

Illinois Community College System Transitions Report

Developmental/ Remedial Education

Developmental

Developmental Measures Summary			
Measure Name	Latest Results (FY 2007)	Percent Change 1 Year	Percent Change 5 Year
Rate of Developmental Credits Earned Versus Attempted (Percent Earned)	61.9%	-0.1%	-2.7%
Students Enrolled in at Least One Developmental Course (Base)	100,190	-2.3%	10.6%
Retained in Developmental (Year 2) Rate of Developmental Students	25.3%	-0.6	10.1%
Rate of Developmental Students Who Advanced to College Level	33.4%	0.1%	-10.5%
Not Returning – Rate Among Developmental Students	41.3%	-1.8%	0.4%
Retained or Advanced – Advancement to College Level Work for Developmental Students	57.5%	-1.0%	-1.6%

Selected Next Steps:

- Seek innovative solutions to decrease the need for developmental education among recent high school graduates.
- Collaborate with assessment experts and other community college representatives to explore establishing minimum cut scores for entry into college-level courses (e.g., math, communications/reading/writing, etc.).
- Move forward with the development of the new internet-based statewide Illinois Community College Board (ICCB) Career and Academic Readiness System (CARS) initiative.

Other student populations served through community colleges that are focused on in the report include:

- High School/Secondary
- Adult Education
- Career and Technical Education and
- General.

See the full report for more information:
<http://www.iccb.org/pdf/reports/TransitionsReport08.pdf>
 December 2008



Statewide Transitions Initiatives:

Career and Academic Readiness System (CARS) – Enhancing Opportunities for Online Foundational Academic Skills

The new internet-based statewide Illinois Community College Board (ICCB) Career and Academic Readiness System (CARS) initiative is being designed to enhance and extend existing developmental education course/content delivery opportunities.

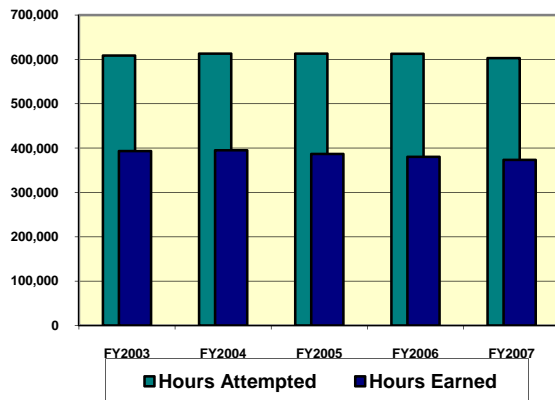
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Purpose of the Project

Community colleges are in a pivotal position to help individuals transition from secondary to postsecondary education, from pre-college to college level coursework, and from entry level employment into careers requiring higher level skills. With many jobs in the new economy that pay a living wage requiring at least some postsecondary education, community colleges will be relied upon to help the individual, state, and nation remain competitive. Community colleges provide access to educational opportunities and help individuals prepare themselves for additional education and entry or advancement in the workforce.

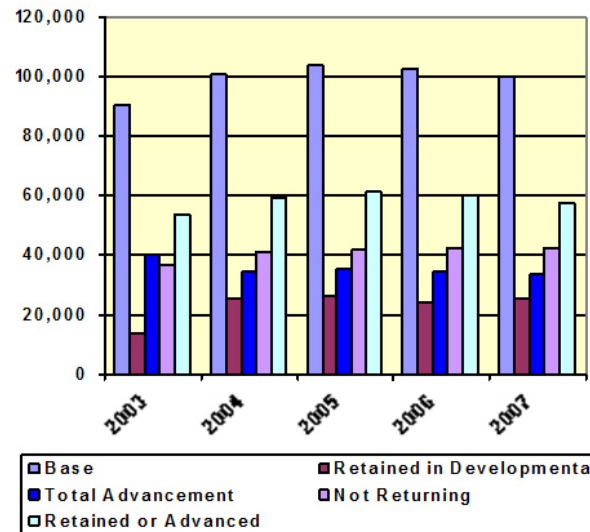


Illinois Community College System
Developmental Credits Earned Versus
Attempted
Fiscal year 2003 - 2007



SOURCE: Annual Student Enrollment and

Illinois Community College System
Advancement to College Level Work for
Students Taking Developmental Courses
FY 2003 - FY 2007



SOURCE: Annual Student Enrollment and Completion (A1) Data

Credits Earned Versus Attempted:

The latest counts show that 100,190 students took at least one developmental course which is down slightly from the prior year (-2.3 percent) and up substantially (10.6 percent) from five years ago.

During fiscal year 2007, students in community colleges earned almost two-thirds (61.9 percent, N = 373,566) of the developmental credits they attempted. This is comparable to fiscal year 2006 (62.0 percent, N = 380,150). Over the five-year period of 2003 to 2007, the percent of developmental credits earned declined each year from a high of 64.6 percent in 2003 to a low of 61.9 percent in 2007.

Advancement to College-Level Work:

One-third of the students – 33,459 individuals – advanced from developmental coursework to college-level instruction in fiscal year 2007. An additional one quarter of the students (N = 25,332) returned the subsequent year and continued to address their basic academic skill deficiencies. Nearly 58 percent (N = 57,622) of the students were either retained and/or advanced to college-level work. The percent of students not returning in fiscal year 2007 (41.3 percent) was down from the previous year (43.1 percent) and comparable to the three-year.

Statewide Transitions Initiatives:

Shifting Gears

Shifting Gears is a Joyce Foundation funded initiative to increase the number of current and aspiring workers transitioning from adult and developmental education into college level credit coursework. In Illinois, Shifting Gears currently supports bridge programming in three industries: Healthcare; Transportation, Distribution, Logistics (TDL); and Manufacturing. Eight pilot projects are being conducted at Illinois Community Colleges.



The approach integrates workforce and foundational academic skills course content. Blended courses are being used to enhance student's core math, science, and verbal and written communication skills and develop specific technical skills. Project goals include implementing and refining policies that help individuals move through education and training and identify best-practice models.