

Academic Area of Enrollment (continued):

In fiscal year 2009, English Only comprised 8.2 percent of the population requiring developmental assistance. About 4.6 percent of the developmental course enrollments were in Reading Only. Reading difficulties are particularly problematic since they impede an individual's ability to acquire new knowledge through written documents which is a foundational skill in every academic course. Additionally, 4.6 percent of the fiscal year 2009 students who enrolled in developmental coursework took both English and Reading courses.



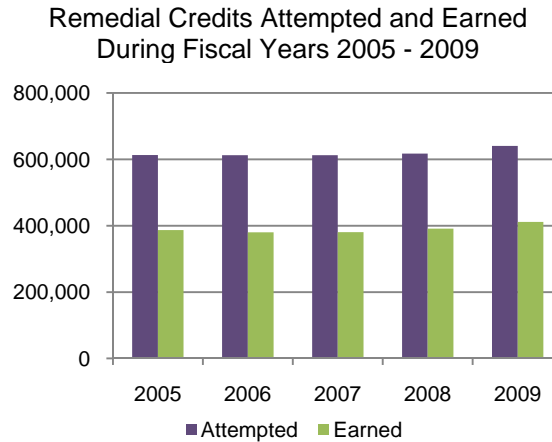
Combinations of Math, English, and Reading developmental needs shows that more than four-fifths (82.6 percent) of community college students who enrolled in developmental courses required assistance with their Math skills – alone or in combination with other areas. From fiscal years 2008 to 2009, the population requiring help in Math – either alone or in combination with other areas – increased by 0.6 percent. Longer term, the proportion of students requiring Math skills enhancement increased slightly by 0.2 percent.



Nine percent of the students in developmental courses (N = 8,837) needed assistance in all three areas – Math, English, and Reading. Requiring assistance in all three areas is a particularly serious situation since

weaknesses exist across the spectrum of skills required to acquire and process new information.

Credits Attempted versus Credits Earned:



Source: Annual Enrollment and Completion (A1)

Overall during fiscal year 2009, Illinois Community College System students earned almost two-thirds (64.2 percent) of the developmental credits they attempted, a slight increase from fiscal year 2008 when students earned 63.4 percent of the remedial credits that they attempted. Over the five-year period of 2005 to 2009, the percent of developmental credits earned decreased from 63.1 percent in 2005 to a low of 62.0 percent in 2006, but rose slightly for the next three years.

Other topics in this report include:

- Credit and Noncredit Enrollments
- Completions

See the full report for more information:
<http://www.iccb.org/pdf/reports/09enrollmentreport.pdf>
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Annual Enrollments and Completions in the Illinois Community College System Fiscal Year 2009

Developmental Education



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Introduction:

There are 48 public community colleges located throughout the state. In addition to their main campuses, colleges have branch campuses, extension centers, and outreach locations throughout their service regions. Additionally, community colleges offer a variety of courses through distance learning. Use the following link to locate the closest college to you:



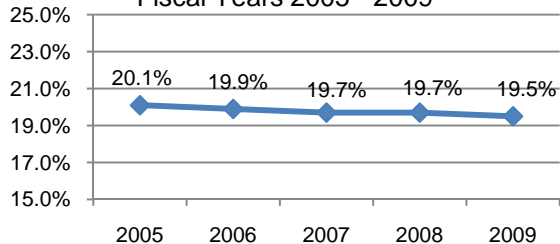
<http://iccbdsrv.iccb.org/dop/home.cfm>

This year's report is based on fiscal year 2009 enrollments and completions (A1). Comparative information is supplied from four previous fiscal years (2005-2008). Detailed tables comparing fiscal year 2008 and fiscal year 2009 credit headcount, full-time equivalent (FTE) enrollments, and graduates by college are included. FTE enrollments in this report are based on all credit hours attempted (reimbursable and non-reimbursable credits).



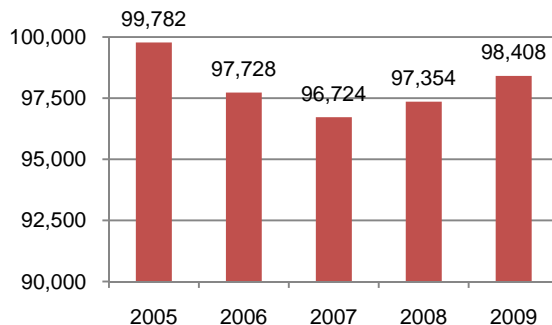
Developmental/Remedial Enrollments:

Percent of Students Who Took at Least One Developmental Courses During Fiscal Years 2005 - 2009



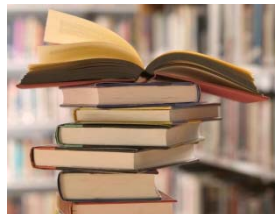
Source: Annual Enrollment and Completion (A1)

Number of Students Who Took at Least One Developmental Course During Fiscal Years 2005 - 2009

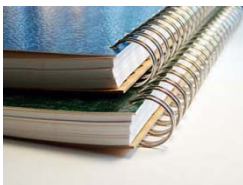


Source: Annual Enrollment and Completion (A1)

During fiscal year 2009, just under one-fifth (19.5 percent) of students enrolled in Illinois community colleges – not enrolled in ABE/ASE/ESL, Vocational Skills or General Studies – took at least one developmental course (98,408).



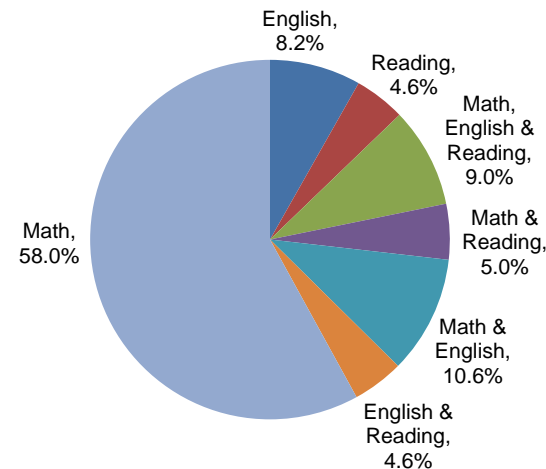
This represents a slight increase of 1,054 students since last year when there were 97,354 students enrolled in developmental courses. Over the most recent five-year period (2005-2009), the percent of students enrolled in at least one developmental course decreased 0.6 percent.



Nationwide, according to the National Postsecondary Student Aid Study, 23.2 percent of the students enrolled in two-year public institutions took at least one developmental course (fiscal year 2000).

Academic Area of Enrollment:

Academic Area of Developmental Coursework Fiscal Year 2009



Source: Annual Enrollment and Completion (A1)

Generally, community college students enrolled in developmental courses required assistance in only one academic area. Most of the time the area was Mathematics. In fiscal year 2009, nearly six out of every ten students participating in developmental coursework needed assistance in just Math (58.0 percent). Compared to last year, enrollments in developmental Math Only remained about the same (0.0 percent; +11). Since fiscal year 2005, there was a decrease of 2.5 percent among students exclusively taking developmental Math.

