



Equitably Improving Outcomes: Findings from the PCC's Policy and Practice Efforts

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Who We Are



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PCC Mission & History

Mission

PCC champions policies, practices and systems that increase college completion and eliminate degree completion disparities for low-income, first generation, and students of color in Illinois – particularly Black and Latinx students.

History & Way We Work

PCC was established in Illinois in 2016 to address issues of equity in higher education related to access, affordability, persistence, and degree completion.

PCC is the first and only organization in the state focused exclusively on driving systemic improvements in higher education through policy and practice change.

Our Work



Public Policy

We advocate for bold equity-centered policies that improve college access and affordability and address structural barriers to persistence and completion.



College and University Partnerships

We partner with Illinois colleges and universities to provide support as they develop and deploy equity-centered strategies on campus.



Research and Data

We use data and research to advance both transformational equity change on college and universities campuses and through state policy efforts in Illinois.

Priority Areas: State Policy



Equitable Access

Students of all races, economic backgrounds, and geographic locations deserve access to high-quality postsecondary education that is aligned with their educational and career aspirations.



Affordability

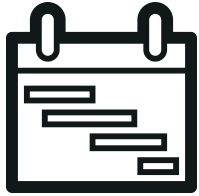
Illinois' public colleges and universities should be debt-free for students from low-income families and affordable for all Illinoisans.



Accountability

Accountability mechanisms must be strengthened to provide Illinois students with affordable and equitable access to high-quality postsecondary degrees and credentials.

Priority Areas: Institutional Change



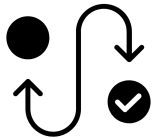
Equity Plan Development & Implementation

These plans provide collaborative opportunities to articulate equity definitions, starting points, and goals with data that are evaluated & adjusted over time. PCC supported 25 institutions through its ILEA Initiative to develop the the first campus-level equity plans in the state.



The Role of Campus Leadership

The buy-in and visible leadership of institutional leaders, including the president and/or chancellor, is critical to the success of campus-level equity change. However, it must extend to others to achieve critical mass.



Institutional Policy & Practice Change

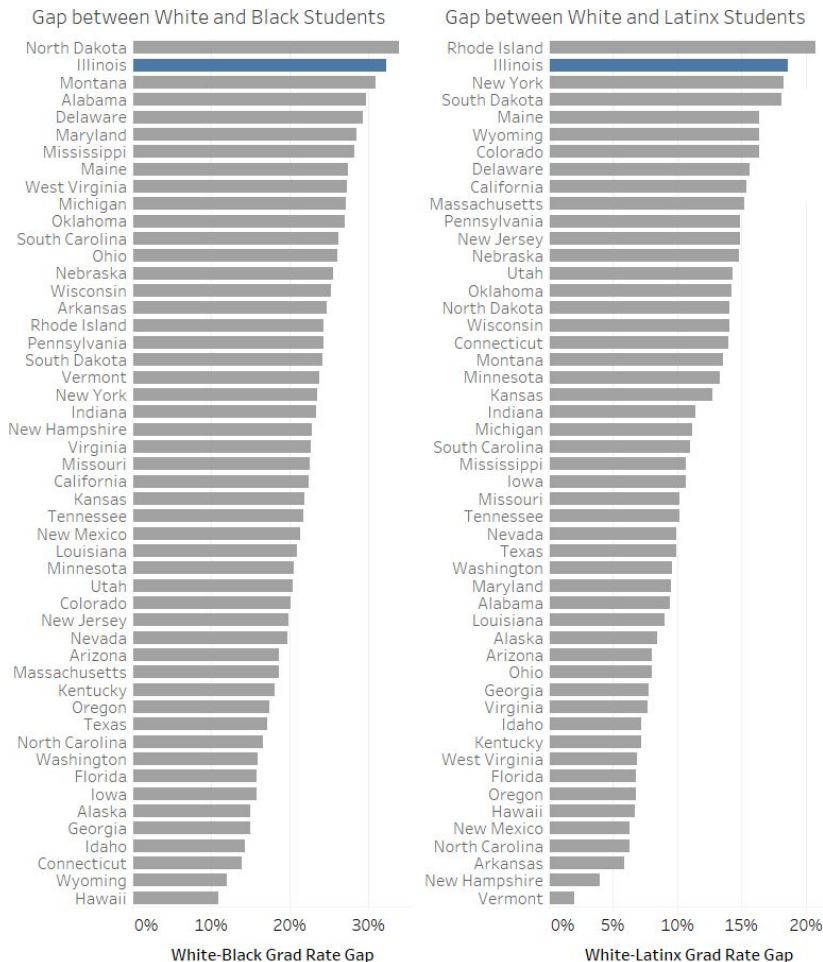
Disaggregated data that is regularly updated & accessible to practitioners at all levels is required to identify and implement shifts in policy and practice that can lead to greater equity in and improved student outcomes.

Illinois Equity in Attainment (ILEA)

The Beginnings of ILEA

Issue

Despite improvements in high school graduation rates and college enrollment rates for Illinois students, disparities in degree completion rates among students are as high as **30-35 percentage points** when disaggregating by race, household wealth or income.



The Beginnings of ILEA

Purpose

To eliminate racial and socioeconomic disparities in student-level outcomes and significantly increase degree completion rates for Black and Latinx students, and students from low-income households.

Unified Around a Set of Core Beliefs

With the starting point that colleges are responsible for graduating all of their degree-seeking students

The 25 Institutions of the ILEA Cohort

4 Public Universities



4 Private Non-Profits

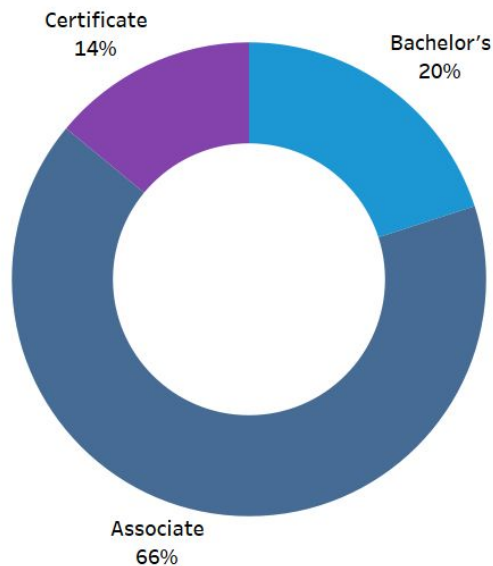


17 Community Colleges



About the Students Served by ILEA

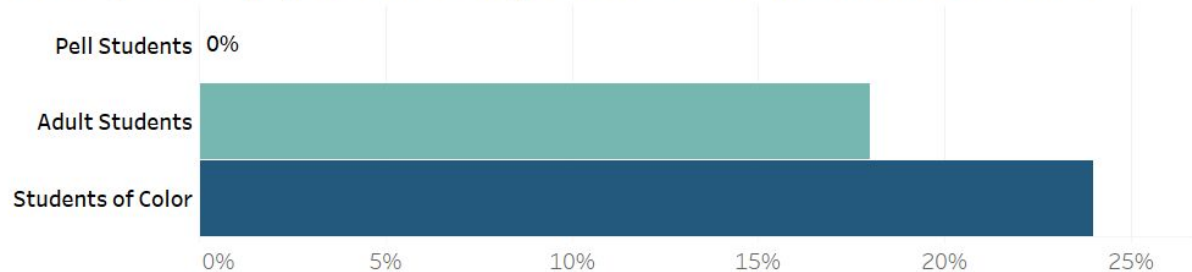
Degree-Seeking Students



Of the state's undergrads, the ILEA cohort represents:

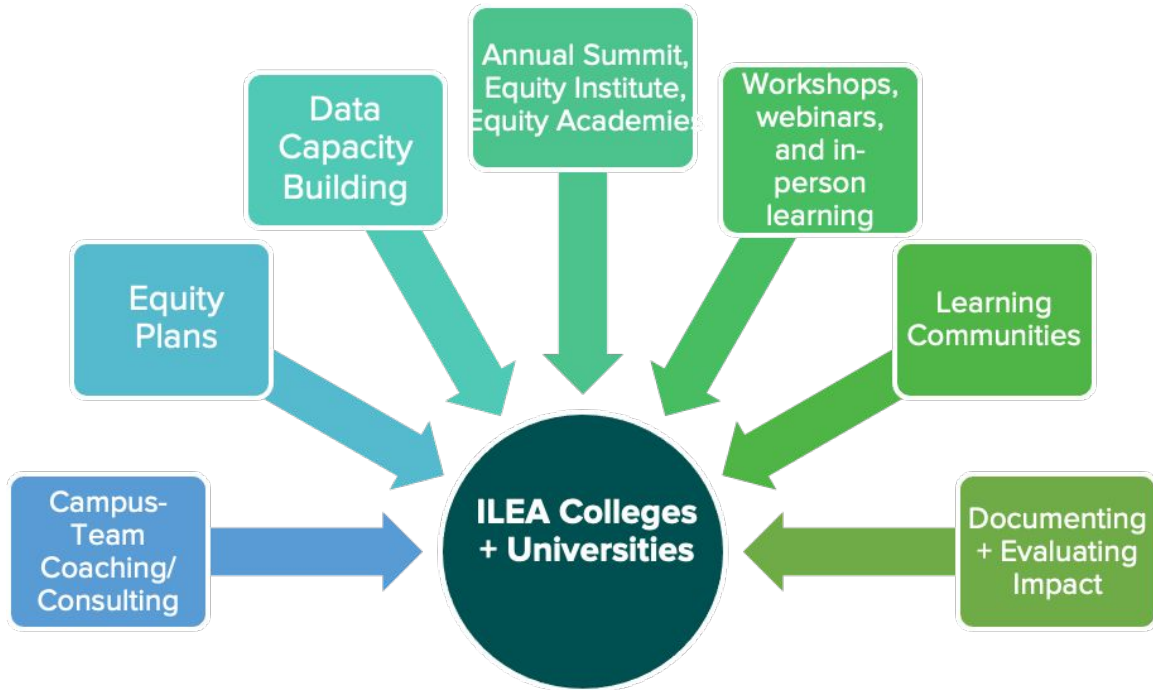
Latinx Students	47%
Black Students	38%
Pell Students	30%
All Students	30%

Average ILEA population compared to other Illinois institutions



ILEA: A Community of Practice

PCC supports IL IHEs through convening, programming, and coaching supports that are equity-focused and evidence-based



Analysis of Equity Plans

240 Equity Strategies

Altogether, there are 240 strategies being implemented in 10 different policy areas.



25 Equity Plans

1 Institutions each created a public facing equity plan to be implemented from 2020 to 2025.

Nearly 500 Metrics

3 In order to measure effectiveness, each strategy is linked to one or more metric.

Process for Tracking ILEA Outcomes

Data Collection

Institutions were asked to submit data on NSC's Postsecondary Data Partnership (PDP).

Identifying Relevant Leading and Lagging Indicators

Examples of Leading Indicators:

- Credits accumulated in first year
- Gateway Course Completion
- Fall 1 to Fall 2 Retention

Examples of Lagging Indicators:

- Completion/Graduation Rates
- Time to Degree Completion

Connecting Indicators to each Equity Strategy

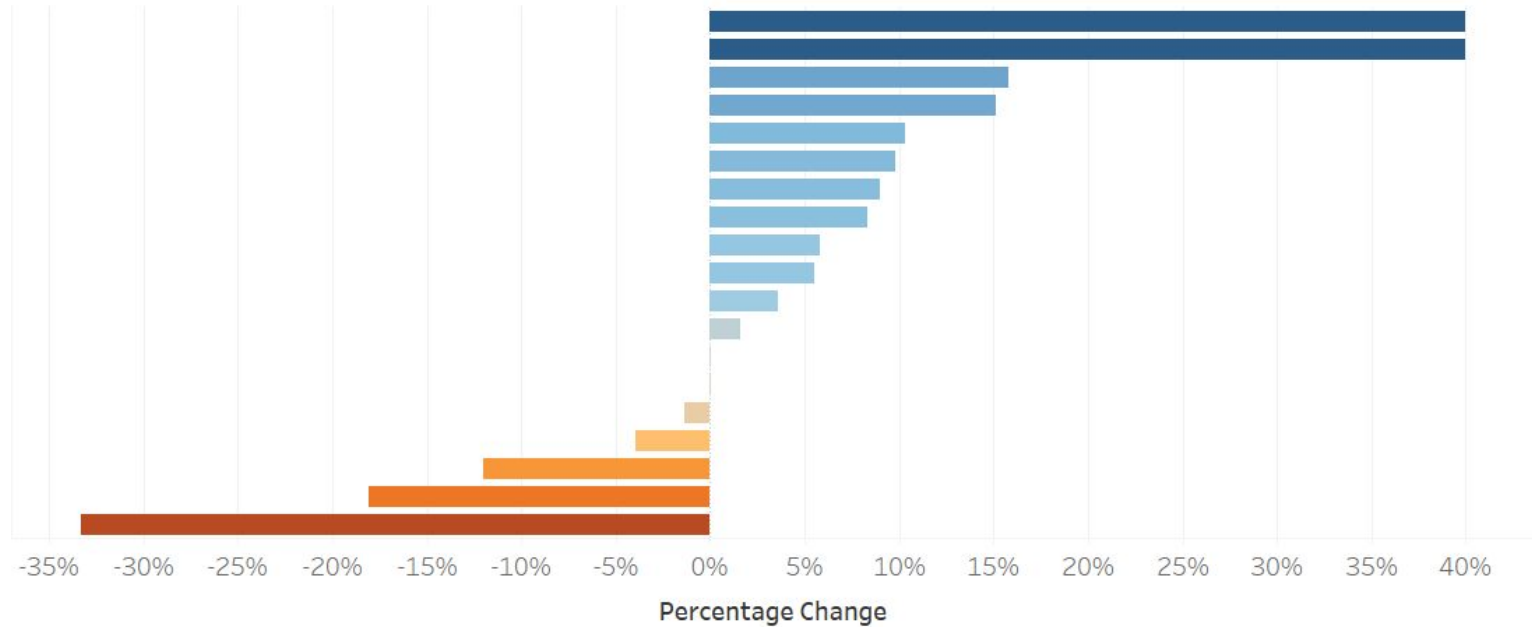
An equity strategy may be connected to multiple indicators to ensure proper evaluation of effectiveness.

Analyzing Change Over Time

Analyzing and/or visualizing the progress institutions have made from 2019 onward in terms of each leading and lagging indicator, disaggregated by race and income.

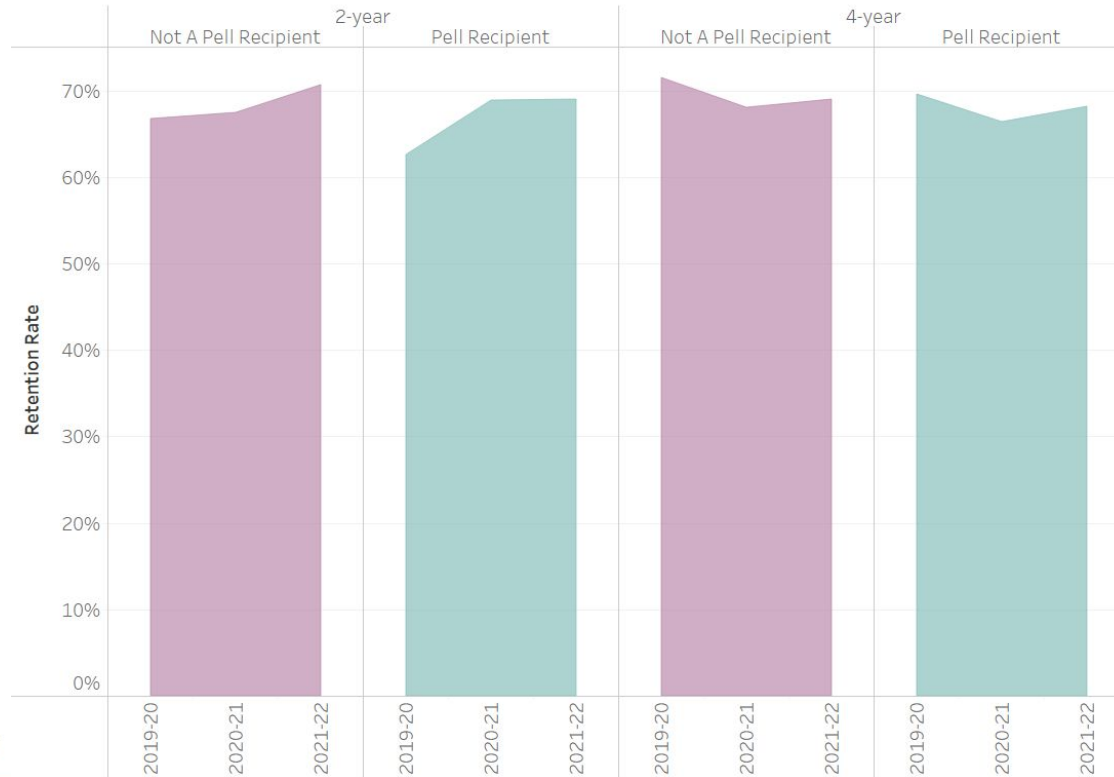
Retention Rates

Change in Full-Time Retention Rates 2019-2021



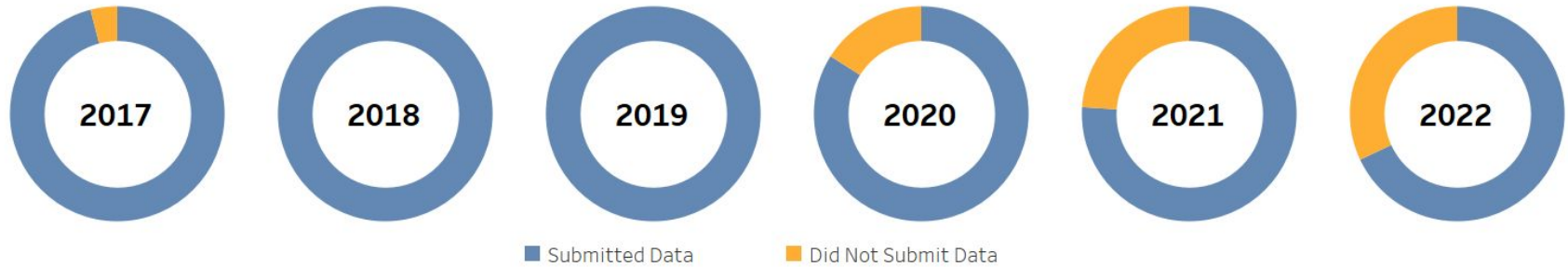
Retention Rates Disaggregated by Race and Pell Status

Full-Time Retention Rates by Pell Status



Still a Learning Process: Challenges We Encountered

- **Challenge:** Getting institutions to submit data to the PDP



- **Challenge:** Even if they provided data, is it accurate, complete, and representative?
- **Underlying Problem:** Limited capacity and resources at institutions for data work

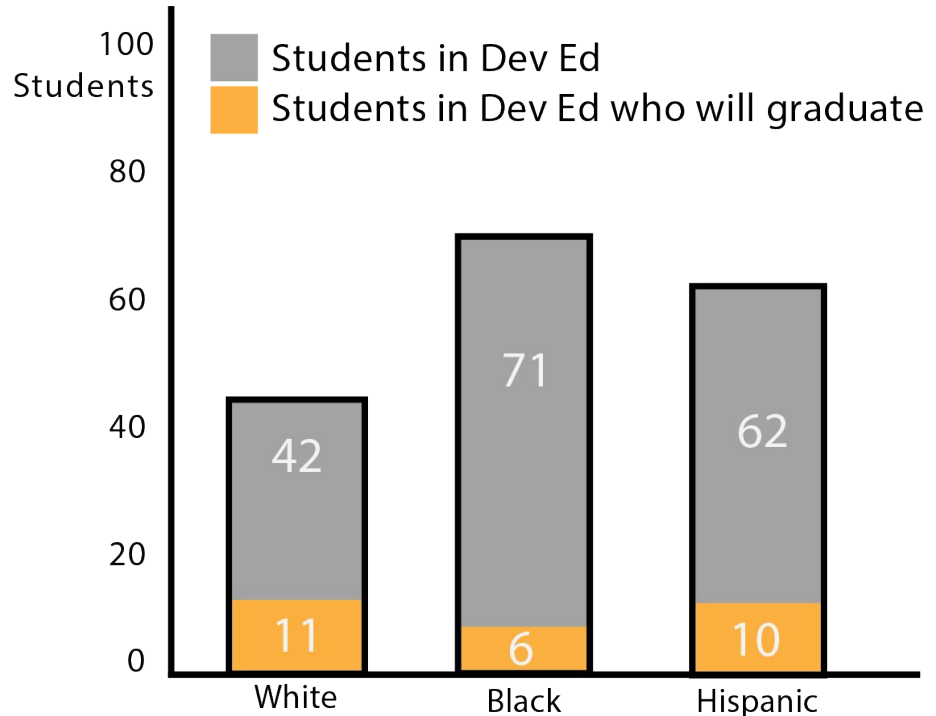
PCC's Role in Developmental Education Reform

Developmental Education: The Problem in Illinois (2019)

Traditional developmental education models led to:

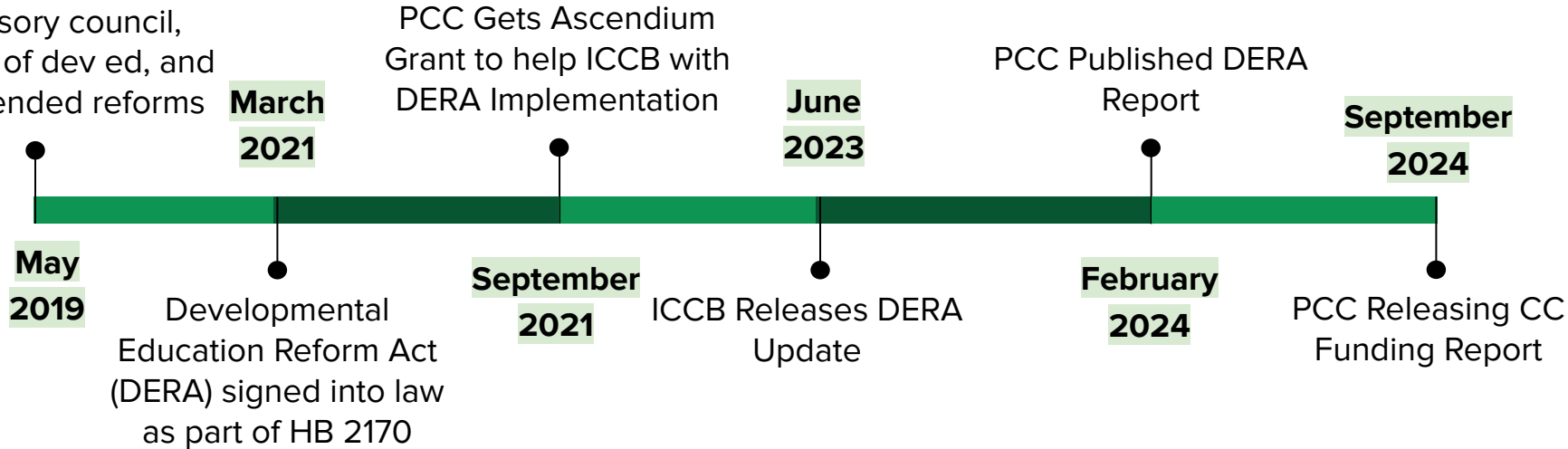
1. Over-placement
2. Under-completion

Number of Dev. Ed. Enrollees And Graduates By Race Among 100 Illinois Community College Students



Developmental Education Reform Act (DERA)

SJR 41 passes, creating an advisory council, inventory of dev ed, and recommended reforms



DERA Law

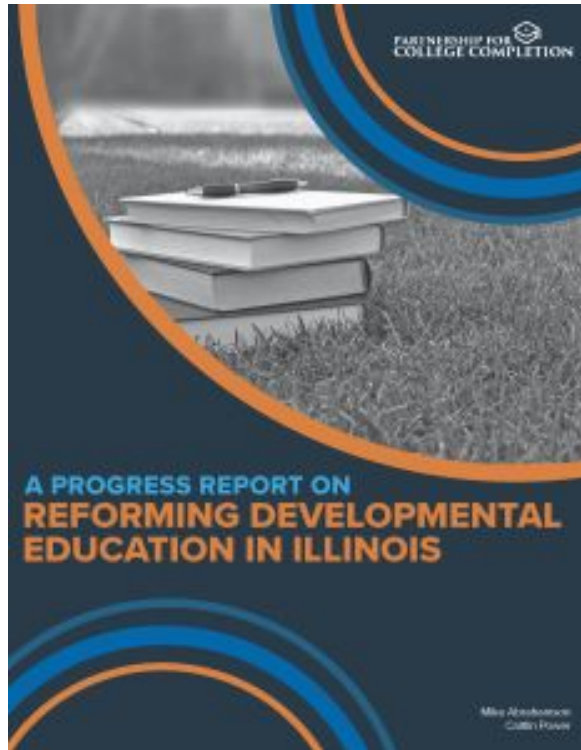
Placement Reforms

Institutions must place students in college-level courses if they meet standards on any one of multiple measures, including GPA and transfer credit

Model Scaling

Implement and scale developmental education model most likely to “maximize students’ likelihood of completing gateway courses in mathematics and English within their first two semesters”

DERA Report



Genesis

Why PCC

- Previous work on DERA
- Support with implementation through IDEEA

Why Now

- Early stages of DERA implementation offer an opportunity to highlight success and challenges

Where to Find the Report

Partnershipfcc.org/publications/a-progress-report-on-reforming-developmental-education-in-illinois/

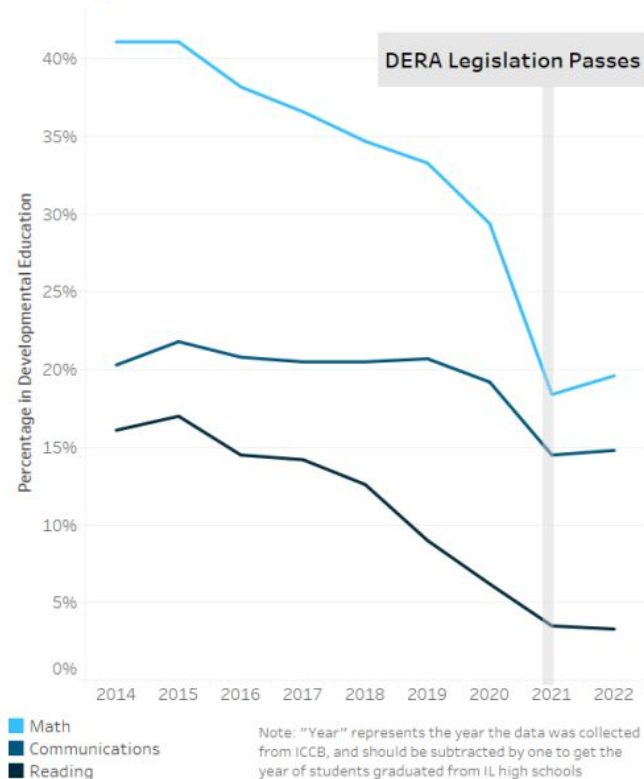


Successes: Overall Enrollment

Overall enrollment in developmental education fell in Illinois

- **42% decline** in dev ed enrollment for IL Class of 2020 compared to 2014
- Math dev ed enrollment declined by **12.4%** and English by **3.6%** from 2020 to 2021

Developmental Education Enrollment Fell in Illinois



Successes: Corequisite Effectiveness

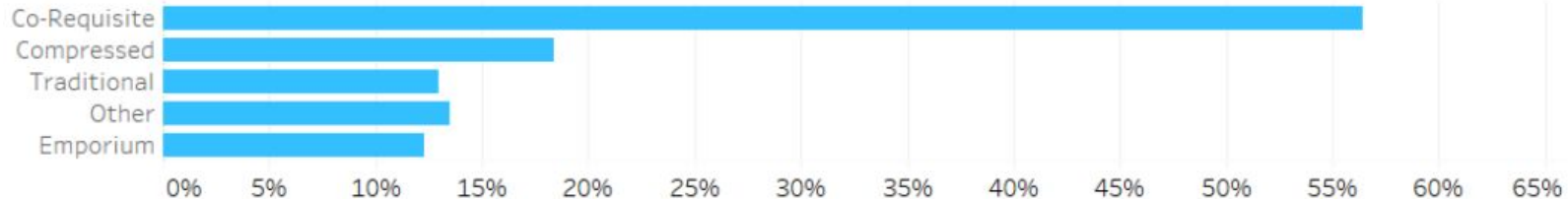
Corequisite models are more successful than any other model

- **97%** of public institutions offer coreq math and **88%** offer coreq English
- **60%** of coreq math students pass a gateway course in the first year – no other model saw more than **16%** of students pass
- **66%** of coreq English students pass a gateway course with a C or higher in the first year, compared to **25%** for the traditional model

Percentage Passing **English** Gateway Course with a C or Higher (2020)

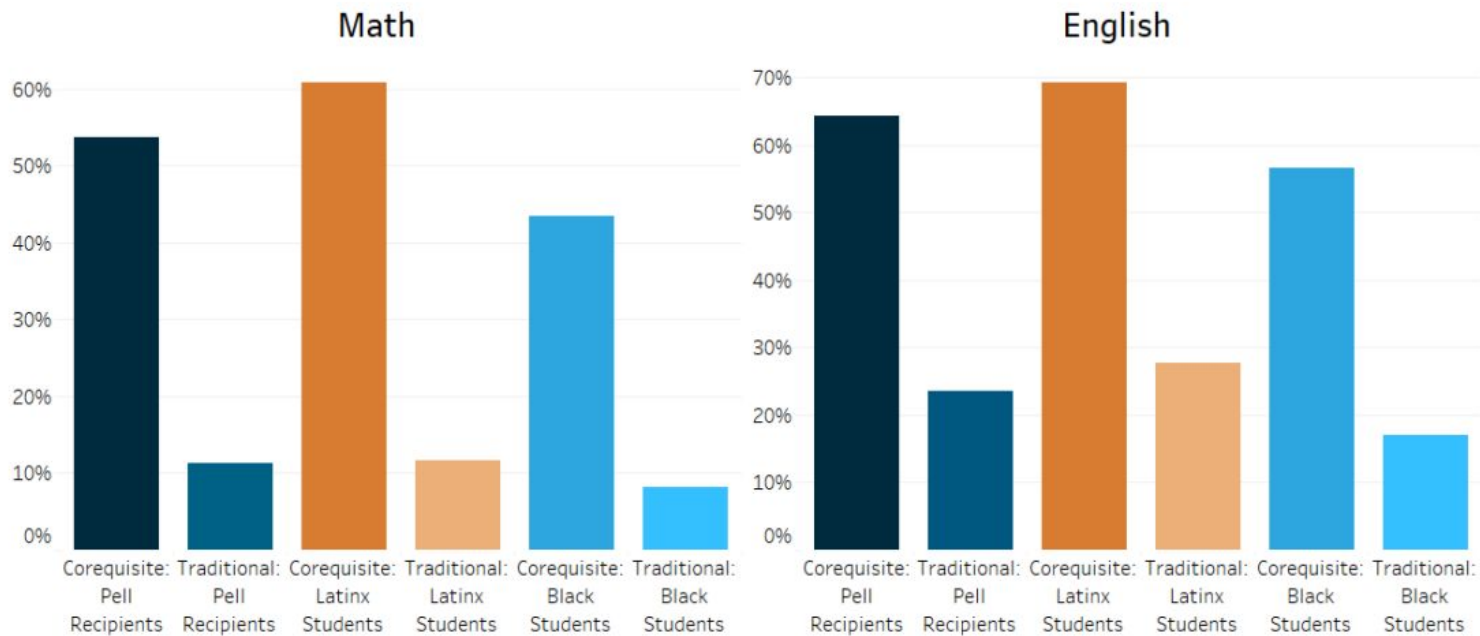


Percentage Passing **Math** Gateway Course with a C or Higher (2020)



Successes: Corequisite Effectiveness

Percentage of Students Passing the Gateway Course in Year One (2020)



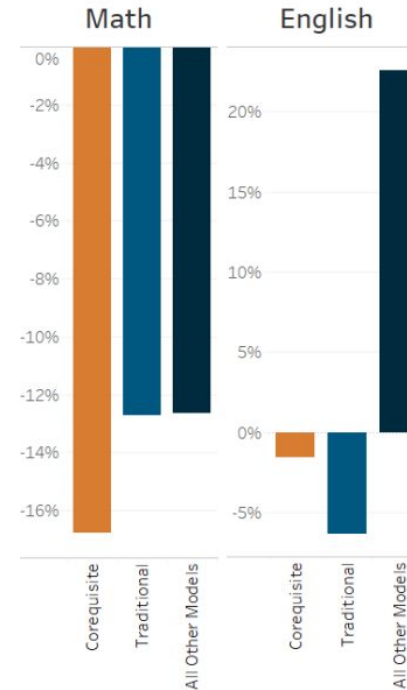
DERA Report Key Findings: Concerns

It appears **less than 17%** of the state's colleges are compliant with the placement component

- Misinterpretation of DERA placement requirements may be lowering compliance

Corequisite enrollment is **declining** relative to traditional and other models

Change in Developmental Education Model Enrollment from 2020 to 2021

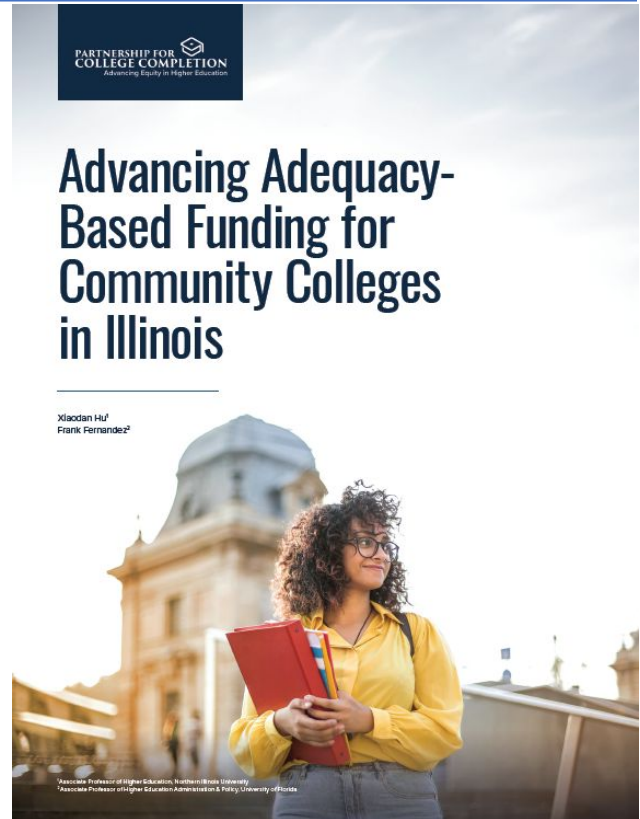


DERA Report Key Findings: Metrics to Monitor

- Institutions in full compliance with DERA placement law
- Number and percentages of students in dev ed
 - Disaggregated by race, income, placement measure and scores
- Percentage of dev ed students in coreq models
- Percentage of gateway course completions in year one

Update from New Community College Funding Report

- Substantial state disinvestment in community colleges has led to increases in tuition and fees and subsequent enrollment declines
- Underfunding creates perverse incentives where colleges lose less money when they place students into dev ed compared to high cost programs

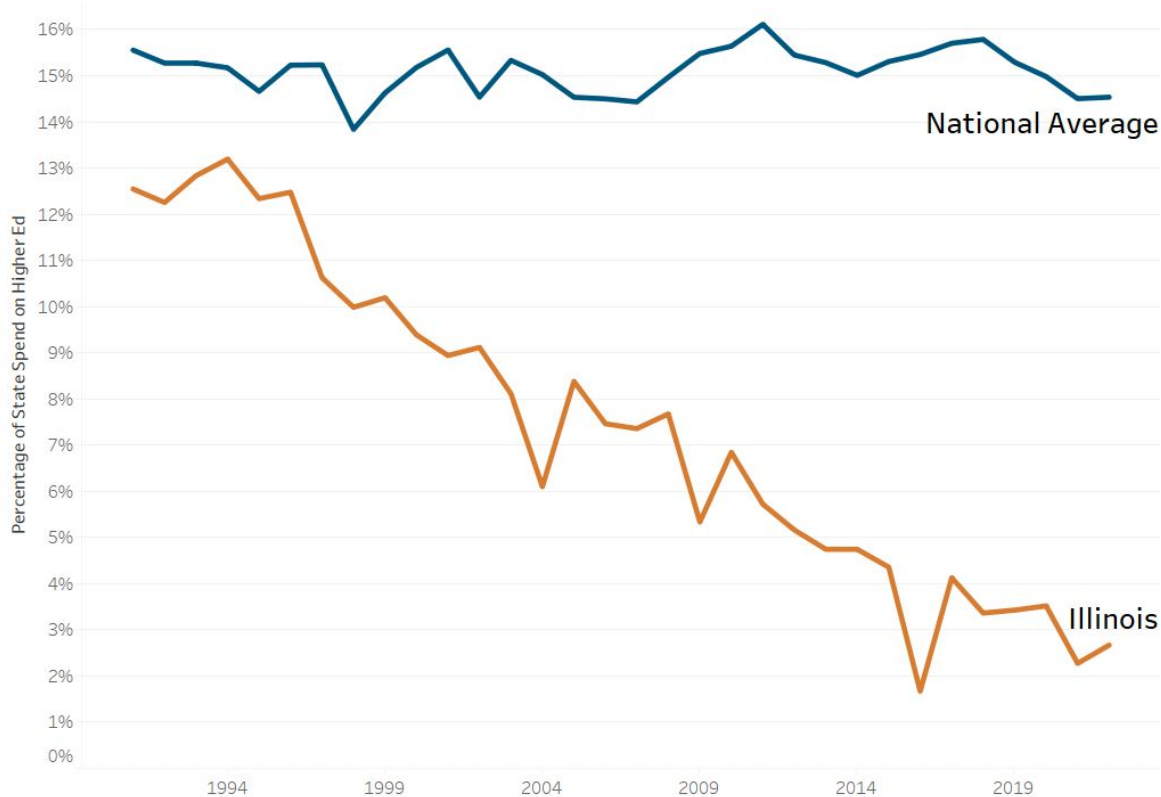


State appropriations have been uniquely cut in IL

In 2022, higher education approps made up less than 3% of the state budget, compared to 12.5% in 1991

(NASBO, 2022)

Percentage of State Expenditure on Higher Education Overall



Funding and Developmental Education

Percentage of Base Operating Grant Appropriated by State
19.8% - Current Funding



Underfunding creates perverse incentives

- Colleges lose less money when they place students into dev ed compared to high cost programs
- Health courses cost \$300 more per credit than dev ed

Discussion & Questions

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Continue the Conversation!

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