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**(110 ILCS 175/) DEVELOPMENTAL  
EDUCATION REFORM ACT**

**STATUS OF DEVELOPMENTAL EDUCATION AND  
COLLEGE-LEVEL COURSEWORK PLACEMENT  
POLICY AND OUTCOMES IN THE  
ILLINOIS COMMUNITY COLLEGE SYSTEM  
FISCAL YEAR 2023**

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***June 30, 2023***

Status of Developmental Education and College-Level Coursework Placement Policy and Outcomes in the Illinois Community College System FY 2023

Compiled by ICCB  
Research and Analytics Division  
Academic Affairs and Student Success Division

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## INTRODUCTION

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Illinois community colleges continue to address student placement into, and student completion of developmental education. The main intent of new and innovative work within developmental education is to accelerate students into credit-bearing Gateway courses on their path to program completion. By reducing barriers to certificate and degree attainment it creates more equitable academic outcomes for underrepresented groups including Black or African American students and Hispanic/Latino students, as well as students from lower socioeconomic status.

Developmental education allows academically underprepared students to build skills that are necessary for preparation and success of gateway mathematics and English courses as well as other college level courses. Over time, colleges have developed and supported new models to deliver developmental education more successfully. When paired with wrap-around services, students see an even greater success in developmental education courses.

This report provides a status update on developmental education and college-level coursework placement policy and the policy's outcomes for Illinois community colleges, as well as developmental education student outcomes by model as required by the [Developmental Education Reform Act \(110 ILCS 175/100\)](#). The report builds on previous developmental education work and reporting for [Illinois Senate Joint Resolution 41](#). As formal evaluation of developmental education course delivery and outcomes has occurred, it has been noted that any reform and scaling of this work must be steeped in equity practices, a deeper dive into dis-aggregated data and intentional reform of the work that benefits those who are enrolled and most impacted by developmental education.

Notable Findings on the Status of Developmental Education Reforms in the Illinois Community College System include:

- Evaluation of college placement standards indicates that more than 90% of Illinois community colleges use multiple measures in both Mathematics and English Language Arts placement.
- When examining developmental education models in both the Mathematics and English Language Arts subject areas, the co-requisite model had substantially better results in students passing a gateway course in the first or second academic year of enrollment. While enrolling less students, other innovative models such as the compressed model are exhibiting positive results as well compared to the traditional mode of delivery.
- Race/ethnicity achievement gaps are evident across many of the student outcomes and developmental education models. White students had higher rates of performance compared to their Black or African American and Hispanic/Latino peers across most measures. The co-requisite model had the best results by a substantial margin across race/ethnicities for percentage passing a Mathematics or English Language Arts gateway course with a C or higher in year one and year one and year two combined.

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- COVID-19 impacted how Illinois community colleges approached both placement and delivery of developmental education courses in academic years 2020-21 and 2021-22. The pandemic made developmental education reform with students more difficult for a few community colleges while others furthered structures to assist with placement, including more fully adopting the statewide recommendations for placement.

The Illinois Community College Board (ICCB) is the state coordinating organization for the Illinois Community College System-the third largest in the country and the leading public workforce development trainer in the state. Illinois community colleges serve over 600,000 residents each year in credit, noncredit, and continuing education courses. Illinois is home to 48 colleges in 39 community college districts which provide high quality, accessible, and cost-effective educational opportunities to the entire state.

Data for this report derive from required reports submitted by each Illinois community college outlining their efforts for reforming and scaling delivery of developmental education, reporting of work with external partners (Partnership for College Completion; Women Employed) who have assisted with scaling identified reform efforts, and the Illinois Community College Board's (ICCB) Centralized Data System. Specifically, within the ICCB Centralized Data System, the Annual Student Enrollment and Completion (A1) student-level submission, the Annual Course Data (AC) student-level submission, and the Fall Enrollment (E1) student-level submission allow ICCB to generate data and information within the report on student enrollment and outcomes for each developmental education model. Developmental education model variables were introduced by ICCB to the annual student-level data collection in academic year 2020-21.

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## DEVELOPMENTAL EDUCATION PLACEMENT POLICIES IN COMMUNITY COLLEGES BACKGROUND

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For a number years, community colleges had significant variation in placement parameters used for placing students into credit bearing courses. Over time, this variation led to potential gaps in equitable outcomes and placement of students in college-level courses. This various led to a desire to have a more consistent approach in determining placement scores, and thus readiness for college-level coursework. In doing so, there also grew a call for an approach that accounted for multiple pathways of placement as well as a system that would lead to a more equitable approach to placement. There are several reasons to provide for a more consistent approach to placement using multiple indicators:

- Fairness & Equity: Students who can be successful should be able to avoid spending time and money in remediation.
- Motivation: Persistence is discouraged when a student is labeled as “not ready” (Cullinan, et al., 2018; Hetts, 2018).
- Positive Impact: Emerging research suggests that the use of multiple measures can have a positive effect on student outcomes (Cullinan, et al., 2018).
- Consistency: Consistent courses should have consistent placement requirements.
- Smoother Transitions: Students have more seamless transition to the community college or the university.

During fiscal year 2018, the Chief Academic Officers (CAOs), Chief Student Services Officers (CSSOs), and the Illinois Community College Board (ICCB) Academic Affairs staff engaged in a discussion about the development of a multiple measures framework for placement into college credit bearing courses, particularly in math and English language arts, heretofore referred to as the “Recommendations.” After negotiation with the Illinois Math Association of Community Colleges (IMACC), the collective groups, proposed a framework to the Illinois Council of Community College Presidents (ICCCP) for consideration. On June 1, 2018, the ICCCP adopted this framework, with the following assumptions:

- The document recommended that colleges use multiple measures for placement. At that point, it was not a mandate, but a system wide agreement. Many more steps would be required to reach full implementation and complete consistency.
- The recommendation suggested a list of valid measures to choose from, including the scores on those measures.
- The recommendation charged the ICCB with doing further research about the validity of those measures.
- The recommendation charged the ICCB with putting together a working group to go over implementation issues. This working group must come from a cross-section of stakeholders in the Illinois community college system.
- The document demonstrated that the Illinois Community College system was aware of disparities in placement across the state and was actively working to correct those disparities in a collaborative manner.

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- The ICCB has supported this effort, has been involved in high-level conversations about this work, and has worked to balance local control issues with the need for more statewide consistency on this issue (Brown & Montgomery, 2020).

Integral to the new placement policy is the recommendation that Illinois community colleges use multiple methods for placement. The policy provides a list of courses for Mathematics and English/Language Arts and placement scores across multiple placement methods. The policy specifies that the college may elect to use a lower score on one placement method when used in combination with other methods or with supports (e.g., co-requisite). Additional activities shall not infringe on a student's ability to enroll in college-level courses. Expiration of a student's scores, GPA or other method shall be no less than three years in English/Language Arts and 18 months in mathematics. The policy also recommends that students enroll in English/Language Arts and mathematics during their first semester of enrollment. Other methods that award college credit may be used to place students (e.g., AP, CLEP, IB, dual credit, etc.).

**Table 1** summarizes important parts of the multiple measures placement policy adopted by the Illinois community colleges. The policy includes recommended cut-off scores for the PARCC, ACT, SAT and GED. In addition, the policy recommends a high school GPA of 3.0 on an unweighted 4.0 scale in English/Language Arts and similarly, GPA of 3.0 is recommended in mathematics. Transition math is also recommended as a component of multiple measures that a community college implements. The colleges also have the option of continuing to use placement test scores that they consider appropriate for placing students at the highest level that may be able to demonstrate their ability to succeed, meaning at college level or as close to college-level as possible.

**Table 1**  
**Recommended Test Scores and High School Grade Point Average (GPA) for Placement into College-level Course**

ACT	Mathematics	22
	English/ Language Arts	19
SAT	Mathematics	530
	English/ Language Arts	480
High School GPA	Mathematics	3.0 with successful completion of 4 <sup>th</sup> year of math
	English/ Language Arts	3.0 (on an unweighted 4.0 scale)
GED	165	
Transition Math Course		
Placement test with appropriate scores		

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Given that the above mentioned measures are options for the public community colleges to adopt, **Table 2** shows the initial inventory results from fall of 2019 indicating that 17 colleges had fully implemented the recommendations by fall 2019, and another 12 colleges had partially implemented the recommendations with plans to fully implement by fall 2021. Seven community colleges responded to the inventory by saying they will be fully implementing the multiple measures placement policy by fall 2021, and three colleges did not respond to this requested information.

**Table 2**  
**All Public Community College District Report on Implementation of Placement Policies**

<b>Community College Districts (n=39)</b>	<b>Fully Implemented by Fall 2019</b>	<b>Partially Implemented by Fall 2019</b>	<b>Begin Implementation Fall 2020</b>	<b>Limited Response on Implementation</b>
Black Hawk College		Yes		
Carl Sandburg College	Yes			
City Colleges of Chicago		Yes		
College of DuPage		Yes		
College of Lake County	Yes			
Danville Area CC		Yes		
Elgin Community College	Yes			
Harper College	Yes			
Heartland Community College	Yes			
Highland Community College		Yes		
Illinois Central College				Yes
Illinois Eastern CC (IECC)		Yes		
Illinois Valley CC		Yes		
John A Logan College			Yes	
John Wood CC	Yes			
Joliet Junior College	Yes			
Kankakee Community College	Yes			
Kaskaskia College	Yes			
Kishwaukee College			Yes	
Lake Land College	Yes			
Lewis & Clark CC	Yes			
Lincoln Land CC	Yes			
McHenry County College			Yes	



**Table 2**

**All Public Community College District Report on Implementation of Placement Policies**

<b>Community College Districts (n=39)</b>	<b>Fully Implemented by Fall 2019</b>	<b>Partially Implemented by Fall 2019</b>	<b>Begin Implementation Fall 2020</b>	<b>Limited Response on Implementation</b>
Moraine Valley CC			Yes	
Morton College				Yes
Oakton College		Yes		
Parkland College			Yes	
Prairie State College			Yes	
Rend Lake College	Yes			
Richland Community College	Yes			
Rock Valley College		Yes		
Sauk Valley CC			Yes	
Shawnee Community College				Yes
South Suburban College		Yes		
Southeastern Illinois College		Yes		
Southwestern Illinois College	Yes			
Spoon River College	Yes			
Triton College	Yes			
Waubonsee CC		Yes		
<b>Grand Total</b>	<b>17</b>	<b>12</b>	<b>7</b>	<b>3</b>

**Table 3**, originally reported in the *Inventory of Developmental Education in Public Community Colleges and Universities in Illinois* report from March 31, 2020, reveal the vast majority of public community colleges were following the recommended standard in terms of cut-off scores in their implementation of multiple measures policy (see again the recommended cut-off scores in Table 1 above). Similar to results shown in Table 2 above, there did appear to be a sub-set of colleges that are not responding or providing clear information about their implementation of multiple measures that needs to be addressed.

**Table 3**  
**Community Colleges Using Recommended Framework - 2019**

Method	Number Colleges Use Recommended Standard	Number Colleges have Higher Requirement	Number Colleges Have At Least 1 Course Different from Rec Standard	Number Colleges Unknown or Unclear Approach
ACT Mathematics	36	2	5	5
ACT English/ Language Arts	33	4	5	6
SAT Mathematics	32	4	5	7
SAT English/ Language Arts	41	1	0	6

Other data gathered from the community colleges pertaining to the multiple measures recommendations include that the majority of colleges are using Accuplacer as the placement exam for English/Language Arts, and the colleges are about evenly split in using Accuplacer and ALEKS for mathematics.

Also, the community colleges report having to work through myriad of issues to be able to use high school GPA for placement purposes, including complications in computing non-weighted vs. weighted high school GPAs, doing consistent and fair computations when GPA scales differ among high schools, and getting access to high school transcripts in a timely way. Securing transitional math courses that are approved for portability has also been a challenge, as has securing GED scores. Finally, and probably most importantly, the community colleges observe that they are uncertain how to use multiple measures for holistic assessment. The colleges have limited experience using multiple methods, and they have few models and guidance on how to combine the methods in ways that help them to meet student needs in meaningful and positively impactful ways. Additional research on how multiple measures impact student outcomes is needed, as is additional research to estimate the associated cost.

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**STATUS OF PLACEMENT POLICY AT COLLEGES**

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The Developmental Education Reform Act (DERA) as part of HB2170 was signed into law in March 2021. DERA aims to address inequities in degree completion by race and income status by reforming developmental education placement and delivery. The legislation:

- Requires that on or before May 1, 2022, all community colleges 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

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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 postsecondary educational institution.

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. A community college should also consider other individual measures as set forth in recommendations approved by the Illinois Council of Community College Presidents.

- Requires each public institution of higher education to publicly post its placement policy in a manner that is easily accessible to both students and prospective students.

Based on the requirements of the Developmental Education Reform Act, colleges were asked to report the status of reform and scaling efforts of developmental education, including implementation of the recommended framework for placement. As of Spring 2023, all community colleges had reported using multiple measures to assess students for placement.

Across the placement for English, colleges reported using a variety of measures including Accuplacer, GED, ACT and SAT scores, GPA, Transitional Instruction course and campus-based testing. Some colleges included other measures such as Write Placer, transfer courses or self-placed methods.

For mathematics, placement methods included assessment by ALEKS, Accuplacer, transitional math course, GPA, GED, ACT and SAT scores. Other methods included local placement tests, transfer coursework and placement by major. Given that some implementation of some methods happened during the COVID-19 pandemic timeframe, a few colleges allowed students to self-place into college-level courses but provided a placement exam for them in order to provided students with base-line information on level.

**Table 4** indicates placement policy websites. Per the legislation, all colleges have posted information on their placement policy publicly on their websites.

**Table 4**  
**Placement Policy Websites for Community Colleges**

<b>IL Community College Placement Scores by College</b>	<b>Website</b>
Black Hawk College	<a href="#"><u>BHC</u></a>
Carl Sandburg College	<a href="#"><u>CSC</u></a>
City Colleges of Chicago	<a href="#"><u>CCC</u></a>
College of DuPage	<a href="#"><u>COD</u></a>
College of Lake County	<a href="#"><u>CLC</u></a>
Danville Area Community College	<a href="#"><u>DCC</u></a>
Elgin Community College	<a href="#"><u>ECC</u></a>
Harper College	<a href="#"><u>HC</u></a>
Heartland Community College	<a href="#"><u>HCC</u></a>
Highland Community College	<a href="#"><u>HCC</u></a>
Illinois Central College	<a href="#"><u>ICC</u></a>
Illinois Eastern Community Colleges	<a href="#"><u>IECC</u></a>
Illinois Valley Community College	<a href="#"><u>IVCC</u></a>
John A. Logan College	<a href="#"><u>JALC</u></a>
John Wood Community College	<a href="#"><u>JWCC</u></a>
Joliet Junior College	<a href="#"><u>JJC</u></a>
Kankakee Community College	<a href="#"><u>KCC</u></a>
Kaskaskia College	<a href="#"><u>KC</u></a>
Kishwaukee College	<a href="#"><u>KC</u></a>
Lake Land College	<a href="#"><u>LLC</u></a>
Lewis and Clark Community College	<a href="#"><u>LC</u></a>
Lincoln Land Community College	<a href="#"><u>LLCC</u></a>
McHenry County College	<a href="#"><u>MH</u></a>
Moraine Valley Community College	<a href="#"><u>MVCC</u></a>
Morton College	<a href="#"><u>MC</u></a>
Oakton Community College	<a href="#"><u>OCC</u></a>
Parkland College	<a href="#"><u>PC</u></a>
Prairie State College	<a href="#"><u>PSC</u></a>
Rend Lake College	<a href="#"><u>RLC</u></a>
Richland Community College	<a href="#"><u>RCC</u></a>
Rock Valley College	<a href="#"><u>RVCC</u></a>
Sauk Valley Community College	<a href="#"><u>SVCC</u></a>
Shawnee Community College	<a href="#"><u>SCC</u></a>
South Suburban College	<a href="#"><u>SSC</u></a>
Southeastern Illinois College	<a href="#"><u>SIC</u></a>
Southwestern Illinois College	<a href="#"><u>SWIC</u></a>
Spoon River College	<a href="#"><u>SRC</u></a>
Triton College	<a href="#"><u>TC</u></a>
Waubonsee Community College	<a href="#"><u>WCC</u></a>

The status of developmental education reform reflects significant improvements in the overall structure, placement, and content of developmental education. The plans submitted, although representative of a first attempt, outline strategies with preliminary supporting evidence for improving the outcomes of students in developmental education and reducing time to degree attainment and overall costs. Examples of these strategies include a shift from single placement mechanisms to multiple measures to assess postsecondary readiness and place students, streamlining developmental education through course redesign, such as offering co-requisite college-level courses, and implementing comprehensive, integrated, and progressive student support programs. The plans submitted reveal that nearly 90% are actively implementing and planning the design, implementation, and refinement of new programs to support continuous improvement in their developmental education model. This is an evolving process, but these reforms can allow students to complete the developmental education courses in a timelier manner through accelerated coursework sequences and other curricular revisions.

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### STATUS OF DEVELOPMENTAL EDUCATION REFORMS

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To align with the legislative requirements, reports also indicate that nearly 65% of schools have a proposed plan or a plan in use to address equity, and most are planning to utilize a data-driven approach to collect and assess data and ensure continuous improvement. The colleges were asked to illustrate plans designed to improve outcomes for Black students. Less than half of the schools provided plans that specifically addressed this question while the majority included the outcomes and support for Black students as part of the entire population of students. Clarification will be provided to schools to ensure appropriate and required data is collected going forward which speaks directly to improving outcomes and reforms for Black students.

The findings within the reports indicate that the institutions are taking an intentional approach to developmental education reform. The institutions are broadening placement measures to identify deficiencies that allow for a more holistic assessment of student ability. The institutions recognize that traditional developmental education course structure and sequencing creates barriers to completion. As a result, nearly all the plans show pathways and courses that have been streamlined and accelerated, or in some cases eliminated, to ensure success in developmental coursework. Institutions also recognize the importance of increased collaboration with local high schools and members of administration to align courses and build transition and bridge courses. Student support services are also a critical component of a successful developmental education program. Institutions are focusing on support programs that utilize a variety of areas designed to improve outcomes, provide student interventions throughout the duration of the course, which includes referral to resources, and increase persistence and completion. Professional development and training were also items commonly addressed in the plans. This is a necessary component to ensure students are learning effectively and instructors are providing engaging and rigorous instruction, as well as an understanding of the legislative requirements and the need for developmental education reform. This is equally as important as the support services for students

to ensure there is buy-in and instruction and coursework is evolving to meet the needs of the students.

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**DEVELOPMENTAL EDUCATION ENROLLMENT BY MODEL**

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The data provided in Tables 5-8, as well as Appendix A Tables, derive from the student-level ICCB Centralized Data System and represent any student enrolled in a developmental education model during the academic year. This can include students that are first-time, continuing, and transfer-in. Being inclusive of the entire student population provides a full, comprehensive picture of developmental education students and models in the Illinois community college system.

To reference developmental education model availability and implementation within Illinois community colleges prior to fiscal year 2021, the SJR 41 report titled *Final Report: Update on Implementation of Developmental Education Models in Public Community Colleges and Universities in Illinois* provides an inventory of developmental education models. Developmental education model information for SJR 41 reporting was captured through summary-level data via survey, while data/information within this report is utilizing student-level data within ICCB’s Centralized Data System.

**MATHEMATICS DEVELOPMENTAL EDUCATION MODELS**

**Table 5** provides the number of Illinois community colleges offering developmental education by model in Mathematics in fiscal years 2021 and 2022. In fiscal year 2022, for the 48 Illinois community colleges, most (N = 45) are providing the traditional model for Mathematics. Nearly half of the community colleges provide the co-requisite model (N = 22; 45.8 percent), followed by the compressed model (N = 10; 20.8 percent), other model (N = 8; 16.7 percent), emporium model (N = 3; 6.3 percent), and modularized model (N = 2; 4.2 percent). Compared to fiscal year 2021, models available at community colleges remained similar with an increase for the compressed model (N = +2), while fewer colleges were providing the emporium model (N = -3) and co-requisite model (N = -1).

**Table 5**  
**Number of Illinois Community Colleges by Developmental Education Model in Mathematics, Fiscal Years 2021-2022**

	Traditional Dev Ed Model	Co-Requisite Dev Ed Model	Compressed Dev Ed Model	Modularized Dev Ed Model	Emporium Dev Ed Model	Other Dev Ed Model
FY 22	45	22	10	2	3	8
FY 21	45	23	8	2	6	8

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data

**Table 6** contains Illinois community student enrollment by developmental education model in Mathematics in fiscal years 2021 and 2022. Some students may enroll in more than one developmental education model during an academic year. “Primary” is defined as the model the student was most recently enrolled in during the academic year. If a student was enrolled in two models, “Secondary” represents the model utilized most recently in the academic year before the transition to the primary model. In fiscal year 2022, examining the primary model, the traditional developmental education model had the highest enrollment count (N = 19,749), followed by co-requisite (N = 2,398), emporium (N = 1,329), compressed (N = 922), other (N = 240), and Modularized (N = 198). Proportionally, the number of students enrolled in models for both fiscal year 2022 and 2021 were very similar.

**Table 6**  
**Illinois Community Colleges Student Enrollment by Developmental Education Model in Mathematics, Fiscal Years 2021-2022**

		Traditional Dev Ed Model	Co-Requisite Dev Ed Model	Compressed Dev Ed Model	Modularized Dev Ed Model	Emporium Dev Ed Model	Other Dev Ed Model	Total
FY 22	Primary	19,749	2,398	922	198	1,329	240	24,836
	Secondary	641	157	208	35	36	9	1,086
FY 21	Primary	22,630	2,882	512	251	1,950	365	28,590
	Secondary	752	23	89	40	83	28	1,015

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data

#### ENGLISH LANGUAGE ARTS DEVELOPMENTAL EDUCATION MODELS

**Table 7** provides the number of Illinois community colleges offering developmental education by model in English Language Arts in fiscal years 2021 and 2022. In fiscal year 2022, for the 48 Illinois community colleges, most (N = 41) provided the traditional model for English Language Arts. Nearly three out of four community colleges provided the co-requisite model (N = 35; 72.9 percent), followed by the compressed model (N = 9; 18.8 percent) and other model (N = 1; 2.1 percent). Compared to fiscal year 2021, there were two fewer colleges offering the traditional model, while the co-requisite and compressed models each exhibited increases in the number of colleges providing those models. The emporium model was offered by two colleges in fiscal year 2021 but none in fiscal year 2022. The other model decreased from three colleges to one college in fiscal year 2022. Proportionally, the number of students enrolled in models for both fiscal year 2022 and 2021 were very similar.

**Table 7**

**Number of Illinois Community Colleges by Developmental Education Model in English Language Arts, Fiscal Years 2021-2022**

	Traditional Dev Ed Model	Co-Requisite Dev Ed Model	Compressed Dev Ed Model	Modularized Dev Ed Model	Emporium Dev Ed Model	Other Dev Ed Model
FY 22	41	35	9	0	0	1
FY 21	43	33	4	0	2	3

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data

**Table 8** contains Illinois community student enrollment by developmental education model in English Language Arts in fiscal years 2021 and 2022. In fiscal year 2022, examining the primary model, the traditional developmental education model had the highest enrollment count (N = 9,634), followed by co-requisite (N = 5,988), compressed (N = 437), and other (N = 89). Proportionally, the number of students enrolled in models for both fiscal year 2022 and 2021 were very similar. There was a slight uptick in the proportion of students enrolled in co-requisite and compressed models and a slight decrease in the proportion of students enrolled in traditional models.

**Table 8**

**Illinois Community Colleges Student Enrollment by Developmental Education Model in English/Language Arts, Fiscal Years 2021-2022**

		Traditional Dev Ed Model	Co-Requisite Dev Ed Model	Compressed Dev Ed Model	Modularized Dev Ed Model	Emporium Dev Ed Model	Other Dev Ed Model	Total
FY 22	Primary	9,634	5,988	437	0	0	89	16,148
	Secondary	544	101	152	0	0	0	797
FY 21	Primary	10,284	6,086	307	0	19	103	16,799
	Secondary	549	58	41	0	0	124	772

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data

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**DEVELOPMENTAL EDUCATION STUDENT OUTCOMES BY MODEL**

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The data provided in Tables 9-20, as well as Appendix B Tables, are cohort-based and represent first-time, full-time certificate/degree seeking students enrolled in a developmental education model upon entry in the Fall. The cohort methodology is identical to the U.S. Department of Education’s Integrated Postsecondary Education Data System (IPEDS) first-time, full-time students, degree seeking cohort that encapsulates students both enrolling and not enrolling in a



developmental education model upon entry. The benefit of utilizing a tracking cohort is the ability to examine multiple momentum points and completion across a set timeframe. ICCB introduced the developmental education model variables to its annual student-level data collection in Academic Year 2020-21 in response to recommendations in strengthening developmental education data collection processes from SJR 41. Thus, Fall 2020 first-time, full-time certificate/degree seeking students represent the first developmental education model cohort that ICCB is able to track and examine through student-level data within the ICCB Centralized Data System.

To reference developmental education model student outcomes within Illinois community colleges prior to fiscal year 2021, the SJR 41 report titled *Final Report: Update on Implementation of Developmental Education Models in Public Community Colleges and Universities in Illinois* provides momentum point outcomes and completion rates for developmental education models. Developmental education model information for SJR 41 reporting was captured through summary-level data via survey while data/information within this report is utilizing student-level data within ICCB's Centralized Data System.

Community colleges are open access institutions and serve a significant number of at-risk students. COVID 19 exacerbated issues for many in that population and presented fiscal and technological challenges, childcare and family constraints, as well as strains on mental health. The timeframe for the analysis of developmental education models within this report occurs during academic years 2020-21 and 2021-22.

For Tables 9-20 and Appendix B Tables, data are suppressed in cells for five or few students and indicated with "DS".

#### MATHEMATICS DEVELOPMENTAL EDUCATION MODEL OUTCOMES FOR FIRST-TIME/FULL-TIME DEGREE-SEEKING STUDENTS

The information in **Table 9** provides statewide gateway course completion and certificate/degree completion outcomes for Fall 2020 first-time, full-time students by Mathematics developmental education model in Illinois community colleges. Appendix Table B-1 contains the same outcomes at the community college-level. Statewide, the co-requisite model, by a wide margin, had the highest percentage of students passing a Math gateway course with a C or higher for year one at 56.40 percent and year one and year two combined (61.19%). The traditional, compressed, modularized, emporium, and other models ranged from 0.0 percent to 18.42 percent for students passing a Math gateway course with a C or higher in year one. In examining year one and two combined for passing a Math gateway course with C or higher, beyond the co-requisite model, the compressed model had the highest percentage at 39.47 percent followed by the other, traditional, emporium, and modularized models.

**Table 9**

**Illinois Community College Gateway Course Completion and Certificate/Degree Completion for Fall 2020  
First-Time, Full-Time Students by Mathematics Developmental Education Model**

	Total Students	Total Passing Math Gateway Course with C or Higher in Year One	% Passing Math Gateway Course with C or higher in Year One	Total Passing Math Gateway Course with C or Higher in Either Year One or Two	% Passing Math Gateway Course with C in or Higher in Either Year One or Two	Total Completions in either Year One or Two	% Completions in either Year One or Two
<b>Traditional</b>	3,419	443	12.96%	957	27.99%	280	8.19%
<b>Co-Requisite</b>	688	388	56.40%	421	61.19%	96	13.95%
<b>Compressed</b>	76	14	18.42%	30	39.47%	14	18.42%
<b>Modularized</b>	44	0	0.00%	DS	DS	8	18.18%
<b>Emporium</b>	333	41	12.31%	86	25.83%	36	10.81%
<b>Other</b>	89	12	13.48%	28	31.46%	9	10.11%
<b>Total</b>	4,649	898	19.32%	1,523	32.76%	443	9.53%

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2), Annual Course (AC), and Fall Enrollment (E1) Data

**Table 10** encompasses the same Fall 2020 first-time, full-time student cohort by Mathematics developmental education model in Illinois community colleges as Table 5. In Table 6, persistence metrics in the first academic year are examined, including average hours earned and total students earning 24 credit hours or more. The retention metric of retaining students from the Fall term in their first academic year to the Fall term in their second academic year is also provided. For those students retained in the second academic year, the average hours earned are examined as a comparison point to the first academic year. Appendix Table B-1 contains the same outcomes at the community college-level.

Statewide, the modularized model had the highest rate of average hours earned in the first academic year (28.36 hours) and second academic year (25.11 hours). For the same measure in year one, the co-requisite, compressed, emporium, traditional, and other models ranged from 7.67 to 19.16 hours. By a wide margin, the modularized model had the highest percentage of students earning 24 or more credit hours in their first academic year at 61.36 percent followed by the co-requisite (34.59 percent) and compressed (32.89 percent) models. In examining retention (Fall-to-Fall) the outcomes were very similar across the models and ranged from a high of 66.07 percent for the emporium model to 57.30 percent for the other model.

**Table 10**

**Illinois Community College Persistence and Retention for Fall 2020 First-Time, Full-Time Students by Mathematics Developmental Education Model**

	Total Students	Average Hours in Year One	Total Earning 24+ Credit Hours in Year One	% Earning 24+ Credit Hours in Year One	Total Retained Fall-to-Fall	% Retained Fall-to-Fall	Average Hours in Year Two
<b>Traditional</b>	3,419	15.76	767	22.43%	2,092	61.19%	11.43
<b>Co-Requisite</b>	688	19.16	238	34.59%	432	62.79%	12.31
<b>Compressed</b>	76	18.78	25	32.89%	50	65.79%	13.66
<b>Modularized</b>	44	28.36	27	61.36%	27	61.36%	25.11
<b>Emporium</b>	333	16.82	73	21.92%	220	66.07%	12.70
<b>Other</b>	89	7.67	DS	DS	51	57.30%	11.52
<b>Total</b>	4,649	16.35	1,134	24.39%	2,872	61.78%	11.82

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1), Annual Course (AC), and Fall Enrollment (E1) Data

**Table 11** contains statewide gateway course completion and certificate/degree completion outcomes for Fall 2021 first-time, full-time students by Mathematics developmental education model in Illinois community colleges. Appendix Table B-2 provides the same outcomes at the community college-level. The information in Tables 7 and 8 encompass a year newer cohort compared to the Fall 2020 cohort in Tables 5 and 6.

Statewide, the co-requisite model had the highest percentage of students passing a Math gateway course with a C or higher for year one by a substantial margin at 59.41 percent for the Fall 2021 cohort. The compressed, traditional, emporium, modular, and other models ranged from 0.0 percent to 15.45 percent for students passing a Math gateway course with a C or higher in year one.

**Table 11**

**Illinois Community College Gateway Course Completion for Fall 2021 First-Time, Full-Time Students by Mathematics Developmental Education Model**

	Total Students	Total Passing Math Gateway Course with C or Higher in Year One	% Passing Math Gateway Course with C or Higher in Year One
<b>Traditional</b>	3,685	466	12.65%
<b>Co-Requisite</b>	643	382	59.41%
<b>Compressed</b>	110	17	15.45%
<b>Modularized</b>	27	0	0.00%
<b>Emporium</b>	235	9	3.83%
<b>Other</b>	66	6	9.09%
<b>Total</b>	4,766	880	18.46%

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1), Annual Course (AC), and Fall Enrollment (E1) Data

**Table 12** encompasses the same Fall 2021 first-time, full-time student cohort by Mathematics developmental education model in Illinois community colleges as Table 7. Appendix Table B-2 provides the same outcomes at the community college-level. Statewide, the modularized model had the highest rate of average hours earned in the first academic year (23.67 hours). For the same measure, the co-requisite, emporium, traditional, compressed, and other ranged from 11.57 to 17.76 hours. By a wide margin, the modularized model had the highest percentage of students earning 24 or more credit hours in their first academic year at 51.85 percent followed by the co-requisite (29.39 percent) and traditional (23.01 percent) models. In examining retention (Fall-to-Fall) the emporium model had the highest rate (73.19 percent), followed closely by the traditional (62.96 percent), co-requisite (62.52 percent), and compressed (60.91 percent) models. The modularized model and other model had retention rates of 55.56 percent and 46.97 percent, respectively.

**Table 12**

**Illinois Community College Persistence and Retention for Fall 2021 First-Time, Full-Time Students by Mathematics Developmental Education Model**

	Total Students	Average Hours in Year One	Total Earning 24+ Credit Hours in Year One	% Earning 24+ Credit Hours in Year One	Total Retained Fall-to-Fall	% Retained Fall-to-Fall
<b>Traditional</b>	3,685	15.94	848	23.01%	2,320	62.96%
<b>Co-Requisite</b>	643	17.76	189	29.39%	402	62.52%
<b>Compressed</b>	110	14.01	16	14.55%	67	60.91%
<b>Modularized</b>	27	23.67	14	51.85%	15	55.56%
<b>Emporium</b>	235	17.36	46	19.57%	172	73.19%
<b>Other</b>	66	11.57	13	19.70%	31	46.97%
<b>Total</b>	4,766	16.19	1,126	23.63%	3,007	63.09%

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1), Annual Course (AC), and Fall Enrollment (E1) Data

**ENGLISH LANGUAGE ARTS DEVELOPMENTAL EDUCATION MODEL OUTCOMES FOR FIRST-TIME/FULL-TIME DEGREE-SEEKING STUDENTS**

The information in **Table 13** provides statewide gateway course completion and certificate/degree completion outcomes for Fall 2020 first-time, full-time students by English Language Arts developmental education model in Illinois community colleges. Appendix Table B-3 contains the same outcomes at the community college-level. Statewide, the co-requisite model, by a wide margin, had the highest percentage of students passing an English Language Arts gateway course with a C or higher for year one at 65.76 percent and year one and year two combined (70.20 percent). The traditional model had a rate of 25.56 percent for those students passing an English Language Arts gateway course with a C or higher for year one and 39.99 percent for year one and two combined. Both the compressed model and other model have a low count of students enrolled which can potentially skew results.

**Table 13**

**Illinois Community College Gateway Course Completion and Certificate/Degree Completion for Fall 2020 First-Time, Full-Time Students by English/Language Arts Developmental Education Model**

	Total Students	Total Passing English Gateway Course with C or Higher in Year One	% Passing English Gateway Course with C or higher in Year One	Total Passing English Gateway Course with C or Higher in Either Year One or Two	% Passing English Gateway Course with C in or Higher in Either Year One or Two	Total Completions in either Year One or Two	% Completions in either Year One or Two
<b>Traditional</b>	1,878	480	25.56%	751	39.99%	111	5.91%
<b>Co-Requisite</b>	1,691	1,112	65.76%	1,187	70.20%	139	8.22%
<b>Compressed</b>	10	DS	DS	DS	DS	0	0.00%
<b>Other</b>	13	7	53.85%	7	53.85%	DS	DS
<b>Total</b>	3,592	1,600	44.54%	1,948	54.23%	252	7.02%

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2), Annual Course (AC), and Fall Enrollment (E1) Data

**Table 14** encompasses the same Fall 2020 first-time, full-time student cohort by English Language Arts developmental education model in Illinois community colleges as Table 9. In Table 10, persistence metrics in the first academic year are examined, including average hours earned and total students earning 24 credit hours or more. The retention metric of retaining students from the Fall term in their first academic year to the Fall term in their second academic year is also provided. For those students retained in the second academic year, the average hours earned are examined as a comparison point to the first academic year. Appendix Table B-3 contains the same outcomes at the community college-level.

Statewide, the co-requisite model had the highest rate of average hours earned in the first academic year (16.80 hours). In the second academic year of enrollment, students in the co-requisite model averaged 11.58 hours. For the traditional model, students averaged 12.58 hours in the first year and 9.38 hours in the second year. The co-requisite model had the highest percentage of students earning 24 or more credit hours in their first academic year at 22.59 percent, while the traditional model had a rate of 13.63 percent. For Fall-to-Fall retention, the co-requisite model had the highest rate at 61.74 percent with the traditional model having a slightly lower rate at 55.48 percent. Both the compressed model and other model have a low count of students enrolled which can potentially skew results.

**Table 14**

**Illinois Community College Persistence and Retention for Fall 2020 First-Time, Full-Time Students by English/Language Arts Developmental Education Model**

	Total Students	Average Hours in Year One	Total Earning 24+ Credit Hours in Year One	% Earning 24+ Credit Hours in Year One	Total Retained Fall-to-Fall	% Retained Fall-to-Fall	Average Hours in Year Two
<b>Traditional</b>	1,878	12.58	256	13.63%	1,042	55.48%	9.38
<b>Co-Requisite</b>	1,691	16.80	382	22.59%	1,044	61.74%	11.58
<b>Compressed</b>	10	10.20	0	0.00%	DS	DS	11.40
<b>Other</b>	13	0.92	0	0.00%	7	53.85%	14.38
<b>Total</b>	3,592	14.52	638	17.76%	2,098	58.41%	10.44

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1), Annual Course (AC), and Fall Enrollment (E1) Data

**Table 15** contains statewide gateway course completion and certificate/degree completion outcomes for Fall 2021 first-time, full-time students by English Language developmental education model in Illinois community colleges. Appendix Table B-4 provides the same outcomes at the community college-level. The information in Tables 11 and 12 encompass a year newer cohort compared to the Fall 2020 cohort in Tables 9 and 10.

Amongst models with at least 25 students enrolled, statewide, the co-requisite model had the highest percentage of students passing an English Language Arts gateway course with a C or higher for year one at 49.44 percent, followed closely by the other model at 48.28 percent and then the emporium model at 41.94 percent. The compressed model had a rate of 38.46 percent with the traditional model following it at a rate of 36.82 percent.

**Table 15**

**Illinois Community College Gateway Course Completion for Fall 2021 First-Time, Full-Time Students by English/Language Arts Developmental Education Model**

	Total Students	Total Passing English Gateway Course with C or Higher in Year One	% Passing English Gateway Course with C or Higher in Year One
<b>Traditional</b>	1,100	405	36.82%
<b>Co-Requisite</b>	269	133	49.44%
<b>Compressed</b>	26	10	38.46%
<b>Modularized</b>	14	8	57.14%
<b>Emporium</b>	93	39	41.94%
<b>Other</b>	29	14	48.28%
<b>Total</b>	1,531	609	39.78%

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1), Annual Course (AC), and Fall Enrollment (E1) Data

**Table 16** encompasses the same Fall 2021 first-time, full-time student cohort by English Language Arts developmental education model in Illinois community colleges as Table 11. Appendix Table B-4 provides the same outcomes at the community college-level. Amongst models with at least 25 students enrolled, statewide, the emporium model had the highest rate of average hours earned in the first academic year (13.99 hours), followed closely by the compressed model at 13.92 hours and co-requisite model at 13.59 hours. For the same measure, the traditional model had a rate of 11.31 hours, while the other model was at 5.93 hours. For students earning 24 or more credit hours in their first academic year, the compressed model had a rate of 11.54 percent with the co-requisite model closely following at 11.15 percent. The traditional model had a rate of 9.27 percent for the same measure, followed by the emporium model at 4.30 percent and other model at 3.45 percent.

Amongst models with at least 25 students enrolled, the compressed model had the highest percentage of students earning 24 or more credit hours in their first academic year at 11.54 percent, followed by the co-requisite ( 11.15 percent) and traditional ( 9.27 percent) models.

In examining retention (Fall to Fall) the emporium model had the highest rate 68.82 percent, followed by similar outcomes amongst the co-requisite (59.11 percent), compressed (57.69 percent), and traditional (56.00 percent). The other model had a retention rate of 51.72 percent.

**Table 16**

**Illinois Community College Persistence and Retention for Fall 2021 First-Time, Full-Time Students by English/Language Arts Developmental Education Model**

	<b>Total Students</b>	<b>Average Hours in Year One</b>	<b>Total Earning 24+ Credit Hours in Year One</b>	<b>% Earning 24+ Credit Hours in Year One</b>	<b>Total Retained Fall-to-Fall</b>	<b>% Retained Fall-to-Fall</b>
<b>Traditional</b>	1,100	11.31	102	9.27%	616	56.00%
<b>Co-Requisite</b>	269	13.59	30	11.15%	159	59.11%
<b>Compressed</b>	26	13.92	DS	DS	15	57.69%
<b>Modularized</b>	14	25.93	9	64.29%	8	57.14%
<b>Emporium</b>	93	13.99	DS	DS	64	68.82%
<b>Other</b>	29	5.93	DS	DS	15	51.72%
<b>Total</b>	1,531	11.90	149	9.73%	877	57.28%

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2), Annual Course (AC), and Fall Enrollment (E1) Data

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**DEVELOPMENTAL EDUCATION STUDENT OUTCOMES BY RACE/ETHNICITY AND PELL STATUS**

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As required by the Developmental Education Reform Act, student outcomes are disaggregated by gender, race and ethnicity, and federal Pell Grant status in Appendix Tables B1-B4 at the statewide and Illinois community-college-level. Further analysis below is provided for the race/ethnicity

subgroup including Latinx and African American students, as well as students from lower socioeconomic status via the Pell status variable.

For the examination of student outcomes by race/ethnicity and Pell status, the Fall 2020 first-time, full-time student cohort by developmental education model in Illinois community colleges is utilized. The models need to have at least twenty-five (25) students in each of the White, African American, and Latinx race/ethnicity categories. For the Mathematics models, the traditional, co-requisite, and emporium models met that criteria. For the English Language Arts models, the traditional and co-requisite models met these criteria.

#### MATHEMATICS DEVELOPMENTAL EDUCATION OUTCOMES BY RACE/ETHNICITY AND PELL STATUS

The information in **Table 17** provides statewide student outcomes for Fall 2020 first-time, full-time students by Mathematic developmental education model in Illinois community colleges for the following race/ethnic categories: Black or African American, Hispanic/Latino, and White. Appendix Table B-1 provides the same outcomes for all race/ethnic categories and models. Race/ethnicity gaps are evident across many of the student outcomes and models. White students had higher rates of performance compared to their Black or African American and Hispanic/Latino peers in average hours accumulated in year one, average hours accumulated in year two, percent earning 24+ credit hours in year one, and Fall-to-Fall retention rate (except for the emporium model).

Hispanic/Latino students had higher rates of performance when examining percent passing a Math gateway course with a C or higher for the co-requisite model for both year one and year one and year two combined and emporium model in year one. Black or African American students had a substantial gap in performance for the same student outcomes. For Fall-to-Fall retention, there was a performance gap as well for Black or African American students as compared to White and Hispanic/Latino. As compared to White students, Hispanic/Latino students had a higher Fall-to-Fall retention rate for the emporium model.

The co-requisite model had the best results by a substantial margin across race/ethnicities for percent passing a Math gateway course with a C or higher in both year one and year one and year two combined. Given the end goal is for students to complete a certificate or degree, additional longitudinal analysis (i.e., tracking students into academic year 2023) will be conducted with the Fall 2020 cohort to determine completion within 150% of catalog time. At the time of publication of this report, the ICCB Centralized Data System had full-year academic data through 2021-22. Currently, the completion rates from two years after entry are low across the models.



**Table 17**

**Illinois Community College Student Outcomes for Fall 2020 First-Time, Full-Time Students by Mathematics Developmental Education Model by Race/Ethnicity**

Student Outcome	Co-Requisite			Emporium			Traditional		
	Black or African American	Hispanic/Latino	White	Black or African American	Hispanic/Latino	White	Black or African American	Hispanic/Latino	White
Average Hours in Year One	12.61	16.73	23.97	13.70	16.09	17.59	11.23	13.65	18.69
% Earning 24+ Credit Hours in Year One	13.16%	25.00%	51.65%	18.92%	10.23%	27.39%	10.26%	14.34%	32.33%
% Retained Fall-to-Fall	47.37%	61.69%	66.12%	43.24%	75.00%	64.97%	45.88%	61.50%	66.33%
% Passing Math Gateway Course with C or Higher in Year One	43.42%	60.71%	56.20%	DS	14.77%	12.10%	8.25%	11.65%	15.21%
% Passing Math Gateway Course with C in or Higher in Either Year One or Two	48.68%	63.96%	61.98%	16.22%	23.86%	27.39%	19.72%	26.66%	31.50%
% Completions in either Year One or Two	DS	12.66%	17.77%	DS	DS	15.29%	4.43%	5.68%	11.12%
Average Hours in Year Two	7.72	11.06	14.42	8.32	13.15	13.41	7.96	10.06	13.43

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2), Annual Course (AC), and Fall Enrollment (E1) Data

**Table 18** provides statewide student outcomes for Fall 2020 first-time, full-time students by Mathematic developmental education model in Illinois community colleges by Pell status. Appendix Table B-1 provides the same outcomes for Pell status and all models. Gaps exist between Pell and Non-Pell students across some of the student outcomes, but it is not as evident as the Racial/Ethnic analysis. Non-Pell students outperformed Pell students across models in average hours in year one, average hours in year two, percent earning 24+ credit hours in year one, and Fall-to Fall-retention rate.

Examining percent passing a Math gateway course with a C or higher in year one and in year one and year two combined, Non-Pell students outperformed Pell students across most models but had comparable outcomes.

The co-requisite model had the best results by a considerable margin as compared to the emporium and traditional models regardless of Pell status for percent passing a Math gateway course with a C or higher in both year one and year one and year two combined.

**Table 18**

**Illinois Community College Student Outcomes for Fall 2020 First-Time, Full-Time Students by Mathematics Developmental Education Model by Pell Status**

	Co-Requisite		Emporium		Traditional	
	Not a Pell Recipient	Pell Recipient	Not a Pell Recipient	Pell Recipient	Not a Pell Recipient	Pell Recipient
Average Hours in Year One	21.13	17.20	17.19	16.36	16.66	14.85
% Earning 24+ Credit Hours in Year One	41.69%	27.54%	23.78%	19.59%	25.16%	19.66%
% Retained Fall-to-Fall	65.89%	59.71%	67.57%	64.19%	65.28%	57.02%
% Passing Math Gateway Course with C or Higher in Year One	59.18%	53.62%	13.51%	10.81%	14.55%	11.33%
% Passing Math Gateway Course with C in or Higher in Either Year One or Two	63.56%	58.84%	26.49%	25.00%	30.72%	25.21%
% Completions in either Year One or Two	13.70%	14.20%	12.97%	8.11%	8.93%	7.44%
Average Hours in Year Two	13.58	11.04	13.38	11.85	12.49	10.35

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2), Annual Course (AC), and Fall Enrollment (E1) Data

**ENGLISH LANGUAGE ARTS DEVELOPMENTAL EDUCATION OUTCOMES BY RACE/ETHNICITY AND PELL STATUS**

**Table 19** contains statewide student outcomes for Fall 2020 first-time, full-time students by English Language Arts developmental education model in Illinois community colleges for the following race/ethnic categories: Black or African American, Hispanic/Latino, and White. Appendix Table B-3 provides the same outcomes for all race/ethnic categories and models. Race/ethnicity gaps are evident across many of the student outcomes and models. White students had higher rates of performance compared to their Black or African American and Hispanic/Latino peers in average hours accumulated in year one, average hours accumulated in year two, and percent earning 24+ credit hours in year one.

Gaps closed amongst White and Hispanic/Latino students when examining percent passing an English Language Arts gateway course with a C or higher in both year one and year one and year two combined. Black or African American students had a substantial gap in performance for the same student outcomes. For Fall-to-Fall retention, there was a performance gap as well for Black or African American students as compared to White and Hispanic/Latino students.

The co-requisite model had the best results by a substantial margin across race/ethnicities for percent passing an English Language Arts gateway course with a C or higher in both year one and year one and year two combined.

**Table 19**

**Illinois Community College Student Outcomes for Fall 2020 First-Time, Full-Time Students by English Language Arts Developmental Education Model by Race/Ethnicity**

Student Outcomes	Co-Requisite			Traditional		
	Black or African American	Hispanic/Latino	White	Black or African American	Hispanic/Latino	White
Average Hours in Year One	14.51	15.84	18.96	9.37	11.63	15.60
% Earning 24+ Credit Hours in Year One	16.42%	17.83%	32.01%	7.22%	9.12%	23.02%
% Retained Fall-to-Fall	50.00%	61.53%	64.46%	40.37%	57.40%	60.48%
% Passing English Gateway Course with C or Higher in Year One	56.57%	69.17%	63.36%	17.11%	27.80%	28.89%
% Passing English Gateway Course with C in or Higher in Either Year One or Two	61.68%	72.36%	68.65%	29.68%	41.41%	43.97%
% Completions in either Year One or Two	8.03%	7.26%	9.27%	3.21%	4.78%	8.41%
Average Hours in Year Two	9.91	10.65	13.02	6.40	8.75	11.46

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2), Annual Course (AC), and Fall Enrollment (E1) Data

**Table 20** provides statewide student outcomes for Fall 2020 first-time, full-time students by English Language Arts developmental education model in Illinois community colleges by Pell status. Appendix Table B-3 provides the same outcomes for Pell status and all models. Gaps exist between Pell and Non-Pell students across some of the student outcomes, but it is not as evident as the Racial/Ethnic gaps. Non-Pell students outperformed Pell students across models in average hours in year one, average hours in year two, percent earning 24+ credit hours in year one, and Fall-to-Fall retention rate.

Examining percent passing an English Language Arts gateway course with a C or higher in both year one and year one and year two combined, Non-Pell students outperformed Pell students across the co-requisite and traditional models by a small margin.

The co-requisite model had the best results by a considerable margin as compared to the emporium model, regardless of Pell status, for percent passing an English Language Arts gateway course with a C or higher in both year one and year one and year two combined.

**Table 20**

**Illinois Community College Student Outcomes for Fall 2020 First-Time, Full-Time Students by English Language Arts Developmental Education Model by Pell Status**

	Co-Requisite		Traditional	
	Not a Pell Recipient	Pell Recipient	Not a Pell Recipient	Pell Recipient
<b>Average Hours in Year One</b>	17.45	16.38	13.17	12.16
<b>% Earning 24+ Credit Hours in Year One</b>	25.67%	20.57%	15.40%	12.34%
<b>% Retained Fall-to-Fall</b>	65.22%	59.45%	58.84%	53.04%
<b>% Passing English Language Arts Gateway Course with C or Higher in Year One</b>	68.06%	64.25%	28.41%	23.48%
<b>% Passing English Language Arts Gateway Course with C in or Higher in Either Year One or Two</b>	71.79%	69.15%	43.18%	37.66%
<b>% Completions in either Year One or Two</b>	8.51%	8.03%	5.81%	5.99%
<b>Average Hours in Year Two</b>	12.60	10.91	10.08	8.88

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2), Annual Course (AC), and Fall Enrollment (E1) Data

With the end goal for students being the completion of a certificate or degree, additional longitudinal analysis (i.e., tracking students into Academic Year 2022-23) will be conducted with the Fall 2020 cohort to determine completion within 150% of catalog time. At the time of publication of this report, the ICCB Centralized Data System had full-year academic data through 2021-22. Currently, the completion rates from two years after entry are low across the models. A third-year of tracking may result in an increase in completions overall and across subgroups. Academic year 2022-23 student-level data within ICCB’s Centralized Data System will be available in November, 2023.

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## APPENDIX A

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### *Developmental Education Enrollment by Model by Illinois Community College*

Table A-1 - Summary of Fiscal Year 2022 Student Enrollment in Primary Developmental Model in Mathematics by Illinois Community College

Table A-2 - Summary of Fiscal Year 2022 Student Enrollment in Secondary Developmental Model in Mathematics by Illinois Community College

Table A-3 - Summary of Fiscal Year 2021 Student Enrollment in Primary Developmental Model in Mathematics by Illinois Community College

Table A-4 - Summary of Fiscal Year 2021 Student Enrollment in Secondary Developmental Model in Mathematics by Illinois Community College

Table A-5 - Summary of Fiscal Year 2022 Student Enrollment in Primary Developmental Model in English/Language Arts by Illinois Community College

Table A-6 - Summary of Fiscal Year 2022 Student Enrollment in Secondary Developmental Model in English/Language Arts by Illinois Community College

Table A-7 - Summary of Fiscal Year 2021 Student Enrollment in Primary Developmental Model in English/Language Arts by Illinois Community College

Table A-8 - Summary of Fiscal Year 2021 Student Enrollment in Secondary Developmental Model in English/Language Arts by Illinois Community College

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## APPENDIX B

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### *Statewide Illinois Community College System Developmental Education Student Outcomes by Model*

Table B-1 – Fiscal Year 2021-Fall 2020 Full-time, First-time Student Cohort, Statewide Summary of Student Outcomes by Subgroup by Primary Mathematics Developmental Education Model

Table B-2 – Fiscal Year 2022-Fall 2021 Full-time, First-time Student Cohort, Statewide Summary of Student Outcomes by Subgroup by Primary Mathematics Developmental Education Model

Table B-3 - Fiscal Year 2021-Fall 2020 Full-time, First-time Student Cohort, Statewide Summary of Student Outcomes by Subgroup by Primary English Language Arts Developmental Education Model

Table B-4 – Fiscal Year 2022-Fall 2021 Full-time, First-time Student Cohort, Statewide Summary of Student Outcomes by Subgroup by Primary English Language Arts Developmental Education Model

Note: For Appendix B Tables, data are suppressed in cells for five or few students and indicated with “DS”.

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