinois Council of Community College Presidents, the Illinois Community College Chief Academic Officers Commission, the Illinois Community College Chief Student Services Officers Commission, and the Illinois Mathematics Association of Community Colleges have already developed and approved a more equitable, multiple measures framework for placement in coursework that is currently implemented at many but not all community colleges.

(7) In 2019, members of the General Assembly, faculty and administrators from public institutions of higher education, board trustees from community college districts, representatives from the Board of Higher Education, the Illinois Community College Board, and other appointed stakeholders convened a task force to inventory and study developmental education models employed by public community colleges and universities in this State and to submit a detailed plan for scaling developmental education reforms in which all students who are placed in developmental education coursework are enrolled in an evidence-based developmental education model that maximizes a student's likelihood of completing an introductory college-level course within his or her first 2 semesters at an institution of higher education. The data released by the task force indicates all of the following:

(A) Despite more effective developmental education models, community colleges and universities use the traditional developmental education model for 77% of students who place in a developmental education mathematics course and for 67% of students who place in a developmental English language course.

(B) Improved policies, programs, and practices are essential to address the systemic inequities that exist in postsecondary education in this State, such as the disproportionate enrollment of Black students in developmental education courses.

(8) To support further reform to developmental education in mathematics, additional work needs to be done in order to more adequately define the math pathways and the various ways that students satisfy mathematics credit requirements depending upon their academic and career pathways.

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

(110 ILCS 175/100-10)

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

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

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

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

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

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

"University" means a public university in this State.

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

(110 ILCS 175/100-15)

Sec. 100-15. Placement measures.

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

(1) A student's cumulative high school grade point average.

(2) A student's successful completion of an appropriate high school transition course in mathematics or English.

(3) A student's successful completion of an appropriate developmental education or introductory college-level English language or mathematics course at another regionally accredited postsecondary educational institution.

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

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

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

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

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

(110 ILCS 175/100-20)

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

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

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

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

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

(110 ILCS 175/100-25)

Sec. 100-25. Placement policy; report.

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

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

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

(110 ILCS 175/100-30)

Sec. 100-30. Institutional plans; report.

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

(1) A description of the current developmental education models offered by the institution. If the institution does not currently offer developmental education coursework, it must provide details regarding its decision not to offer developmental education coursework and the pathways that are available to students deemed to be insufficiently prepared for introductory college-level English language or mathematics coursework.

(2) A description of the developmental education models that will be implemented and scaled and the basis of the evidence and associated data that the institution considered in making the decision to scale each model.

(3) Baseline data and benchmarks for progress, including, but not limited to, (i) enrollment in credit-bearing English language or mathematics courses, (ii) rates of successful completion of introductory college-level English language or mathematics courses, and (iii) college-credit accumulation.

(4) Detailed plans for scaling reforms and improving outcomes for all students placed in traditional developmental education models or models with comparable introductory college-level course completion rates. The plan shall provide details about the expected improvements in educational outcomes for Black students as result of the proposed reforms.

(b) On or before January 1, 2023 and every 2 years thereafter, the Board of Higher Education and Illinois Community College Board shall collect data and report to the General Assembly and the public the status of developmental education reforms at institutions. The report must include data on the progress of the developmental education reforms, including, but not limited to, (i) enrollment in credit-bearing English language or mathematics courses, (ii) rates of successful completion of introductory college-level English language or mathematics courses, and (iii) college-credit accumulation. The data should be disaggregated by gender, race and ethnicity, federal Pell Grant status, and other variables of interest to the Board of Higher Education and the Illinois Community College Board.

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

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

(110 ILCS 175/100-90)

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

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