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Illinois Community College Board

February 15, 2023

Dear Members of the General Assembly,

The enclosed report provides a status update on developmental education reforms 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 as part of Illinois Senate Joint Resolution 41.

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 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. Colleges have developed and supported new models to deliver developmental education more successfully over time. When paired with wrap-around services, students see an even greater success in developmental education courses.

Sincerely,

Brian Durham, Ed.D.
Executive Director



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

**STATUS OF DEVELOPMENTAL EDUCATION
REFORM IN THE
ILLINOIS COMMUNITY COLLEGE SYSTEM
FISCAL YEAR 2023**

February 15, 2023

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

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INTRODUCTION

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 reforms for Illinois community college, 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:

- Illinois community colleges have continued to shift how they deliver developmental education courses since work within Illinois Senate Joint Resolution 41 concluded on December 31, 2020. The number of colleges that utilize only traditional developmental education models has decreased while the number of colleges who use another model of delivery has become more prevalent, particularly the use of the co-requisite model.
- 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.
- The co-requisite model had a higher percentage of students earning 24 or more credit hours in the first academic year as compared to the traditional model in both Mathematics and English Language Arts subject areas.

- When analyzing Fall-to-Fall retention, average hours earned in the second academic year of enrollment and completion rate, the performance across developmental education models is very similar. Additional longitudinal analysis of student cohorts from Fall 2020 and 2021 will occur at ICCB into academic years (2022-23) and (2023-24) for more conclusive results in the next iteration of the report (Fiscal Year 2025). However, preliminary results are showing that additional and increased student supports should be paired with innovative developmental education models to increase persistence, retention, and eventual program completion.
- 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.
- 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. Nearly all colleges shifted to online delivery of English and Mathematics courses at different times during COVID-19. ICCB will continue to monitor the pandemic influence on developmental education reform as well as impact on student outcomes.

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.

DEVELOPMENTAL EDUCATION DEFINITION AND RECENT ILLINOIS LEGISLATIVE BACKGROUND

DEFINITION OF DEVELOPMENTAL EDUCATION AND DEVELOPMENTAL EDUCATION MODELS

Developmental education at Illinois community colleges is an approach to education that focuses on helping students achieve their full potential, through accessible pathways to college completion. Through developmental education, colleges can support both academic and personal growth of under-prepared students through instruction, counseling, advising, and tutoring.

"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.

"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.

Developmental education models are defined as follows:

- 1) **Traditional** developmental instruction places a student into a course level and the student completes the course sequence that leads to the course required for their respective degree. Courses are typically a semester long each.
- 2) **Co-requisite** developmental instruction or tutoring supplements credit instruction while a student is concurrently enrolled in a credit-bearing course. For example, a student would be enrolled in a credit-bearing course and take a related lab/course to supplement their learning.
- 3) **Compressed** developmental instruction accelerates student progression from developmental instruction to college-level coursework by reducing the length of the course. Course delivery is more intense, and courses are offered in a variety of shortened timeframes to allow students to progress quickly. For example, a course that was originally scheduled to meet once a week for 16 weeks could meet twice a week for 8 weeks.
- 4) **Modularized** developmental instruction is customized and targeted to address specific skills gaps through courses that are technology-based and self-paced. Course material is divided into sub-unit parts and allows students to master targeted skill area deficiencies. For example, one three-credit course could be converted into three one-credit courses, each targeting a different set of concepts to master.

- 5) **Emporium** developmental instruction eliminates all lectures and replaces them with a learning resource center model featuring interactive software and on-demand personalized assistance, including interactive tutorials, practice exercises, solutions to frequently asked questions, and online quizzes and tests. Students choose what types of learning materials to use depending on their needs, and how quickly to work through the materials.
- 6) **Contextualized** developmental instruction is content related to a student's program of study or meta-majors. For example, if a student were studying business or education, their writing prompts and or math would be related to those areas.

Additional developmental education models being tracked by ICCB but not yet offered at Illinois community colleges include:

- 7) **Stretch** developmental instruction is where students complete the college-credit-bearing course over two semesters instead of one because of the educational assumption that some students need more time and guidance based on their previous academic backgrounds and experiences. It is typically used in writing.
- 8) **Studio** developmental instruction involves students who would have normally been placed in the traditional developmental education course taking a credit-bearing gateway course. The sub-set of students in the credit-bearing course requiring developmental education is provided with additional supports in a lab-like setting. The supports usually come in the form of ad hoc interventions from the same instructor, a different instructor, or an academic support professional. It is typically used in writing.

This report builds on considerable previous work conducted under Illinois Senate Joint Resolution 41 and the Developmental Education Reform Act (110 ILCS 175/100.)

SENATE JOINT RESOLUTION 41

In 2019, the Senate of the General Assembly of the State of Illinois passed a Senate Joint Resolution (SJR) 41 that called for ICCB and IBHE to establish the SJR 41 Advisory Council for Developmental Education. This Council, in concert with ICCB and IBHE, was charged with 1) providing a benchmarking (inventory) report to the General Assembly on or before April 1, 2020, 2) a detailed report for scaling up developmental education reforms on or before July 1, 2020, and 3) a final report including an update on the implementation of reforms and outcomes for developmental education models. The completed reports are as follows:

- March 31, 2020. SJR 41 report titled [*Inventory of Developmental Education in Public Community Colleges and Universities in Illinois*](#), and
- June 30, 2020. SJR 41 report titled [*Scaling Developmental Education Reform in Illinois: A Report of the Senate Joint Resolution 41 Advisory Council*](#), and
- December 31, 2020. SJR 41 report titled [*Final Report: Update on Implementation of Developmental Education Models in Public Community Colleges and Universities in Illinois*](#).

DEVELOPMENTAL EDUCATION REFORM ACT

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 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.
- Requires that beginning no later than December 1, 2021, IBHE 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.
- Requires that on or before May 1, 2022, each public university submit to IBHE and each public community college submit to ICCB 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.
- Requires that on or before February 15, 2023, and every 2 years thereafter, IBHE and ICCB collect data and report to the General Assembly and the public the status of developmental education reforms at institutions.
- Requires that on or before February 15, 2024, and every 2 years thereafter, IBHE and ICCB, in consultation with institutions of higher education and other stakeholders, 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.

STATUS OF DEVELOPMENTAL EDUCATION REFORMS

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.

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.

DEVELOPMENTAL EDUCATION ENROLLMENT BY MODEL

The data provided in Tables 1-4, 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 1 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 1
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 2 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 2
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 3 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 3
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 4 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 4
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

DEVELOPMENTAL EDUCATION STUDENT OUTCOMES BY MODEL

The data provided in Tables 5-16, 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 5-16 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 5** 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 5

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
Traditional	3,419	443	12.96%	957	27.99%	280	8.19%
Co-Requisite	688	388	56.40%	421	61.19%	96	13.95%
Compressed	76	14	18.42%	30	39.47%	14	18.42%
Modularized	44	0	0.00%	DS	DS	8	18.18%
Emporium	333	41	12.31%	86	25.83%	36	10.81%
Other	89	12	13.48%	28	31.46%	9	10.11%
Total	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 6 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 6

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
Traditional	3,419	15.76	767	22.43%	2,092	61.19%	11.43
Co-Requisite	688	19.16	238	34.59%	432	62.79%	12.31
Compressed	76	18.78	25	32.89%	50	65.79%	13.66
Modularized	44	28.36	27	61.36%	27	61.36%	25.11
Emporium	333	16.82	73	21.92%	220	66.07%	12.70
Other	89	7.67	DS	DS	51	57.30%	11.52
Total	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 7 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 7
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
Traditional	3,685	466	12.65%
Co-Requisite	643	382	59.41%
Compressed	110	17	15.45%
Modularized	27	0	0.00%
Emporium	235	9	3.83%
Other	66	6	9.09%
Total	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 8 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 8
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
Traditional	3,685	15.94	848	23.01%	2,320	62.96%
Co-Requisite	643	17.76	189	29.39%	402	62.52%
Compressed	110	14.01	16	14.55%	67	60.91%
Modularized	27	23.67	14	51.85%	15	55.56%
Emporium	235	17.36	46	19.57%	172	73.19%
Other	66	11.57	13	19.70%	31	46.97%
Total	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 9** 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 9

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
Traditional	1,878	480	25.56%	751	39.99%	111	5.91%
Co-Requisite	1,691	1,112	65.76%	1,187	70.20%	139	8.22%
Compressed	10	DS	DS	DS	DS	0	0.00%
Other	13	7	53.85%	7	53.85%	DS	DS
Total	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 10 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 10

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
Traditional	1,878	12.58	256	13.63%	1,042	55.48%	9.38
Co-Requisite	1,691	16.80	382	22.59%	1,044	61.74%	11.58
Compressed	10	10.20	0	0.00%	DS	DS	11.40
Other	13	0.92	0	0.00%	7	53.85%	14.38
Total	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 11 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 11

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
Traditional	1,100	405	36.82%
Co-Requisite	269	133	49.44%
Compressed	26	10	38.46%
Modularized	14	8	57.14%
Emporium	93	39	41.94%
Other	29	14	48.28%
Total	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 12 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 12

Illinois Community College Persistence and Retention for Fall 2021 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
Traditional	1,100	11.31	102	9.27%	616	56.00%
Co-Requisite	269	13.59	30	11.15%	159	59.11%
Compressed	26	13.92	DS	DS	15	57.69%
Modularized	14	25.93	9	64.29%	8	57.14%
Emporium	93	13.99	DS	DS	64	68.82%
Other	29	5.93	DS	DS	15	51.72%
Total	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

DEVELOPMENTAL EDUCATION STUDENT OUTCOMES BY RACE/ETHNICITY AND PELL STATUS

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 13** 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 13

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 14 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 14
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 15 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 15
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 16 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 16

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
Average Hours in Year One	17.45	16.38	13.17	12.16
% Earning 24+ Credit Hours in Year One	25.67%	20.57%	15.40%	12.34%
% Retained Fall-to-Fall	65.22%	59.45%	58.84%	53.04%
% Passing English Language Arts Gateway Course with C or Higher in Year One	68.06%	64.25%	28.41%	23.48%
% Passing English Language Arts Gateway Course with C in or Higher in Either Year One or Two	71.79%	69.15%	43.18%	37.66%
% Completions in either Year One or Two	8.51%	8.03%	5.81%	5.99%
Average Hours in Year Two	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

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

APPENDIX B

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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Illinois Community College Board

Table A-1

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

College District #	College Name	Not in Dev Ed		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 Enrolled in Dev Ed Model		Total Students
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
50301	Black Hawk	5,329	305	66.3%	62	13.5%	93	20.2%	0	0.0%	0	0.0%	0	0.0%	460	7.9%	5,789	
51801	Carl Sandburg	2,143	123	93.2%	9	6.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	132	5.8%	2,275	
50802	CCC Harold Washington	7,618	595	94.4%	26	4.1%	0	0.0%	0	0.0%	0	0.0%	9	1.4%	630	7.6%	8,248	
50804	CCC Harry S Truman	7,630	190	68.3%	84	30.2%	0	0.0%	0	0.0%	0	0.0%	4	1.4%	278	3.5%	7,908	
50801	CCC Kennedy-King	2,763	83	58.9%	57	40.4%	0	0.0%	0	0.0%	0	0.0%	1	0.7%	141	4.9%	2,904	
50803	CCC Malcolm X	8,700	552	61.3%	342	38.0%	0	0.0%	0	0.0%	0	0.0%	7	0.8%	901	9.4%	9,601	
50805	CCC Olive-Harvey	2,912	86	52.8%	77	47.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	163	5.3%	3,075	
50806	CCC Richard J. Daley	7,142	300	78.1%	82	21.4%	0	0.0%	0	0.0%	0	0.0%	2	0.5%	384	5.1%	7,526	
50807	CCC Wilbur Wright	10,988	294	63.8%	103	22.3%	0	0.0%	0	0.0%	0	0.0%	64	13.9%	461	4.0%	11,449	
50201	College of DuPage	34,051	1,608	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,608	4.5%	35,659	
53201	College of Lake County	19,067	889	89.9%	0	0.0%	0	0.0%	100	10.1%	0	0.0%	0	0.0%	989	4.9%	20,056	
50701	Danville Area	2,943	253	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	253	7.9%	3,196	
50901	Elgin	11,269	1,203	93.3%	0	0.0%	87	6.7%	0	0.0%	0	0.0%	0	0.0%	1,290	10.3%	12,559	
51201	Harper	20,364	577	57.4%	429	42.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,006	4.7%	21,370	
54001	Heartland	6,531	823	94.5%	48	5.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	871	11.8%	7,402	
51901	Highland	2,526	228	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	228	8.3%	2,754	
52904	IIECC Frontier	13,468	8	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8	0.1%	13,476	
52901	IIECC Lincoln Trail	752	40	97.6%	0	0.0%	1	2.4%	0	0.0%	0	0.0%	0	0.0%	41	5.2%	793	
52902	IIECC Olney Central	1,437	2	40.0%	0	0.0%	3	60.0%	0	0.0%	0	0.0%	0	0.0%	5	0.3%	1,442	
52903	IIECC Wabash Valley	1,527	0	0.0%	4	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	0.3%	1,531	
51401	Illinois Central	9,797	559	95.7%	25	4.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	584	5.6%	10,381	
51301	Illinois Valley	3,558	97	48.7%	102	51.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	199	5.3%	3,757	
53001	John A. Logan	6,142	264	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	264	4.1%	6,406	
53901	John Wood	2,355	134	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	134	5.4%	2,489	
52501	Joliet Junior	17,991	2,077	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,077	10.3%	20,068	
52001	Kankakee	3,454	200	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	200	5.5%	3,654	
50101	Kaskaskia	5,155	357	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	357	6.5%	5,512	
52301	Kishwaukee	3,201	299	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	299	8.5%	3,500	
51701	Lake Land	8,324	209	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	209	2.4%	8,533	
53601	Lewis and Clark	4,989	325	72.7%	122	27.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	447	8.2%	5,436	
52601	Lincoln Land	8,215	0	0.0%	0	0.0%	280	100.0%	0	0.0%	0	0.0%	0	0.0%	280	3.3%	8,495	
52801	McHenry County	12,160	394	54.8%	281	39.1%	44	6.1%	0	0.0%	0	0.0%	0	0.0%	719	5.6%	12,879	
52401	Moraine Valley	16,011	1,398	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,398	8.0%	17,409	
52701	Morton	5,018	141	35.6%	255	64.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	396	7.3%	5,414	
53501	Oakton	12,875	11	1.2%	0	0.0%	0	0.0%	0	0.0%	934	98.8%	0	0.0%	945	6.8%	13,820	
50501	Parkland	7,676	857	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	857	10.0%	8,533	
51501	Prairie State	5,085	361	90.9%	36	9.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	397	7.2%	5,482	
52101	Rend Lake	3,120	43	27.0%	24	15.1%	0	0.0%	0	0.0%	92	57.9%	0	0.0%	159	4.8%	3,279	
53701	Richland	3,296	192	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	192	5.5%	3,488	
51101	Rock Valley	8,845	330	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	330	3.6%	9,175	
50601	Sauk Valley	2,235	136	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	136	5.7%	2,371	
53101	Shawnee	2,588	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	153	100.0%	153	5.6%	2,741	
51001	South Suburban	6,971	473	70.9%	0	0.0%	194	29.1%	0	0.0%	0	0.0%	0	0.0%	667	8.7%	7,638	
53301	Southeastern Illinois	2,369	95	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	95	3.9%	2,464	
52201	Southwestern Illinois	13,610	785	90.9%	0	0.0%	79	9.1%	0	0.0%	0	0.0%	0	0.0%	864	6.0%	14,474	
53401	Spoon River	1,528	28	22.2%	0	0.0%	0	0.0%	98	77.8%	0	0.0%	0	0.0%	126	7.6%	1,654	
50401	Triton	13,990	743	60.5%	182	14.8%	0	0.0%	0	0.0%	303	24.7%	0	0.0%	1,228	8.1%	15,218	
51601	Waubensee	12,404	1,082	85.1%	48	3.8%	141	11.1%	0	0.0%	0	0.0%	0	0.0%	1,271	9.3%	13,675	
Total		372,122	19,749	79.5%	2,398	9.7%	922	3.7%	198	0.8%	1,329	5.4%	240	1.0%	24,836	6.3%	396,958	

Data Source: ICCB Centralized Data System

Illinois Community College Board

Table A-2

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

College District #	College Name	Not in Dev Ed		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 Enrolled in Dev Ed Model		Total Students	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
50301	Black Hawk	5,761	2	7.1%	9	32.1%	17	60.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	28	0.5%	5,789
51801	Carl Sandburg	2,275	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,275
50802	CCC Harold Washington	8,244	2	50.0%	1	25.0%	0	0.0%	0	0.0%	0	0.0%	1	25.0%	4	0.0%	4	0.0%	8,248
50804	CCC Harry S Truman	7,904	3	75.0%	1	25.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	0.1%	4	0.1%	7,908
50801	CCC Kennedy-King	2,900	4	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	0.1%	4	0.1%	2,904
50803	CCC Malcolm X	9,571	26	86.7%	3	10.0%	0	0.0%	0	0.0%	0	0.0%	1	3.3%	30	0.3%	30	0.3%	9,601
50805	CCC Olive-Harvey	3,068	7	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	7	0.2%	7	0.2%	3,075
50806	CCC Richard J. Daley	7,513	13	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	13	0.2%	13	0.2%	7,526
50807	CCC Wilbur Wright	11,437	5	41.7%	1	8.3%	0	0.0%	0	0.0%	0	0.0%	6	50.0%	12	0.1%	12	0.1%	11,449
50201	College of DuPage	35,659	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	35,659
53201	College of Lake County	20,018	3	7.9%	0	0.0%	0	0.0%	35	92.1%	0	0.0%	0	0.0%	38	0.2%	38	0.2%	20,056
50701	Danville Area	3,196	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,196
50901	Elgin	12,188	358	96.5%	0	0.0%	13	3.5%	0	0.0%	0	0.0%	0	0.0%	371	3.0%	371	3.0%	12,559
51201	Harper	21,289	80	98.8%	1	1.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	81	0.4%	81	0.4%	21,370
54001	Heartland	7,395	7	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	7	0.1%	7	0.1%	7,402
51901	Highland	2,754	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,754
52904	IECC Frontier	13,476	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	13,476
52901	IECC Lincoln Trail	787	6	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	0.8%	6	0.8%	793
52902	IECC Olney Central	1,441	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	1	0.1%	1	0.1%	1,442
52903	IECC Wabash Valley	1,531	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,531
51401	Illinois Central	10,380	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.0%	1	0.0%	10,381
51301	Illinois Valley	3,756	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.0%	1	0.0%	3,757
53001	John A. Logan	6,319	0	0.0%	87	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	87	1.4%	87	1.4%	6,406
53901	John Wood	2,489	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,489
52501	Joliet Junior	20,068	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	20,068
52001	Kankakee	3,654	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,654
50101	Kaskaskia	5,511	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	1	0.0%	1	0.0%	5,512
52301	Kishwaukee	3,500	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,500
51701	Lake Land	8,533	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8,533
53601	Lewis and Clark	5,423	13	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	13	0.2%	13	0.2%	5,436
52601	Lincoln Land	8,495	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8,495
52801	McHenry County	12,794	37	43.5%	16	18.8%	32	37.6%	0	0.0%	0	0.0%	0	0.0%	85	0.7%	85	0.7%	12,879
52401	Moraine Valley	17,409	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	17,409
52701	Morton	5,403	10	90.9%	1	9.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	11	0.2%	11	0.2%	5,414
53501	Oakton	13,820	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	13,820
50501	Parkland	8,533	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8,533
51501	Prairie State	5,461	17	81.0%	4	19.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	21	0.4%	21	0.4%	5,482
52101	Rend Lake	3,279	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,279
53701	Richland	3,488	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,488
51101	Rock Valley	9,175	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	9,175
50601	Sauk Valley	2,371	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,371
53101	Shawnee	2,741	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,741
51001	South Suburban	7,588	17	34.0%	0	0.0%	33	66.0%	0	0.0%	0	0.0%	0	0.0%	50	0.7%	50	0.7%	7,638
53301	Southeastern Illinois	2,464	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,464
52201	Southwestern Illinois	14,444	7	23.3%	0	0.0%	22	73.3%	0	0.0%	0	0.0%	1	3.3%	30	0.2%	30	0.2%	14,474
53401	Spoon River	1,639	15	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	15	0.9%	15	0.9%	1,654
50401	Triton	15,172	8	17.4%	2	4.3%	0	0.0%	0	0.0%	36	78.3%	0	0.0%	46	0.3%	46	0.3%	15,218
51601	Waubensee	13,556	0	0.0%	30	25.2%	89	74.8%	0	0.0%	0	0.0%	0	0.0%	119	0.9%	119	0.9%	13,675
Total		395,872	641	59.0%	157	14.5%	208	19.2%	35	3.2%	36	3.3%	9	0.8%	1,086	0.3%	1,086	0.3%	396,958

Data Source: ICCB Centralized Data System

Illinois Community College Board

Table A-3

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

College District #	College Name	Not in Dev Ed		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 Enrolled in Dev Ed Model		Total Students
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
50301	Black Hawk	5,622	308	65.3%	86	18.2%	78	16.5%	0	0.0%	0	0.0%	0	0.0%	472	7.7%	6,094	
51801	Carl Sandburg	2,276	148	88.6%	19	11.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	167	6.8%	2,443	
50802	CCC Harold Washington	8,782	694	94.2%	30	4.1%	0	0.0%	0	0.0%	0	0.0%	13	1.8%	737	7.7%	9,519	
50804	CCC Harry S Truman	7,781	224	68.1%	95	28.9%	0	0.0%	0	0.0%	0	0.0%	10	3.0%	329	4.1%	8,110	
50801	CCC Kennedy-King	2,691	120	68.6%	49	28.0%	0	0.0%	0	0.0%	0	0.0%	6	3.4%	175	6.1%	2,866	
50803	CCC Malcolm X	9,388	691	66.2%	336	32.2%	0	0.0%	0	0.0%	0	0.0%	17	1.6%	1,044	10.0%	10,432	
50805	CCC Olive-Harvey	2,895	106	61.3%	65	37.6%	0	0.0%	0	0.0%	0	0.0%	2	1.2%	173	5.6%	3,068	
50806	CCC Richard J. Daley	7,936	340	80.0%	76	17.9%	0	0.0%	0	0.0%	0	0.0%	9	2.1%	425	5.1%	8,361	
50807	CCC Wilbur Wright	11,345	271	50.2%	125	23.1%	0	0.0%	0	0.0%	0	0.0%	144	26.7%	540	4.5%	11,885	
50201	College of DuPage	34,481	1,764	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,764	4.9%	36,245	
53201	College of Lake County	18,961	1,128	88.7%	1	0.1%	0	0.0%	143	11.2%	0	0.0%	0	0.0%	1,272	6.3%	20,233	
50701	Danville Area	3,796	278	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	278	6.8%	4,074	
50901	Elgin	10,370	1,327	93.6%	11	0.8%	80	5.6%	0	0.0%	0	0.0%	0	0.0%	1,418	12.0%	11,788	
51201	Harper	21,397	691	56.4%	535	43.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,226	5.4%	22,623	
54001	Heartland	6,775	186	22.0%	42	5.0%	0	0.0%	0	0.0%	618	73.0%	0	0.0%	846	11.1%	7,621	
51901	Highland	2,288	270	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	270	10.6%	2,558	
52904	IECC Frontier	3,238	19	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	19	0.6%	3,257	
52901	IECC Lincoln Trail	886	18	38.3%	0	0.0%	22	46.8%	0	0.0%	7	14.9%	0	0.0%	47	5.0%	933	
52902	IECC Olney Central	1,353	1	8.3%	0	0.0%	2	16.7%	0	0.0%	9	75.0%	0	0.0%	12	0.9%	1,365	
52903	IECC Wabash Valley	9,273	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	0.0%	9,274	
51401	Illinois Central	10,476	605	92.2%	51	7.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	656	5.9%	11,132	
51301	Illinois Valley	3,653	104	87.4%	15	12.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	119	3.2%	3,772	
53001	John A. Logan	6,687	225	78.1%	63	21.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	288	4.1%	6,975	
53901	John Wood	2,593	131	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	131	4.8%	2,724	
52501	Joliet Junior	18,582	2,163	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,163	10.4%	20,745	
52001	Kankakee	3,487	304	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	304	8.0%	3,791	
50101	Kaskaskia	4,496	325	99.7%	0	0.0%	1	0.3%	0	0.0%	0	0.0%	0	0.0%	326	6.8%	4,822	
52301	Kishwaukee	3,462	380	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	380	9.9%	3,842	
51701	Lake Land	11,910	265	58.0%	192	42.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	457	3.7%	12,367	
53601	Lewis and Clark	6,004	313	67.0%	154	33.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	467	7.2%	6,471	
52601	Lincoln Land	8,350	320	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	320	3.7%	8,670	
52801	McHenry County	10,476	1,000	71.1%	319	22.7%	88	6.3%	0	0.0%	0	0.0%	0	0.0%	1,407	11.8%	11,883	
52401	Moraine Valley	15,915	1,778	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,778	10.0%	17,693	
52701	Morton	4,857	202	38.1%	328	61.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	530	9.8%	5,387	
53501	Oakton	14,019	0	0.0%	0	0.0%	0	0.0%	0	0.0%	941	100.0%	0	0.0%	941	6.3%	14,960	
50501	Parkland	8,423	710	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	710	7.8%	9,133	
51501	Prairie State	5,239	375	83.3%	75	16.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	450	7.9%	5,689	
52101	Rend Lake	2,961	120	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	120	3.9%	3,081	
53701	Richland	3,253	246	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	246	7.0%	3,499	
51101	Rock Valley	7,912	639	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	639	7.5%	8,551	
50601	Sauk Valley	2,140	150	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	150	6.6%	2,290	
53101	Shawnee	2,499	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	164	100.0%	164	6.2%	2,663	
51001	South Suburban	6,457	753	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	753	10.4%	7,210	
53301	Southeastern Illinois	2,110	86	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	86	3.9%	2,196	
52201	Southwestern Illinois	12,279	965	94.6%	0	0.0%	55	5.4%	0	0.0%	0	0.0%	0	0.0%	1,020	7.7%	13,299	
53401	Spoon River	1,558	18	14.3%	0	0.0%	0	0.0%	108	85.7%	0	0.0%	0	0.0%	126	7.5%	1,684	
50401	Triton	13,342	820	59.8%	178	13.0%	0	0.0%	0	0.0%	374	27.3%	0	0.0%	1,372	9.3%	14,714	
51601	Waubensee	12,180	1,049	82.5%	37	2.9%	186	14.6%	0	0.0%	0	0.0%	0	0.0%	1,272	9.5%	13,452	
Total		376,854	22,630	79.2%	2,882	10.1%	512	1.8%	251	0.9%	1,950	6.8%	365	1.3%	28,590	7.1%	405,444	

Data Source: ICCB Centralized Data System

Illinois Community College Board

Table A-4

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

College District #	College Name	Not in Dev Ed		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 Enrolled in Dev Ed Model		Total Students
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
50301	Black Hawk	6,061		11	33.3%	1	3.0%	21	63.6%	0	0.0%	0	0.0%	0	0.0%	33	0.5%	6,094
51801	Carl Sandburg	2,443		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,443
50802	CCC Harold Washington	9,510		6	66.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	33.3%	9	0.1%	9,519
50804	CCC Harry S Truman	8,101		4	44.4%	1	11.1%	0	0.0%	0	0.0%	0	0.0%	4	44.4%	9	0.1%	8,110
50801	CCC Kennedy-King	2,862		3	75.0%	1	25.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	0.1%	2,866
50803	CCC Malcolm X	10,391		37	90.2%	4	9.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	41	0.4%	10,432
50805	CCC Olive-Harvey	3,063		5	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	0.2%	3,068
50806	CCC Richard J. Daley	8,343		17	94.4%	1	5.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	18	0.2%	8,361
50807	CCC Wilbur Wright	11,856		8	27.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	21	72.4%	29	0.2%	11,885
50201	College of DuPage	36,245		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	36,245
53201	College of Lake County	20,141		52	56.5%	0	0.0%	0	0.0%	40	43.5%	0	0.0%	0	0.0%	92	0.5%	20,233
50701	Danville Area	4,074		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4,074
50901	Elgin	11,415		362	97.1%	0	0.0%	11	2.9%	0	0.0%	0	0.0%	0	0.0%	373	3.2%	11,788
51201	Harper	22,522		99	98.0%	2	2.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	101	0.4%	22,623
54001	Heartland	7,567		3	5.6%	1	1.9%	0	0.0%	0	0.0%	50	92.6%	0	0.0%	54	0.7%	7,621
51901	Highland	2,558		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,558
52904	IECC Frontier	3,257		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,257
52901	IECC Lincoln Trail	932		1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.1%	933
52902	IECC Olney Central	1,363		0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	100.0%	0	0.0%	2	0.1%	1,365
52903	IECC Wabash Valley	9,274		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	9,274
51401	Illinois Central	11,130		2	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.0%	11,132
51301	Illinois Valley	3,771		0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.0%	3,772
53001	John A. Logan	6,969		6	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	0.1%	6,975
53901	John Wood	2,724		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,724
52501	Joliet Junior	20,745		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	20,745
52001	Kankakee	3,791		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,791
50101	Kaskaskia	4,818		0	0.0%	0	0.0%	4	100.0%	0	0.0%	0	0.0%	0	0.0%	4	0.1%	4,822
52301	Kishwaukee	3,842		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,842
51701	Lake Land	12,367		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	12,367
53601	Lewis and Clark	6,458		13	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	13	0.2%	6,471
52601	Lincoln Land	8,670		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8,670
52801	McHenry County	11,789		43	45.7%	9	9.6%	42	44.7%	0	0.0%	0	0.0%	0	0.0%	94	0.8%	11,883
52401	Moraine Valley	17,693		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	17,693
52701	Morton	5,354		33	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	33	0.6%	5,387
53501	Oakton	14,960		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	14,960
50501	Parkland	9,133		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	9,133
51501	Prairie State	5,672		16	94.1%	1	5.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	17	0.3%	5,689
52101	Rend Lake	3,081		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,081
53701	Richland	3,499		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,499
51101	Rock Valley	8,551		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8,551
50601	Sauk Valley	2,290		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,290
53101	Shawnee	2,663		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,663
51001	South Suburban	7,210		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	7,210
53301	Southeastern Illinois	2,196		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,196
52201	Southwestern Illinois	13,285		3	21.4%	0	0.0%	11	78.6%	0	0.0%	0	0.0%	0	0.0%	14	0.1%	13,299
53401	Spoon River	1,674		10	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	10	0.6%	1,684
50401	Triton	14,664		18	36.0%	1	2.0%	0	0.0%	0	0.0%	31	62.0%	0	0.0%	50	0.3%	14,714
51601	Waubensee	13,452		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	13,452
Total		404,429		752	74.1%	23	2.3%	89	8.8%	40	3.9%	83	8.2%	28	2.8%	1,015	0.3%	405,444

Data Source: ICCB Centralized Data System

Illinois Community College Board

Table A-5

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

College District #	College Name	Not in Dev Ed		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 Enrolled in Dev Ed Model		Total Students
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
50301	Black Hawk	5,618		158	92.4%	0	0.0%	13	7.6%	0	0.0%	0	0.0%	0	0.0%	171	3.0%	5,789
51801	Carl Sandburg	2,213		46	74.2%	16	25.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	62	2.7%	2,275
50802	CCC Harold Washington	7,343		353	39.0%	552	61.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	905	11.0%	8,248
50804	CCC Harry S Truman	7,324		334	57.2%	250	42.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	584	7.4%	7,908
50801	CCC Kennedy-King	2,630		150	54.7%	124	45.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	274	9.4%	2,904
50803	CCC Malcolm X	8,609		334	33.7%	658	66.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	992	10.3%	9,601
50805	CCC Olive-Harvey	2,855		99	45.0%	121	55.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	220	7.2%	3,075
50806	CCC Richard J. Daley	7,064		224	48.5%	238	51.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	462	6.1%	7,526
50807	CCC Wilbur Wright	10,601		435	51.3%	413	48.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	848	7.4%	11,449
50201	College of DuPage	34,958		586	83.6%	115	16.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	701	2.0%	35,659
53201	College of Lake County	19,051		272	27.1%	733	72.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,005	5.0%	20,056
50701	Danville Area	3,161		35	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	35	1.1%	3,196
50901	Elgin	12,035		126	24.0%	183	34.9%	215	41.0%	0	0.0%	0	0.0%	0	0.0%	524	4.2%	12,559
51201	Harper	20,708		428	64.7%	234	35.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	662	3.1%	21,370
54001	Heartland	7,339		0	0.0%	63	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	63	0.9%	7,402
51901	Highland	2,649		85	81.0%	20	19.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	105	3.8%	2,754
52904	IECC Frontier	13,449		24	88.9%	1	3.7%	2	7.4%	0	0.0%	0	0.0%	0	0.0%	27	0.2%	13,476
52901	IECC Lincoln Trail	764		13	44.8%	15	51.7%	1	3.4%	0	0.0%	0	0.0%	0	0.0%	29	3.7%	793
52902	IECC Olney Central	1,434		2	25.0%	0	0.0%	6	75.0%	0	0.0%	0	0.0%	0	0.0%	8	0.6%	1,442
52903	IECC Wabash Valley	1,529		0	0.0%	2	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.1%	1,531
51401	Illinois Central	10,137		94	38.5%	150	61.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	244	2.4%	10,381
51301	Illinois Valley	3,592		98	59.4%	67	40.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	165	4.4%	3,757
53001	John A. Logan	6,365		25	61.0%	16	39.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	41	0.6%	6,406
53901	John Wood	2,368		121	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	121	4.9%	2,489
52501	Joliet Junior	19,343		725	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	725	3.6%	20,068
52001	Kankakee	3,654		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,654
50101	Kaskaskia	5,444		68	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	68	1.2%	5,512
52301	Kishwaukee	3,372		118	92.2%	10	7.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	128	3.7%	3,500
51701	Lake Land	8,213		320	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	320	3.8%	8,533
53601	Lewis and Clark	5,260		72	40.9%	104	59.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	176	3.2%	5,436
52601	Lincoln Land	8,215		2	0.7%	278	99.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	280	3.3%	8,495
52801	McHenry County	12,823		0	0.0%	56	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	56	0.4%	12,879
52401	Moraine Valley	16,248		935	80.5%	226	19.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,161	6.7%	17,409
52701	Morton	4,766		535	82.6%	113	17.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	648	12.0%	5,414
53501	Oakton	13,290		0	0.0%	530	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	530	3.8%	13,820
50501	Parkland	8,046		487	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	487	5.7%	8,533
51501	Prairie State	5,437		31	68.9%	14	31.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	45	0.8%	5,482
52101	Rend Lake	3,212		0	0.0%	67	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	67	2.0%	3,279
53701	Richland	3,399		81	91.0%	8	9.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	89	2.6%	3,488
51101	Rock Valley	9,096		79	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	79	0.9%	9,175
50601	Sauk Valley	2,271		100	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	100	4.2%	2,371
53101	Shawnee	2,652		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	89	100.0%	89	3.2%	2,741
51001	South Suburban	7,099		442	82.0%	0	0.0%	97	18.0%	0	0.0%	0	0.0%	0	0.0%	539	7.1%	7,638
53301	Southeastern Illinois	2,331		110	82.7%	23	17.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	133	5.4%	2,464
52201	Southwestern Illinois	14,226		209	84.3%	20	8.1%	19	7.7%	0	0.0%	0	0.0%	0	0.0%	248	1.7%	14,474
53401	Spoon River	1,594		10	16.7%	50	83.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	60	3.6%	1,654
50401	Triton	14,134		758	69.9%	326	30.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,084	7.1%	15,218
51601	Waubensee	12,889		510	64.9%	192	24.4%	84	10.7%	0	0.0%	0	0.0%	0	0.0%	786	5.7%	13,675
Total		380,810		9,634	59.7%	5,988	37.1%	437	2.7%	0	0.0%	0	0.0%	89	0.6%	16,148	4.1%	396,958

Data Source: ICCB Centralized Data System

Illinois Community College Board

Table A-6

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

College District #	College Name	Not in Dev Ed		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 Enrolled in Dev Ed Model		Total Students
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
50301	Black Hawk	5,766	3	13.0%	0	0.0%	20	87.0%	0	0.0%	0	0.0%	0	0.0%	23	0.4%	5,789	
51801	Carl Sandburg	2,262	0	0.0%	0	0.0%	13	100.0%	0	0.0%	0	0.0%	0	0.0%	13	0.6%	2,275	
50802	CCC Harold Washington	8,169	77	97.5%	2	2.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	79	1.0%	8,248	
50804	CCC Harry S Truman	7,855	53	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	53	0.7%	7,908	
50801	CCC Kennedy-King	2,888	16	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	16	0.6%	2,904	
50803	CCC Malcolm X	9,535	64	97.0%	2	3.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	66	0.7%	9,601	
50805	CCC Olive-Harvey	3,049	26	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	26	0.8%	3,075	
50806	CCC Richard J. Daley	7,498	27	96.4%	1	3.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	28	0.4%	7,526	
50807	CCC Wilbur Wright	11,382	65	97.0%	2	3.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	67	0.6%	11,449	
50201	College of DuPage	35,650	9	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	9	0.0%	35,659	
53201	College of Lake County	20,035	12	57.1%	9	42.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	21	0.1%	20,056	
50701	Danville Area	3,196	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,196	
50901	Elgin	12,433	41	32.5%	52	41.3%	33	26.2%	0	0.0%	0	0.0%	0	0.0%	126	1.0%	12,559	
51201	Harper	21,369	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.0%	21,370	
54001	Heartland	7,402	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	7,402	
51901	Highland	2,745	0	0.0%	9	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	9	0.3%	2,754	
52904	IECC Frontier	13,465	11	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	11	0.1%	13,476	
52901	IECC Lincoln Trail	792	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	1	0.1%	793	
52902	IECC Olney Central	1,442	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,442	
52903	IECC Wabash Valley	1,531	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,531	
51401	Illinois Central	10,363	18	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	18	0.2%	10,381	
51301	Illinois Valley	3,749	7	87.5%	1	12.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8	0.2%	3,757	
53001	John A. Logan	6,405	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.0%	6,406	
53901	John Wood	2,489	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,489	
52501	Joliet Junior	20,068	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	20,068	
52001	Kankakee	3,654	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,654	
50101	Kaskaskia	5,512	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5,512	
52301	Kishwaukee	3,500	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,500	
51701	Lake Land	8,533	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8,533	
53601	Lewis and Clark	5,434	2	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.0%	5,436	
52601	Lincoln Land	8,494	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.0%	8,495	
52801	McHenry County	12,879	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	12,879	
52401	Moraine Valley	17,382	27	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	27	0.2%	17,409	
52701	Morton	5,371	40	93.0%	3	7.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	43	0.8%	5,414	
53501	Oakton	13,820	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	13,820	
50501	Parkland	8,533	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8,533	
51501	Prairie State	5,470	8	66.7%	4	33.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	12	0.2%	5,482	
52101	Rend Lake	3,279	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,279	
53701	Richland	3,475	0	0.0%	13	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	13	0.4%	3,488	
51101	Rock Valley	9,175	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	9,175	
50601	Sauk Valley	2,371	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,371	
53101	Shawnee	2,741	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,741	
51001	South Suburban	7,582	19	33.9%	0	0.0%	37	66.1%	0	0.0%	0	0.0%	0	0.0%	56	0.7%	7,638	
53301	Southeastern Illinois	2,464	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,464	
52201	Southwestern Illinois	14,466	3	37.5%	1	12.5%	4	50.0%	0	0.0%	0	0.0%	0	0.0%	8	0.1%	14,474	
53401	Spoon River	1,654	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,654	
50401	Triton	15,205	13	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	13	0.1%	15,218	
51601	Waubensee	13,629	0	0.0%	2	4.3%	44	95.7%	0	0.0%	0	0.0%	0	0.0%	46	0.3%	13,675	
Total		396,161	544	68.3%	101	12.7%	152	19.1%	0	0.0%	0	0.0%	0	0.0%	797	0.2%	396,958	

Data Source: ICCB Centralized Data System

Illinois Community College Board

Table A-7

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

College District #	College Name	Not in Dev Ed		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 Enrolled in Dev Ed Model		Total Students
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
50301	Black Hawk	5,907		178	95.2%	0	0.0%	9	4.8%	0	0.0%	0	0.0%	0	0.0%	187	3.1%	6,094
51801	Carl Sandburg	2,377		66	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	66	2.7%	2,443
50802	CCC Harold Washington	8,493		362	35.3%	664	64.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,026	10.8%	9,519
50804	CCC Harry S Truman	7,463		346	53.5%	301	46.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	647	8.0%	8,110
50801	CCC Kennedy-King	2,615		117	46.6%	134	53.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	251	8.8%	2,866
50803	CCC Malcolm X	9,293		397	34.9%	742	65.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,139	10.9%	10,432
50805	CCC Olive-Harvey	2,840		103	45.2%	125	54.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	228	7.4%	3,068
50806	CCC Richard J. Daley	7,953		161	39.5%	247	60.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	408	4.9%	8,361
50807	CCC Wilbur Wright	10,961		533	57.7%	391	42.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	924	7.8%	11,885
50201	College of DuPage	35,513		629	85.9%	103	14.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	732	2.0%	36,245
53201	College of Lake County	19,354		254	28.9%	625	71.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	879	4.3%	20,233
50701	Danville Area	4,021		53	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	53	1.3%	4,074
50901	Elgin	11,363		110	25.9%	138	32.5%	177	41.6%	0	0.0%	0	0.0%	0	0.0%	425	3.6%	11,788
51201	Harper	22,023		404	67.3%	196	32.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	600	2.7%	22,623
54001	Heartland	7,566		4	7.3%	51	92.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	55	0.7%	7,621
51901	Highland	2,432		102	81.0%	24	19.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	126	4.9%	2,558
52904	IECC Frontier	3,238		2	10.5%	0	0.0%	0	0.0%	0	0.0%	17	89.5%	0	0.0%	19	0.6%	3,257
52901	IECC Lincoln Trail	927		2	33.3%	4	66.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	0.6%	933
52902	IECC Olney Central	1,365		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,365
52903	IECC Wabash Valley	9,272		0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	100.0%	0	0.0%	2	0.0%	9,274
51401	Illinois Central	10,831		109	36.2%	192	63.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	301	2.7%	11,132
51301	Illinois Valley	3,610		119	73.5%	43	26.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	162	4.3%	3,772
53001	John A. Logan	6,939		20	55.6%	16	44.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	36	0.5%	6,975
53901	John Wood	2,606		118	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	118	4.3%	2,724
52501	Joliet Junior	19,983		762	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	762	3.7%	20,745
52001	Kankakee	3,664		29	22.8%	98	77.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	127	3.4%	3,791
50101	Kaskaskia	4,745		77	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	77	1.6%	4,822
52301	Kishwaukee	3,709		101	75.9%	32	24.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	133	3.5%	3,842
51701	Lake Land	11,942		254	59.8%	171	40.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	425	3.4%	12,367
53601	Lewis and Clark	6,277		149	76.8%	45	23.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	194	3.0%	6,471
52601	Lincoln Land	8,409		24	9.2%	237	90.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	261	3.0%	8,670
52801	McHenry County	11,810		0	0.0%	73	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	73	0.6%	11,883
52401	Moraine Valley	16,507		908	76.6%	278	23.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,186	6.7%	17,693
52701	Morton	4,669		605	84.3%	113	15.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	718	13.3%	5,387
53501	Oakton	14,421		0	0.0%	539	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	539	3.6%	14,960
50501	Parkland	8,523		610	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	610	6.7%	9,133
51501	Prairie State	5,621		34	50.0%	34	50.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	68	1.2%	5,689
52101	Rend Lake	3,006		1	1.3%	74	98.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	75	2.4%	3,081
53701	Richland	3,389		93	84.5%	17	15.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	110	3.1%	3,499
51101	Rock Valley	8,396		155	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	155	1.8%	8,551
50601	Sauk Valley	2,196		94	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	94	4.1%	2,290
53101	Shawnee	2,567		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	96	100.0%	96	3.6%	2,663
51001	South Suburban	6,710		500	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	500	6.9%	7,210
53301	Southeastern Illinois	2,119		68	88.3%	9	11.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	77	3.5%	2,196
52201	Southwestern Illinois	13,050		215	86.3%	10	4.0%	17	6.8%	0	0.0%	0	0.0%	7	2.8%	249	1.9%	13,299
53401	Spoon River	1,628		15	26.8%	41	73.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	56	3.3%	1,684
50401	Triton	13,612		783	71.1%	319	28.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,102	7.5%	14,714
51601	Waubonsee	12,730		618	85.6%	0	0.0%	104	14.4%	0	0.0%	0	0.0%	0	0.0%	722	5.4%	13,452
Total		388,645		10,284	61.2%	6,086	36.2%	307	1.8%	0	0.0%	19	0.1%	103	0.6%	16,799	4.1%	405,444

Data Source: ICCB Centralized Data System

Illinois Community College Board

Table A-8

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

College District #	College Name	Not in Dev Ed		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 Enrolled in Dev Ed Model		Total Students
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
50301	Black Hawk	6,077	0	0.0%	0	0.0%	17	100.0%	0	0.0%	0	0.0%	0	0.0%	17	0.3%	6,094	
51801	Carl Sandburg	2,443	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,443	
50802	CCC Harold Washington	9,423	93	96.9%	3	3.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	96	1.0%	9,519	
50804	CCC Harry S Truman	8,053	57	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	57	0.7%	8,110	
50801	CCC Kennedy-King	2,849	16	94.1%	1	5.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	17	0.6%	2,866	
50803	CCC Malcolm X	10,373	57	96.6%	2	3.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	59	0.6%	10,432	
50805	CCC Olive-Harvey	3,049	18	94.7%	1	5.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	19	0.6%	3,068	
50806	CCC Richard J. Daley	8,335	26	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	26	0.3%	8,361	
50807	CCC Wilbur Wright	11,808	75	97.4%	2	2.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	77	0.6%	11,885	
50201	College of DuPage	36,236	9	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	9	0.0%	36,245	
53201	College of Lake County	20,181	50	96.2%	2	3.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	52	0.3%	20,233	
50701	Danville Area	4,074	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4,074	
50901	Elgin	11,711	32	41.6%	25	32.5%	20	26.0%	0	0.0%	0	0.0%	0	0.0%	77	0.7%	11,788	
51201	Harper	22,623	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	22,623	
54001	Heartland	7,621	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	7,621	
51901	Highland	2,552	0	0.0%	6	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	0.2%	2,558	
52904	IECC Frontier	3,257	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,257	
52901	IECC Lincoln Trail	933	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	933	
52902	IECC Olney Central	1,365	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,365	
52903	IECC Wabash Valley	9,274	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	9,274	
51401	Illinois Central	11,117	13	86.7%	2	13.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	15	0.1%	11,132	
51301	Illinois Valley	3,770	2	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.1%	3,772	
53001	John A. Logan	6,975	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6,975	
53901	John Wood	2,724	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,724	
52501	Joliet Junior	20,745	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	20,745	
52001	Kankakee	3,789	0	0.0%	2	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.1%	3,791	
50101	Kaskaskia	4,822	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4,822	
52301	Kishwaukee	3,842	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,842	
51701	Lake Land	12,367	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	12,367	
53601	Lewis and Clark	6,459	12	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	12	0.2%	6,471	
52601	Lincoln Land	8,664	4	66.7%	2	33.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	0.1%	8,670	
52801	McHenry County	11,883	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	11,883	
52401	Moraine Valley	17,666	27	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	27	0.2%	17,693	
52701	Morton	5,352	35	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	35	0.6%	5,387	
53501	Oakton	14,846	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	114	100.0%	114	0.8%	14,960	
50501	Parkland	9,133	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	9,133	
51501	Prairie State	5,674	6	40.0%	9	60.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	15	0.3%	5,689	
52101	Rend Lake	3,081	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,081	
53701	Richland	3,498	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.0%	3,499	
51101	Rock Valley	8,551	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8,551	
50601	Sauk Valley	2,290	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,290	
53101	Shawnee	2,663	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,663	
51001	South Suburban	7,210	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	7,210	
53301	Southeastern Illinois	2,196	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,196	
52201	Southwestern Illinois	13,281	4	22.2%	0	0.0%	4	22.2%	0	0.0%	0	0.0%	10	55.6%	18	0.1%	13,299	
53401	Spoon River	1,684	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,684	
50401	Triton	14,701	13	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	13	0.1%	14,714	
51601	Waubonsee	13,452	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	13,452	
Total		404,672	549	71.1%	58	7.5%	41	5.3%	0	0.0%	0	0.0%	124	16.1%	772	0.2%	405,444	

Data Source: ICCB Centralized Data System

Illinois Community College Board

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

Model	Subgroup	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 Spring in Year One	% Retained Fall to Spring in Year One	Total Retained Fall to Fall	% Retained Fall to Fall	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 or Higher in Either Year One or Two	Total Completions in either Year One or Two	% Completions in either Year One or Two	Average Hours in Year Two
Traditional	Gender - Female	1,946	16.55	484	24.87%	1,606	82.53%	1,248	64.13%	258	13.26%	567	29.14%	190	9.76%	11.91
	Gender - Male	1,472	14.72	283	19.23%	1,137	77.24%	844	57.34%	185	12.57%	390	26.49%	90	6.11%	10.79
	Gender - Not Reported	DS	20.00	0	0.00%	DS	DS	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00
	Race/Ethnicity - American Indian or Alaska Native	12	17.21	DS	DS	10	83.33%	7	58.33%	0	0.00%	DS	DS	0	0.00%	12.08
	Race/Ethnicity - Asian	79	16.84	17	21.52%	71	89.87%	60	75.95%	19	24.05%	34	43.04%	DS	DS	13.47
	Race/Ethnicity - Black or African American	497	11.23	51	10.26%	362	72.84%	228	45.88%	41	8.25%	98	19.72%	22	4.43%	7.96
	Race/Ethnicity - Hispanic/Latino	1,039	13.65	149	14.34%	833	80.17%	639	61.50%	121	11.65%	277	26.66%	59	5.68%	10.06
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	DS	8.00	0	0.00%	DS	DS	DS	DS	0	0.00%	0	0.00%	0	0.00%	2.00
	Race/Ethnicity - Nonresident Alien	18	17.06	DS	DS	15	83.33%	7	38.89%	DS	DS	7	38.89%	DS	DS	11.33
	Race/Ethnicity - Two or more races	123	15.15	24	19.51%	96	78.05%	66	53.66%	11	8.94%	28	22.76%	13	10.57%	10.91
	Race/Ethnicity - Unknown	85	13.70	12	14.12%	64	75.29%	46	54.12%	8	9.41%	18	21.18%	DS	DS	10.28
	Race/Ethnicity - White	1,565	18.69	506	32.33%	1,292	82.56%	1,038	66.33%	238	15.21%	493	31.50%	174	11.12%	13.43
	Pell Status - Not a Pell Recipient	1,725	16.66	434	25.16%	1,379	79.94%	1,126	65.28%	251	14.55%	530	30.72%	154	8.93%	12.49
	Pell Status - Pell Recipient	1,694	14.85	333	19.66%	1,365	80.58%	966	57.02%	192	11.33%	427	25.21%	126	7.44%	10.35
	Age Group - 25 and Older	187	15.73	50	26.74%	140	74.87%	103	55.08%	29	15.51%	55	29.41%	25	13.37%	10.40
	Age Group - Under 25	3,232	15.76	717	22.18%	2,604	80.57%	1,989	61.54%	414	12.81%	902	27.91%	255	7.89%	11.48
	Total (ALL)	3,419	15.76	767	22.43%	2,744	80.26%	2,092	61.19%	443	12.96%	957	27.99%	280	8.19%	11.43
Co-Requisite	Gender - Female	434	19.58	154	35.48%	350	80.65%	268	61.75%	253	58.29%	275	63.36%	64	14.75%	12.09
	Gender - Male	254	18.44	84	33.07%	196	77.17%	164	64.57%	135	53.15%	146	57.48%	32	12.60%	12.69
	Gender - Not Reported	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - American Indian or Alaska Native	DS	7.50	0	0.00%	DS	DS	DS	DS	DS	DS	DS	DS	0	0.00%	0.00
	Race/Ethnicity - Asian	23	21.26	10	43.48%	22	95.65%	18	78.26%	15	65.22%	17	73.91%	6	26.09%	18.57
	Race/Ethnicity - Black or African American	76	12.61	10	13.16%	49	64.47%	36	47.37%	33	43.42%	37	48.68%	DS	DS	7.72
	Race/Ethnicity - Hispanic/Latino	308	16.73	77	25.00%	243	78.90%	190	61.69%	187	60.71%	197	63.96%	39	12.66%	11.06
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - Nonresident Alien	6	20.83	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	18.67
	Race/Ethnicity - Two or more races	20	21.55	10	50.00%	17	85.00%	13	65.00%	10	50.00%	10	50.00%	DS	DS	15.65
	Race/Ethnicity - Unknown	11	18.91	DS	DS	9	81.82%	9	81.82%	DS	DS	DS	DS	0	0.00%	12.00
	Race/Ethnicity - White	242	23.97	125	51.65%	200	82.64%	160	66.12%	136	56.20%	150	61.98%	43	17.77%	14.42
	Pell Status - Not a Pell Recipient	343	21.13	143	41.69%	274	79.88%	226	65.89%	203	59.18%	218	63.56%	47	13.70%	13.58
	Pell Status - Pell Recipient	345	17.20	95	27.54%	272	78.84%	206	59.71%	185	53.62%	203	58.84%	49	14.20%	11.04
	Age Group - 25 and Older	25	18.96	6	24.00%	21	84.00%	17	68.00%	15	60.00%	15	60.00%	DS	DS	12.52
	Age Group - Under 25	663	19.17	232	34.99%	525	79.19%	415	62.59%	373	56.26%	406	61.24%	91	13.73%	12.30
	Total (ALL)	688	19.16	238	34.59%	546	79.36%	432	62.79%	388	56.40%	421	61.19%	96	13.95%	12.31

Illinois Community College Board

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

Model	Subgroup	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 Spring in Year One	% Retained Fall to Spring in Year One	Total Retained Fall to Fall	% Retained Fall to Fall	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 or Higher in Either Year One or Two	Total Completions in either Year One or Two	% Completions in either Year One or Two	Average Hours in Year Two
Model	Subgroup	Sum	Mean	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Mean
Compressed	Gender - Female	44	18.74	12	27.27%	33	75.00%	29	65.91%	8	18.18%	18	40.91%	6	13.64%	13.93
	Gender - Male	32	18.84	13	40.63%	26	81.25%	21	65.63%	6	18.75%	12	37.50%	8	25.00%	13.30
	Gender - Not Reported	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----
	Race/Ethnicity - American Indian or Alaska Native	DS	12.00	0	0.00%	DS	DS	DS	DS	0	0.00%	0	0.00%	0	0.00%	12.00
	Race/Ethnicity - Asian	DS	25.00	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	0	0.00%	19.00
	Race/Ethnicity - Black or African American	7	27.14	6	85.71%	6	85.71%	DS	DS	0	0.00%	DS	DS	DS	DS	10.14
	Race/Ethnicity - Hispanic/Latino	10	10.80	0	0.00%	6	60.00%	DS	DS	DS	DS	DS	DS	DS	DS	9.95
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----
	Race/Ethnicity - Nonresident Alien	DS	18.00	0	0.00%	DS	DS	DS	DS	DS	DS	DS	DS	0	0.00%	11.00
	Race/Ethnicity - Two or more races	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----
	Race/Ethnicity - Unknown	DS	13.00	0	0.00%	DS	DS	DS	DS	DS	DS	DS	DS	0	0.00%	16.00
	Race/Ethnicity - White	52	19.43	18	34.62%	40	76.92%	35	67.31%	10	19.23%	24	46.15%	11	21.15%	14.60
	Pell Status - Not a Pell Recipient	38	16.32	10	26.32%	27	71.05%	27	71.05%	8	21.05%	17	44.74%	7	18.42%	15.55
	Pell Status - Pell Recipient	38	21.25	15	39.47%	32	84.21%	23	60.53%	6	15.79%	13	34.21%	7	18.42%	11.78
	Age Group - 25 and Older	DS	32.50	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	23.00
	Age Group - Under 25	74	18.41	24	32.43%	57	77.03%	48	64.86%	13	17.57%	29	39.19%	13	17.57%	13.41
	Total (ALL)	76	18.78	25	32.89%	59	77.63%	50	65.79%	14	18.42%	30	39.47%	14	18.42%	13.66
Modularized	Gender - Female	27	30.33	17	62.96%	24	88.89%	19	70.37%	0	0.00%	DS	DS	DS	DS	28.04
	Gender - Male	17	25.24	10	58.82%	14	82.35%	8	47.06%	0	0.00%	0	0.00%	DS	DS	20.47
	Gender - Not Reported	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----
	Race/Ethnicity - American Indian or Alaska Native	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----
	Race/Ethnicity - Asian	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----
	Race/Ethnicity - Black or African American	7	22.29	DS	DS	7	100.00%	DS	DS	0	0.00%	0	0.00%	0	0.00%	30.57
	Race/Ethnicity - Hispanic/Latino	10	8.40	DS	DS	8	80.00%	7	70.00%	0	0.00%	0	0.00%	DS	DS	9.50
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----
	Race/Ethnicity - Nonresident Alien	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----
	Race/Ethnicity - Two or more races	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----
	Race/Ethnicity - Unknown	DS	12.00	0	0.00%	DS	DS	DS	DS	0	0.00%	0	0.00%	0	0.00%	23.00
	Race/Ethnicity - White	26	38.31	22	84.62%	22	84.62%	14	53.85%	0	0.00%	DS	DS	DS	DS	29.73
	Pell Status - Not a Pell Recipient	21	27.00	13	61.90%	17	80.95%	16	76.19%	0	0.00%	DS	DS	DS	DS	30.19
	Pell Status - Pell Recipient	23	29.61	14	60.87%	21	91.30%	11	47.83%	0	0.00%	0	0.00%	DS	DS	20.48
	Age Group - 25 and Older	DS	21.00	DS	DS	DS	DS	DS	DS	0	0.00%	0	0.00%	0	0.00%	8.00
	Age Group - Under 25	41	28.90	26	63.41%	36	87.80%	26	63.41%	0	0.00%	DS	DS	8	19.51%	26.37
	Total (ALL)	44	28.36	27	61.36%	38	86.36%	27	61.36%	0	0.00%	DS	DS	8	18.18%	25.11

Illinois Community College Board

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

Model	Subgroup	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 Spring in Year One	% Retained Fall to Spring in Year One	Total Retained Fall to Fall	% Retained Fall to Fall	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 or Higher in Either Year One or Two	Total Completions in either Year One or Two	% Completions in either Year One or Two	Average Hours in Year Two
Model	Subgroup	Sum	Mean	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Mean
Emporium	Gender - Female	160	17.89	40	25.00%	140	87.50%	105	65.63%	18	11.25%	46	28.75%	23	14.38%	13.45
	Gender - Male	173	15.84	33	19.08%	138	79.77%	115	66.47%	23	13.29%	40	23.12%	13	7.51%	12.01
	Gender - Not Reported	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - American Indian or Alaska Native	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - Asian	29	20.66	11	37.93%	28	96.55%	23	79.31%	6	20.69%	14	48.28%	DS	DS	14.48
	Race/Ethnicity - Black or African American	37	13.70	7	18.92%	27	72.97%	16	43.24%	DS	DS	6	16.22%	DS	DS	8.32
	Race/Ethnicity - Hispanic/Latino	88	16.09	9	10.23%	75	85.23%	66	75.00%	13	14.77%	21	23.86%	DS	DS	13.15
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - Nonresident Alien	DS	9.00	0	0.00%	DS	DS	DS	DS	0	0.00%	0	0.00%	0	0.00%	6.00
	Race/Ethnicity - Two or more races	16	14.69	DS	DS	13	81.25%	8	50.00%	0	0.00%	DS	DS	DS	DS	9.56
	Race/Ethnicity - Unknown	DS	15.00	DS	DS	DS	DS	DS	DS	0	0.00%	0	0.00%	0	0.00%	16.00
	Race/Ethnicity - White	157	17.59	43	27.39%	130	82.80%	102	64.97%	19	12.10%	43	27.39%	24	15.29%	13.41
	Pell Status - Not a Pell Recipient	185	17.19	44	23.78%	157	84.86%	125	67.57%	25	13.51%	49	26.49%	24	12.97%	13.38
	Pell Status - Pell Recipient	148	16.36	29	19.59%	121	81.76%	95	64.19%	16	10.81%	37	25.00%	12	8.11%	11.85
	Age Group - 25 and Older	14	17.43	DS	DS	12	85.71%	10	71.43%	DS	DS	DS	DS	DS	DS	10.07
	Age Group - Under 25	319	16.80	69	21.63%	266	83.39%	210	65.83%	40	12.54%	84	26.33%	34	10.66%	12.82
	Total (ALL)	333	16.82	73	21.92%	278	83.48%	220	66.07%	41	12.31%	86	25.83%	36	10.81%	12.70
Other	Gender - Female	46	8.74	DS	DS	32	69.57%	27	58.70%	6	13.04%	11	23.91%	DS	DS	12.22
	Gender - Male	43	6.53	DS	DS	31	72.09%	24	55.81%	6	13.95%	17	39.53%	DS	DS	10.77
	Gender - Not Reported	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - American Indian or Alaska Native	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - Asian	DS	0.00	0	0.00%	0	0.00%	DS	DS	0	0.00%	0	0.00%	0	0.00%	0.00
	Race/Ethnicity - Black or African American	21	7.29	DS	DS	15	71.43%	12	57.14%	DS	DS	8	38.10%	DS	DS	14.14
	Race/Ethnicity - Hispanic/Latino	36	9.61	DS	DS	23	63.89%	19	52.78%	6	16.67%	11	30.56%	0	0.00%	6.83
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - Nonresident Alien	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - Two or more races	DS	18.00	0	0.00%	DS	DS	DS	DS	0	0.00%	DS	DS	0	0.00%	17.00
	Race/Ethnicity - Unknown	DS	6.00	0	0.00%	DS	DS	DS	DS	0	0.00%	DS	DS	0	0.00%	31.00
	Race/Ethnicity - White	29	5.52	DS	DS	23	79.31%	17	58.62%	DS	DS	7	24.14%	DS	DS	14.97
	Pell Status - Not a Pell Recipient	39	7.18	DS	DS	26	66.67%	23	58.97%	DS	DS	12	30.77%	DS	DS	10.79
	Pell Status - Pell Recipient	50	8.06	DS	DS	37	74.00%	28	56.00%	8	16.00%	16	32.00%	DS	DS	12.08
	Age Group - 25 and Older	7	10.71	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	6.86
	Age Group - Under 25	82	7.41	DS	DS	60	73.17%	48	58.54%	10	12.20%	26	31.71%	8	9.76%	11.91
	Total (ALL)	89	7.67	DS	DS	63	70.79%	51	57.30%	12	13.48%	28	31.46%	9	10.11%	11.52
Total		4,649	16.35	1,134	24.39%	3,728	80.19%	2,872	61.78%	898	19.32%	1,523	32.76%	443	9.53%	11.82

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

Illinois Community College Board

Table B-2

Fiscal Year 2022 - Fall 2021 Full-time, First-time Student Cohort

Statewide Summary of Students by Subgroup by Primary Mathematics Developmental Education Model

Model	Subgroup	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 Spring in Year One	% Retained Fall to Spring in Year One	Total Retained Fall to Fall	% Retained Fall to Fall	Total Passing Math Gateway Course with C or Higher in Year One	% Passing Math Gateway Course with C or Higher in Year One
Traditional	Gender - Female	1,922	16.77	482	25.08%	1,622	84.39%	1,223	63.63%	255	13.27%
	Gender - Male	1,763	15.03	366	20.76%	1,423	80.71%	1,097	62.22%	211	11.97%
	Race/Ethnicity - American Indian or Alaska Native	9	18.33	DS	DS	6	66.67%	DS	DS	DS	DS
	Race/Ethnicity - Asian	109	16.02	24	22.02%	98	89.91%	85	77.98%	16	14.68%
	Race/Ethnicity - Black or African American	464	12.20	61	13.15%	371	79.96%	251	54.09%	39	8.41%
	Race/Ethnicity - Hispanic/Latino	1,151	13.49	131	11.38%	943	81.93%	729	63.34%	147	12.77%
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	6	6.50	0	0.00%	DS	DS	DS	DS	0	0.00%
	Race/Ethnicity - Nonresident Alien	38	19.95	14	36.84%	33	86.84%	26	68.42%	7	18.42%
	Race/Ethnicity - Two or more races	148	14.92	36	24.32%	116	78.38%	80	54.05%	7	4.73%
	Race/Ethnicity - Unknown	94	17.26	24	25.53%	81	86.17%	63	67.02%	11	11.70%
	Race/Ethnicity - White	1,666	18.61	554	33.25%	1,393	83.61%	1,077	64.65%	236	14.17%
	Pell Status - Not a Pell Recipient	1,780	17.15	496	27.87%	1,465	82.30%	1,176	66.07%	243	13.65%
	Pell Status - Pell Recipient	1,905	14.80	352	18.48%	1,580	82.94%	1,144	60.05%	223	11.71%
	Age Group - 25 and Older	170	14.38	29	17.06%	131	77.06%	96	56.47%	27	15.88%
	Age Group - Under 25	3,515	16.01	819	23.30%	2,914	82.90%	2,224	63.27%	439	12.49%
	Total (ALL)	3,685	15.94	848	23.01%	3,045	82.63%	2,320	62.96%	466	12.65%
Co-Requisite	Gender - Female	358	18.59	111	31.01%	301	84.08%	231	64.53%	222	62.01%
	Gender - Male	285	16.72	78	27.37%	227	79.65%	171	60.00%	160	56.14%
	Race/Ethnicity - American Indian or Alaska Native	DS	20.00	0	0.00%	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Asian	29	20.10	12	41.38%	28	96.55%	21	72.41%	21	72.41%
	Race/Ethnicity - Black or African American	101	14.00	17	16.83%	76	75.25%	55	54.46%	50	49.50%
	Race/Ethnicity - Hispanic/Latino	260	16.22	53	20.38%	215	82.69%	164	63.08%	154	59.23%
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	DS	16.00	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Nonresident Alien	DS	11.80	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Two or more races	15	16.87	DS	DS	13	86.67%	7	46.67%	6	40.00%
	Race/Ethnicity - Unknown	23	16.63	6	26.09%	18	78.26%	15	65.22%	14	60.87%
	Race/Ethnicity - White	207	21.55	96	46.38%	173	83.57%	134	64.73%	131	63.29%
	Pell Status - Not a Pell Recipient	315	19.28	112	35.56%	257	81.59%	204	64.76%	195	61.90%
	Pell Status - Pell Recipient	328	16.31	77	23.48%	271	82.62%	198	60.37%	187	57.01%
	Age Group - 25 and Older	22	16.41	DS	DS	19	86.36%	15	68.18%	17	77.27%
	Age Group - Under 25	621	17.81	184	29.63%	509	81.96%	387	62.32%	365	58.78%
	Total (ALL)	643	17.76	189	29.39%	528	82.12%	402	62.52%	382	59.41%

Illinois Community College Board

Table B-2

Fiscal Year 2022 - Fall 2021 Full-time, First-time Student Cohort

Statewide Summary of Students by Subgroup by Primary 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 Spring in Year One	% Retained Fall to Spring in Year One	Total Retained Fall to Fall	% Retained Fall to Fall	Total Passing Math Gateway Course with C or Higher in Year One	% Passing Math Gateway Course with C or Higher in Year One
Model	Subgroup	Sum	Mean	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate
Compressed	Gender - Female	67	14.06	11	16.42%	50	74.63%	36	53.73%	11	16.42%
	Gender - Male	43	13.93	DS	DS	33	76.74%	31	72.09%	6	13.95%
	Race/Ethnicity - American Indian or Alaska Native	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Asian	DS	18.75	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Black or African American	17	10.71	DS	DS	11	64.71%	7	41.18%	0	0.00%
	Race/Ethnicity - Hispanic/Latino	27	12.59	DS	DS	21	77.78%	18	66.67%	6	22.22%
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Nonresident Alien	DS	22.50	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Two or more races	DS	13.60	0	0.00%	DS	DS	DS	DS	0	0.00%
	Race/Ethnicity - Unknown	7	14.14	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - White	48	15.25	8	16.67%	36	75.00%	33	68.75%	7	14.58%
	Pell Status - Not a Pell Recipient	50	13.72	6	12.00%	36	72.00%	32	64.00%	9	18.00%
	Pell Status - Pell Recipient	60	14.25	10	16.67%	47	78.33%	35	58.33%	8	13.33%
	Age Group - 25 and Older	12	14.17	DS	DS	9	75.00%	DS	DS	DS	DS
	Age Group - Under 25	98	13.99	13	13.27%	74	75.51%	62	63.27%	15	15.31%
	Total (ALL)		110	14.01	16	14.55%	83	75.45%	67	60.91%	17
Modularized	Gender - Female	17	25.88	10	58.82%	15	88.24%	11	64.71%	0	0.00%
	Gender - Male	10	19.90	DS	DS	9	90.00%	DS	DS	0	0.00%
	Race/Ethnicity - American Indian or Alaska Native	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Asian	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Black or African American	DS	20.50	DS	DS	DS	DS	DS	DS	0	0.00%
	Race/Ethnicity - Hispanic/Latino	6	10.00	DS	DS	6	100.00%	DS	DS	0	0.00%
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Nonresident Alien	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Two or more races	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Unknown	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - White	19	28.32	12	63.16%	16	84.21%	13	68.42%	0	0.00%
	Pell Status - Not a Pell Recipient	18	22.72	9	50.00%	16	88.89%	9	50.00%	0	0.00%
	Pell Status - Pell Recipient	9	25.56	DS	DS	8	88.89%	6	66.67%	0	0.00%
	Age Group - 25 and Older	DS	30.00	DS	DS	DS	DS	DS	DS	0	0.00%
	Age Group - Under 25	24	22.88	12	50.00%	22	91.67%	13	54.17%	0	0.00%
	Total (ALL)		27	23.67	14	51.85%	24	88.89%	15	55.56%	0

Illinois Community College Board

Table B-2

Fiscal Year 2022 - Fall 2021 Full-time, First-time Student Cohort

Statewide Summary of Students by Subgroup by Primary Mathematics Developmental Education Model

Model	Subgroup	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 Spring in Year One	% Retained Fall to Spring in Year One	Total Retained Fall to Fall	% Retained Fall to Fall	Total Passing Math Gateway Course with C or Higher in Year One	% Passing Math Gateway Course with C or Higher in Year One
Emporium	Gender - Female	120	17.57	28	23.33%	106	88.33%	87	72.50%	DS	DS
	Gender - Male	115	17.15	18	15.65%	105	91.30%	85	73.91%	DS	DS
	Race/Ethnicity - American Indian or Alaska Native	DS	23.00	0	0.00%	DS	DS	DS	DS	0	0.00%
	Race/Ethnicity - Asian	36	18.72	9	25.00%	33	91.67%	28	77.78%	DS	DS
	Race/Ethnicity - Black or African American	23	13.35	DS	DS	18	78.26%	10	43.48%	0	0.00%
	Race/Ethnicity - Hispanic/Latino	75	15.08	DS	DS	71	94.67%	56	74.67%	DS	DS
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Nonresident Alien	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Two or more races	7	17.29	DS	DS	6	85.71%	DS	DS	0	0.00%
	Race/Ethnicity - Unknown	7	17.71	DS	DS	6	85.71%	6	85.71%	0	0.00%
	Race/Ethnicity - White	86	19.77	26	30.23%	76	88.37%	66	76.74%	DS	DS
	Pell Status - Not a Pell Recipient	115	18.06	24	20.87%	106	92.17%	88	76.52%	6	5.22%
	Pell Status - Pell Recipient	120	16.70	22	18.33%	105	87.50%	84	70.00%	DS	DS
	Age Group - 25 and Older	DS	13.88	DS	DS	DS	DS	DS	DS	0	0.00%
	Age Group - Under 25	231	17.42	45	19.48%	208	90.04%	170	73.59%	9	3.90%
	Total (ALL)	235	17.36	46	19.57%	211	89.79%	172	73.19%	9	3.83%
Other	Gender - Female	34	13.31	8	23.53%	30	88.24%	18	52.94%	DS	DS
	Gender - Male	32	9.72	DS	DS	24	75.00%	13	40.63%	DS	DS
	Race/Ethnicity - American Indian or Alaska Native	DS	32.00	DS	DS	DS	DS	DS	DS	0	0.00%
	Race/Ethnicity - Asian	DS	18.67	0	0.00%	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Black or African American	16	9.13	DS	DS	12	75.00%	6	37.50%	DS	DS
	Race/Ethnicity - Hispanic/Latino	23	11.83	DS	DS	16	69.57%	11	47.83%	DS	DS
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Nonresident Alien	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Two or more races	DS	7.00	0	0.00%	DS	DS	DS	DS	0	0.00%
	Race/Ethnicity - Unknown	DS	3.00	0	0.00%	DS	DS	0	0.00%	0	0.00%
	Race/Ethnicity - White	17	13.85	6	35.29%	17	100.00%	9	52.94%	0	0.00%
	Pell Status - Not a Pell Recipient	24	9.02	DS	DS	19	79.17%	11	45.83%	0	0.00%
	Pell Status - Pell Recipient	42	13.02	10	23.81%	35	83.33%	20	47.62%	6	14.29%
	Age Group - 25 and Older	DS	9.00	0	0.00%	DS	DS	DS	DS	0	0.00%
	Age Group - Under 25	65	11.61	13	20.00%	53	81.54%	30	46.15%	6	9.23%
	Total (ALL)	66	11.57	13	19.70%	54	81.82%	31	46.97%	6	9.09%
Total		4,766	16.19	1,126	23.63%	3,945	82.77%	3,007	63.09%	880	18.46%

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

Illinois Community College Board

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

Model	Subgroup	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 Spring in Year One	% Retained Fall to Spring in Year One	Total Retained Fall to Fall	% Retained Fall to Fall	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 or Higher in Either Year One or Two	Total Completions in either Year One or Two	% Completions in either Year One or Two	Average Hours in Year Two
Traditional	Gender - Female	954	12.23	113	11.84%	705	73.90%	529	55.45%	270	28.30%	413	43.29%	49	5.14%	9.13
	Gender - Male	924	12.95	143	15.48%	677	73.27%	513	55.52%	210	22.73%	338	36.58%	62	6.71%	9.64
	Gender - Not Reported	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - American Indian or Alaska Native	DS	17.00	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	19.00
	Race/Ethnicity - Asian	85	12.24	10	11.76%	73	85.88%	63	74.12%	23	27.06%	44	51.76%	7	8.24%	12.65
	Race/Ethnicity - Black or African American	374	9.37	27	7.22%	244	65.24%	151	40.37%	64	17.11%	111	29.68%	12	3.21%	6.40
	Race/Ethnicity - Hispanic/Latino	669	11.63	61	9.12%	484	72.35%	384	57.40%	186	27.80%	277	41.41%	32	4.78%	8.75
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	DS	20.00	0	0.00%	DS	DS	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00
	Race/Ethnicity - Nonresident Alien	21	14.90	DS	DS	19	90.48%	14	66.67%	8	38.10%	14	66.67%	DS	DS	14.19
	Race/Ethnicity - Two or more races	46	9.71	DS	DS	33	71.74%	20	43.48%	DS	DS	9	19.57%	0	0.00%	5.83
	Race/Ethnicity - Unknown	48	13.20	8	16.67%	38	79.17%	26	54.17%	10	20.83%	16	33.33%	DS	DS	9.19
	Race/Ethnicity - White	630	15.60	145	23.02%	487	77.30%	381	60.48%	182	28.89%	277	43.97%	53	8.41%	11.46
	Pell Status - Not a Pell Recipient	792	13.17	122	15.40%	573	72.35%	466	58.84%	225	28.41%	342	43.18%	46	5.81%	10.08
	Pell Status - Pell Recipient	1,086	12.16	134	12.34%	809	74.49%	576	53.04%	255	23.48%	409	37.66%	65	5.99%	8.88
	Age Group - 25 and Older	111	13.18	20	18.02%	84	75.68%	52	46.85%	35	31.53%	54	48.65%	12	10.81%	8.80
	Age Group - Under 25	1,767	12.55	236	13.36%	1,298	73.46%	990	56.03%	445	25.18%	697	39.45%	99	5.60%	9.42
	Total (ALL)	1,878	12.58	256	13.63%	1,382	73.59%	1,042	55.48%	480	25.56%	751	39.99%	111	5.91%	9.38
Co-Requisite	Gender - Female	939	17.11	212	22.58%	797	84.88%	594	63.26%	648	69.01%	694	73.91%	94	10.01%	11.98
	Gender - Male	750	16.39	168	22.40%	600	80.00%	448	59.73%	463	61.73%	492	65.60%	44	5.87%	11.03
	Gender - Not Reported	DS	28.50	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	35.00
	Race/Ethnicity - American Indian or Alaska Native	DS	24.00	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	0	0.00%	23.50
	Race/Ethnicity - Asian	81	19.82	23	28.40%	78	96.30%	68	83.95%	64	79.01%	71	87.65%	8	9.88%	16.15
	Race/Ethnicity - Black or African American	274	14.51	45	16.42%	212	77.37%	137	50.00%	155	56.57%	169	61.68%	22	8.03%	9.91
	Race/Ethnicity - Hispanic/Latino	785	15.84	140	17.83%	650	82.80%	483	61.53%	543	69.17%	568	72.36%	57	7.26%	10.65
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	DS	20.33	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	0	0.00%	11.33
	Race/Ethnicity - Nonresident Alien	21	21.52	9	42.86%	20	95.24%	15	71.43%	16	76.19%	18	85.71%	DS	DS	17.67
	Race/Ethnicity - Two or more races	44	16.74	10	22.73%	36	81.82%	25	56.82%	26	59.09%	26	59.09%	7	15.91%	10.89
	Race/Ethnicity - Unknown	28	18.07	8	28.57%	27	96.43%	19	67.86%	18	64.29%	20	71.43%	DS	DS	13.38
	Race/Ethnicity - White	453	18.96	145	32.01%	371	81.90%	292	64.46%	287	63.36%	311	68.65%	42	9.27%	13.02
	Pell Status - Not a Pell Recipient	670	17.45	172	25.67%	545	81.34%	437	65.22%	456	68.06%	481	71.79%	57	8.51%	12.60
	Pell Status - Pell Recipient	1,021	16.38	210	20.57%	854	83.64%	607	59.45%	656	64.25%	706	69.15%	82	8.03%	10.91
	Age Group - 25 and Older	82	19.03	23	28.05%	71	86.59%	53	64.63%	60	73.17%	63	76.83%	13	15.85%	12.43
	Age Group - Under 25	1,609	16.69	359	22.31%	1,328	82.54%	991	61.59%	1,052	65.38%	1,124	69.86%	126	7.83%	11.54
	Total (ALL)	1,691	16.80	382	22.59%	1,399	82.73%	1,044	61.74%	1,112	65.76%	1,187	70.20%	139	8.22%	11.58

Illinois Community College Board

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

Model	Subgroup	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 Spring in Year One	% Retained Fall to Spring in Year One	Total Retained Fall to Fall	% Retained Fall to Fall	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	Average Hours in Year Two
Compressed	Gender - Female	DS	5.67	0	0.00%	DS	DS	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00
	Gender - Male	7	12.14	0	0.00%	7	100.00%	DS	DS	DS	DS	DS	DS	0	0.00%	16.29
	Gender - Not Reported	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----
	Race/Ethnicity - American Indian or Alaska Native	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----
	Race/Ethnicity - Asian	DS	21.00	0	0.00%	DS	DS	DS	DS	0	0.00%	DS	DS	0	0.00%	18.00
	Race/Ethnicity - Black or African American	DS	7.50	0	0.00%	DS	DS	DS	DS	0	0.00%	0	0.00%	0	0.00%	10.50
	Race/Ethnicity - Hispanic/Latino	DS	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----
	Race/Ethnicity - Nonresident Alien	DS	7.00	0	0.00%	DS	DS	0	0.00%	0	0.00%	0	0.00%	0	0.00%	12.00
	Race/Ethnicity - Two or more races	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----
	Race/Ethnicity - Unknown	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----
	Race/Ethnicity - White	DS	11.80	0	0.00%	DS	DS	DS	DS	DS	DS	DS	DS	0	0.00%	12.60
	Pell Status - Not a Pell Recipient	DS	7.40	0	0.00%	DS	DS	DS	DS	0	0.00%	DS	DS	0	0.00%	9.60
	Pell Status - Pell Recipient	DS	13.00	0	0.00%	DS	DS	DS	DS	DS	DS	DS	DS	0	0.00%	13.20
	Age Group - 25 and Older	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----
	Age Group - Under 25	10	10.20	0	0.00%	9	90.00%	DS	DS	DS	DS	DS	DS	0	0.00%	11.40
	Total (ALL)	10	10.20	0	0.00%	9	90.00%	DS	DS	DS	DS	DS	DS	0	0.00%	11.40
Other	Gender - Female	6	0.00	0	0.00%	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	15.00
	Gender - Male	7	1.71	0	0.00%	DS	DS	DS	DS	DS	DS	DS	DS	0	0.00%	13.86
	Gender - Not Reported	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----
	Race/Ethnicity - American Indian or Alaska Native	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----
	Race/Ethnicity - Asian	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----
	Race/Ethnicity - Black or African American	6	0.00	0	0.00%	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	15.33
	Race/Ethnicity - Hispanic/Latino	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----
	Race/Ethnicity - Nonresident Alien	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----
	Race/Ethnicity - Two or more races	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----
	Race/Ethnicity - Unknown	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----
	Race/Ethnicity - White	7	1.71	0	0.00%	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	13.57
	Pell Status - Not a Pell Recipient	6	2.00	0	0.00%	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	9.00
	Pell Status - Pell Recipient	7	0.00	0	0.00%	6	85.71%	DS	DS	DS	DS	DS	DS	DS	DS	19.00
	Age Group - 25 and Older	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----
	Age Group - Under 25	13	0.92	0	0.00%	9	69.23%	7	53.85%	7	53.85%	7	53.85%	DS	DS	14.38
	Total (ALL)	13	0.92	0	0.00%	9	69.23%	7	53.85%	7	53.85%	7	53.85%	DS	DS	14.38
Total		3,592	14.52	638	17.76%	2,799	77.92%	2,098	58.41%	1,600	44.54%	1,948	54.23%	252	7.02%	10.44

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

Illinois Community College Board

Table B-4

Fiscal Year 2022 - Fall 2021 Full-time, First-time Student Cohort

Statewide Summary of Students by Subgroup by Primary English Language Arts Developmental Education Model

Model	Subgroup	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 Spring in Year One	% Retained Fall to Spring in Year One	Total Retained Fall to Fall	% Retained Fall to Fall	Total Passing Math Gateway Course with C or Higher in Year One	% Passing Math Gateway Course with C or Higher in Year One
Traditional	Gender - Female	557	11.68	51	9.16%	455	81.69%	311	55.83%	222	39.86%
	Gender - Male	543	10.92	51	9.39%	413	76.06%	305	56.17%	183	33.70%
	Gender - Not Reported	0	-----	0	-----	0	-----	0	-----	0	-----
	Race/Ethnicity - American Indian or Alaska Native	DS	13.50	0	0.00%	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Asian	23	10.96	DS	DS	19	82.61%	18	78.26%	7	30.43%
	Race/Ethnicity - Black or African American	218	9.35	17	7.80%	162	74.31%	95	43.58%	62	28.44%
	Race/Ethnicity - Hispanic/Latino	467	9.92	18	3.85%	370	79.23%	270	57.82%	186	39.83%
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	DS	8.50	0	0.00%	DS	DS	DS	DS	0	0.00%
	Race/Ethnicity - Nonresident Alien	13	18.00	DS	DS	11	84.62%	9	69.23%	7	53.85%
	Race/Ethnicity - Two or more races	40	11.61	DS	DS	29	72.50%	19	47.50%	11	27.50%
	Race/Ethnicity - Unknown	20	13.25	DS	DS	18	90.00%	14	70.00%	DS	DS
	Race/Ethnicity - White	313	14.34	53	16.93%	254	81.15%	187	59.74%	126	40.26%
	Pell Status - Not a Pell Recipient	398	12.60	49	12.31%	309	77.64%	245	61.56%	165	41.46%
	Pell Status - Pell Recipient	702	10.57	53	7.55%	559	79.63%	371	52.85%	240	34.19%
	Age Group - 25 and Older	64	11.38	DS	DS	45	70.31%	38	59.38%	31	48.44%
	Age Group - Under 25	1,036	11.30	97	9.36%	823	79.44%	578	55.79%	374	36.10%
	Total (ALL)	1,100	11.31	102	9.27%	868	78.91%	616	56.00%	405	36.82%
Co-Requisite	Gender - Female	147	14.09	15	10.20%	123	83.67%	95	64.63%	85	57.82%
	Gender - Male	122	12.98	15	12.30%	96	78.69%	64	52.46%	48	39.34%
	Gender - Not Reported	0	-----	0	-----	0	-----	0	-----	0	-----
	Race/Ethnicity - American Indian or Alaska Native	0	-----	0	-----	0	-----	0	-----	0	-----
	Race/Ethnicity - Asian	7	13.57	0	0.00%	6	85.71%	DS	DS	DS	DS
	Race/Ethnicity - Black or African American	62	11.61	DS	DS	46	74.19%	31	50.00%	28	45.16%
	Race/Ethnicity - Hispanic/Latino	144	13.06	9	6.25%	115	79.86%	91	63.19%	67	46.53%
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	-----	0	-----	0	-----	0	-----	0	-----
	Race/Ethnicity - Nonresident Alien	DS	13.33	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Two or more races	DS	12.20	0	0.00%	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Unknown	8	15.13	DS	DS	8	100.00%	DS	DS	DS	DS
	Race/Ethnicity - White	40	18.46	14	35.00%	36	90.00%	24	60.00%	23	57.50%
	Pell Status - Not a Pell Recipient	107	14.42	15	14.02%	87	81.31%	63	58.88%	57	53.27%
	Pell Status - Pell Recipient	162	13.04	15	9.26%	132	81.48%	96	59.26%	76	46.91%
	Age Group - 25 and Older	12	15.50	DS	DS	12	100.00%	7	58.33%	6	50.00%
	Age Group - Under 25	257	13.50	29	11.28%	207	80.54%	152	59.14%	127	49.42%
	Total (ALL)	269	13.59	30	11.15%	219	81.41%	159	59.11%	133	49.44%

Illinois Community College Board

Table B-4

Fiscal Year 2022 - Fall 2021 Full-time, First-time Student Cohort

Statewide Summary of Students by Subgroup by Primary English Language Arts Developmental Education Model

Model	Subgroup	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 Spring in Year One	% Retained Fall to Spring in Year One	Total Retained Fall to Fall	% Retained Fall to Fall	Total Passing Math Gateway Course with C or Higher in Year One	% Passing Math Gateway Course with C or Higher in Year One
Compressed	Gender - Female	15	14.87	DS	DS	11	73.33%	9	60.00%	7	46.67%
	Gender - Male	11	12.64	0	0.00%	9	81.82%	6	54.55%	DS	DS
	Gender - Not Reported	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - American Indian or Alaska Native	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Asian	DS	9.00	0	0.00%	DS	DS	DS	DS	0	0.00%
	Race/Ethnicity - Black or African American	9	10.22	DS	DS	6	66.67%	DS	DS	DS	DS
	Race/Ethnicity - Hispanic/Latino	DS	14.33	0	0.00%	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Nonresident Alien	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Two or more races	DS	16.67	0	0.00%	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Unknown	DS	6.00	0	0.00%	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - White	8	19.50	DS	DS	6	75.00%	6	75.00%	DS	DS
	Pell Status - Not a Pell Recipient	8	14.88	DS	DS	6	75.00%	DS	DS	DS	DS
	Pell Status - Pell Recipient	18	13.50	DS	DS	14	77.78%	10	55.56%	8	44.44%
	Age Group - 25 and Older	DS	16.75	DS	DS	DS	DS	DS	DS	DS	DS
	Age Group - Under 25	22	13.41	DS	DS	17	77.27%	13	59.09%	8	36.36%
	Total (ALL)	26	13.92	DS	DS	20	76.92%	15	57.69%	10	38.46%
Modularized	Gender - Female	8	27.88	6	75.00%	7	87.50%	6	75.00%	DS	DS
	Gender - Male	6	23.33	DS	DS	DS	DS	DS	DS	DS	DS
	Gender - Not Reported	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - American Indian or Alaska Native	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Asian	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Black or African American	DS	20.50	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Hispanic/Latino	DS	13.00	DS	DS	DS	DS	DS	DS	0	0.00%
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Nonresident Alien	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Two or more races	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Unknown	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - White	10	29.60	7	70.00%	8	80.00%	6	60.00%	7	70.00%
	Pell Status - Not a Pell Recipient	8	23.25	DS	DS	6	75.00%	DS	DS	DS	DS
	Pell Status - Pell Recipient	6	29.50	DS	DS	6	100.00%	DS	DS	DS	DS
	Age Group - 25 and Older	DS	20.00	DS	DS	DS	DS	DS	DS	DS	DS
	Age Group - Under 25	12	26.92	8	66.67%	11	91.67%	7	58.33%	7	58.33%
	Total (ALL)	14	25.93	9	64.29%	12	85.71%	8	57.14%	8	57.14%

Illinois Community College Board

Table B-4

Fiscal Year 2022 - Fall 2021 Full-time, First-time Student Cohort

Statewide Summary of Students by Subgroup by Primary English Language Arts Developmental Education Model

Model	Subgroup	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 Spring in Year One	% Retained Fall to Spring in Year One	Total Retained Fall to Fall	% Retained Fall to Fall	Total Passing Math Gateway Course with C or Higher in Year One	% Passing Math Gateway Course with C or Higher in Year One
Emporium	Gender - Female	52	13.25	DS	DS	47	90.38%	35	67.31%	16	30.77%
	Gender - Male	41	14.93	DS	DS	37	90.24%	29	70.73%	23	56.10%
	Gender - Not Reported	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - American Indian or Alaska Native	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Asian	13	14.15	0	0.00%	11	84.62%	6	46.15%	7	53.85%
	Race/Ethnicity - Black or African American	12	12.54	0	0.00%	10	83.33%	7	58.33%	7	58.33%
	Race/Ethnicity - Hispanic/Latino	41	14.00	DS	DS	40	97.56%	30	73.17%	14	34.15%
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Nonresident Alien	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Two or more races	DS	12.00	0	0.00%	DS	DS	DS	DS	0	0.00%
	Race/Ethnicity - Unknown	DS	9.33	0	0.00%	DS	DS	DS	DS	0	0.00%
	Race/Ethnicity - White	23	15.33	DS	DS	19	82.61%	17	73.91%	11	47.83%
	Pell Status - Not a Pell Recipient	34	15.03	DS	DS	33	97.06%	26	76.47%	16	47.06%
	Pell Status - Pell Recipient	59	13.39	DS	DS	51	86.44%	38	64.41%	23	38.98%
	Age Group - 25 and Older	DS	9.75	0	0.00%	DS	DS	DS	DS	0	0.00%
	Age Group - Under 25	91	14.08	DS	DS	83	91.21%	63	69.23%	39	42.86%
	Total (ALL)	93	13.99	DS	DS	84	90.32%	64	68.82%	39	41.94%
Other	Gender - Female	12	5.58	0	0.00%	9	75.00%	6	50.00%	DS	DS
	Gender - Male	17	6.18	DS	DS	14	82.35%	9	52.94%	10	58.82%
	Gender - Not Reported	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - American Indian or Alaska Native	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Asian	DS	15.00	0	0.00%	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Black or African American	9	2.00	0	0.00%	8	88.89%	DS	DS	6	66.67%
	Race/Ethnicity - Hispanic/Latino	12	7.83	DS	DS	7	58.33%	6	50.00%	DS	DS
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Nonresident Alien	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Two or more races	DS	7.00	0	0.00%	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Unknown	DS	5.00	0	0.00%	DS	DS	0	0.00%	DS	DS
	Race/Ethnicity - White	DS	7.67	0	0.00%	DS	DS	DS	DS	DS	DS
	Pell Status - Not a Pell Recipient	7	4.14	0	0.00%	DS	DS	DS	DS	DS	DS
	Pell Status - Pell Recipient	22	6.50	DS	DS	19	86.36%	11	50.00%	11	50.00%
	Age Group - 25 and Older	0	----	0	----	0	----	0	----	0	----
	Age Group - Under 25	29	5.93	DS	DS	23	79.31%	15	51.72%	14	48.28%
	Total (ALL)	29	5.93	DS	DS	23	79.31%	15	51.72%	14	48.28%
Total		1,531	11.90	149	9.73%	1,226	80.08%	877	57.28%	609	39.78%

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