**Developmental Education Survey**

**Reporting Guidance**

The Illinois Community College Board is collecting information from colleges to meet the requirements of **(110 ILCS 175/)** [**Developmental Education Reform Act**](https://www.ilga.gov/legislation/ilcs/ilcs5.asp?ActID=4082&ChapterID=18). The act requires that on or before February 15, 2023 and every 2 years thereafter, the Illinois Community College board shall collect data and report to the General Assembly and the public the status of development education reforms at institutions.

In order to accurately represent the current status of developmental education in Illinois, each community college shall submit to the Illinois Community College Board an updated 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.

In an effort to assist colleges in completing this report, ICCB created a reporting template, provided data that will be used in the report, and will host a technical assistance webinar to provide additional context for the report.

The legislation requires each institution to provide “baseline data and benchmarks for progress, including, but not limited to, (i) enrollment in credit-bearing English language or mathematics courses, (ii) rates of successful completion of introductory college-level English language or mathematics courses, and (iii) college-credit accumulation.”

To assist colleges in completing the required reporting, ICCB generated and released data in April 2024, which should be used for the institution’s report. **However, colleges are expected to provide any additional data and local analysis**. Local data may be more current and nuanced than what ICCB will be providing.

These metrics that should be included in the report include, but are not limited to, the following:

* Developmental Education Enrollment by Model
* Enrollment in Credit-Bearing or English or Mathematics Courses by Model
* Rates of Successful Completion of Introductory College-Level English and Mathematics Courses by Model
* College-credit Accumulation by Model
* Fall to Fall Retention by Model
* Fall to Spring Retention (potentially) by Model

Additional metrics to be generated in future years as additional student-level data are collected via ICCB’s Annual Student-Level Submission (A1 submission).

Reports must be submitted no later than 4:30 pm on December 30, 2024. Submissions should be emailed to [iccb.studentservices@illinois.gov](mailto:iccb.studentservices@illinois.gov).

Any reports requiring additional information or updates will be provided feedback by January 17, 2025, with the requirement to resubmit with the required information no later than 4:30 p.m. on January 31, 2025.

**December 30, 2024 Report Template**

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| Please list and describe each of your current Multiple Measures used by the institution for placement and/or enrollment in a gateway and/or entry course. Please address placement in both Mathematics and English. Describe which of your current standards for placement and/or enrollment in a gateway and/or entry level course.  If your institution has not adopted Multiple Measures, please describe your current standards for placement and/or enrollment in a gateway and/or entry course and describe the institution’s plans to implement Multiple Measures for placement. |  |
| Please provide a description of the current developmental education models offered by the institution. If the institution does not currently offer developmental education coursework, it must provide details regarding its decision not to offer developmental education coursework and the pathways that are available to students deemed to be insufficiently prepared for introductory college-level English language or mathematics coursework. |  |
| Please provide a description of the developmental education models that will be implemented and scaled in AY24/25 and the basis of the evidence and associated data that the institution considered in making the decision to scale each model. |  |
| Explain how your institution’s plan described above is intentional in your focus on closing achievement gaps and increasing completion rates for Black students. |  |
| Please provide baseline data and benchmarks for progress, including at minimum:   1. Enrollment in credit-bearing English language or mathematics 2. Data on movement from developmental courses to credit-bearing courses and the number of semesters required for movement 3. Rates of successful completion of introductory college-level English or mathematics courses 4. College credit accumulation 5. Graduation Rate (graduation at 150% catalog time) by Model   Institutions should disaggregate data by student demographic including data on gender, race, ethnicity, Pell status, full or part-time status.  Additional data for benchmarks may be included as needed, for example age, parental status, transfer, certificate, or degree-seeking. |  |
| Please provide detailed plans for scaling reforms and improving outcomes for *all* students placed in traditional developmental education models or models with comparable introductory college-level course completion rates. **In addition to addressing outcomes for all students, this plan must provide details about the expected improvements in educational outcomes specifically for Black students as result of the proposed reforms.** |  |
| Please describe how your DERA plan aligns with your institution’s Equity Plan priority and focus. |  |
| Please describe how your institution expects to support continuous improvement concerning developmental education. How does the institution support efforts that continuously review data, progress of students, completion rates, credit accumulation (among other variables) that ensure that the institution continues to scale developmental educational supports that maximize the probability that a student will be placed in and successfully complete introductory college-level English language or mathematics coursework within two semesters at the institution? |  |
| What is your institution’s plan for students who may not be able to complete the developmental education sequence within two semesters? |  |
| Please describe the current direct student supports specifically focused on supporting developmental education students at your institution (for example, embedded tutors or paired support programs). |  |
| If there is any area for which you would like to provide extended information or any additional data not already provided, please provide the information here. |  |
| Did your institution engage external partners and/other community colleges to scale developmental education reform? If so, list the partners and describe the work of the partnerships. |  |
| Describe any challenges your institution has faced scaling developmental education reform. |  |
| What additional support from ICCB and other partners does your institution need to successfully scale developmental education reform? Please be as specific as possible. |  |
| Please provide a link to the institution’s public posting of its placement policy that is accessible to students and prospective students. |  |

Please provide additional graphs or charts below: