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*Executive Director*

**Illinois Community College Board**

February 14, 2025

Dear Members of the General Assembly,

The enclosed report provides the second update on the progress of developmental education reforms in Illinois community colleges, along with outcomes for developmental education students by model, as mandated by the Developmental Education Reform Act (110 ILCS 175/100).

Illinois community colleges continue to actively refine placement measures and implement innovative developmental education models to allow for a more holistic assessment of student ability and increase the number of students placed in credit-bearing Gateway Mathematics and English Language Arts courses. The primary goal of these innovative reforms is to enable faster student progress toward program completion. By reducing barriers to certificate and degree attainment, these efforts aim to enhance academic outcomes, particularly for underrepresented groups and students from lower socioeconomic backgrounds.

When innovative developmental education models are combined with additional resources and wraparound services, students can experience more success. Many students in developmental education face non-academic challenges, such as childcare, food insecurity, and transportation. A holistic approach that addresses these needs not only enhances their learning experience but also can improve retention and completion rates.

ICCB and the Illinois Community College System will remain focused on advancing developmental education reform and will continue to monitor progress as these efforts evolve.

Sincerely,

Brian Durham, Ed.D.  
Executive Director



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

**STATUS OF DEVELOPMENTAL EDUCATION  
REFORM IN THE  
ILLINOIS COMMUNITY COLLEGE SYSTEM  
FISCAL YEAR 2025**

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***February 15, 2025***



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

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## INTRODUCTION

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Illinois community colleges are focused on improving student placement and completion within developmental education programs. The primary intent of recent innovations in this area is to help students advance more quickly into credit-bearing gateway courses, facilitating their progression toward program completion. By reducing barriers to earning certificates and degrees, these efforts aim to foster more equitable academic outcomes for underrepresented groups, including Black or African American students, Hispanic/Latino students, and those from lower socioeconomic backgrounds.

Developmental education helps academically underprepared students develop the essential skills needed for success in gateway mathematics, English, and other college-level courses. Over time, colleges have created and refined new models to enhance the effectiveness of developmental education. When combined with supportive wrap-around services, students experience even greater success in these courses.

This report marks the second update on the status of developmental education reforms in Illinois community colleges, as well as on student outcomes by model, as mandated by the [Developmental Education Reform Act \(110 ILCS 175/100\)](#). It builds upon the information and data presented in the first update, [Fiscal Year 2023 Status of Developmental Education Reform in the Illinois Community College System](#). Through formal evaluations of developmental education course delivery and outcomes, it has become clear that any reforms and scaling of these efforts must be grounded in equity practices, involve a deeper analysis of disaggregated data, and focus on intentional reforms that support and benefit students who are enrolled and most affected by developmental education. The following information and data underscore these essential priorities.

Notable Findings in the *Status of Developmental Education Reforms in the Illinois Community College System in Fiscal Year 2025* include:

- The status of developmental education in Illinois has seen significant improvements in its structure, placement, and content. Community colleges report ongoing efforts to implement and scale evidence-based models of developmental education. The adoption of co-requisite models, faculty development initiatives, and targeted support programs has demonstrated positive outcomes, including improved student success in developmental education, reduced time to degree completion, and lower overall costs.
- Institutions have significantly expanded support for developmental education students through initiatives such as embedded tutoring, TRIO programs, early alert systems, and enhanced academic advising. These efforts complement the co-requisite course model and include access to resources like open educational materials to reduce costs. Additionally, colleges have broadened and refined placement measures to provide a more holistic assessment of student abilities, leading to an increase in the number of students placed in credit-bearing courses.
- While traditional developmental education course structures and sequencing, which have been shown to create barriers to completion, have not been eliminated at all institutions,

many colleges have developed pathways and courses that streamline and accelerate students' progress.

- Despite progress, institutions continue to face challenges in their developmental education reform efforts, particularly in mathematics, where issues such as faculty shortages, inadequate training, and persistent equity gaps for Black or African American students remain prevalent.
- Colleges are reporting the implementation of many innovative practices across the system, such as a professional learning community for higher education professionals and partners working with Black or African American learners. The goal is to strengthen networks and relationships, share best practices, and accelerate the reduction of equity gaps. Other institutions have emphasized the use of data and outcomes to identify achievement gaps for all minority students and address these disparities with targeted supports, including inclusive curricula and support systems like mentorship and academic counseling. Additionally, some colleges have adopted responsive teaching methods and specialized support for underrepresented students.
- In fiscal year 2024, nearly three-fourths of Illinois community colleges (N = 38; 79.2 percent) were using the co-requisite model in English Language Arts. In mathematics, close to two-thirds of colleges (N = 31; 64.6 percent) implemented the co-requisite model. This represents an increase in the proportion of community colleges adopting the co-requisite or other innovative models compared to fiscal year 2021.
- The proportion of students enrolling in the English Language Arts co-requisite developmental model, compared to overall English Language Arts developmental education enrollment, increased from 36.2 percent in fiscal year 2021 to 48.1 percent in fiscal year 2024.
- When examining developmental education models in both mathematics and English Language Arts, the co-requisite model showed significantly better outcomes, with more students passing a gateway course in their first or second academic year. Although it enrolls fewer students, other innovative models, such as the compressed model, are also demonstrating positive results when compared to the traditional delivery method.
- The co-requisite model demonstrated a higher percentage of students earning 24 or more credit hours in their first academic year, compared to the traditional model, in both mathematics and English Language Arts.
- When analyzing Fall-to-Fall retention rates across developmental education models in Mathematics, the results are similar. Similarly, graduation rates for these models show a low and comparable percentage of students earning a certificate or degree within three years. In English Language Arts, the co-requisite model demonstrated slightly higher Fall-to-Fall retention and graduation rates compared to most other models. However, graduation rates remain low across all models. These preliminary findings indicate that additional and

enhanced student supports should be integrated with innovative developmental education models to improve persistence, retention, and overall program completion.

- Race and ethnicity achievement gaps are evident across various student outcomes and developmental education models. White students generally performed at higher rates than their Black or African American and Hispanic/Latino peers across most measures. The co-requisite model showed the best results across all racial/ethnic groups, with the highest percentage of students passing a mathematics or English Language Arts gateway course with a C or higher in both year one and in the combined year one and year two data. However, when examining Fall-to-Fall retention and graduation rates, gaps remain, with achievement rates for all groups remaining low.
- COVID-19 impacted how Illinois community colleges approached both placement and the delivery of developmental education courses during the 2020-21 and 2021-22 academic years. The pandemic posed challenges for some colleges in advancing developmental education reforms, while others strengthened structures to support placement, including more fully adopting statewide placement recommendations. Nearly all colleges transitioned to online delivery of English and mathematics courses at various points during the pandemic. ICCB continues to monitor the ongoing impact of the pandemic on developmental education reforms and 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 550,000 residents each year in credit, noncredit, and continuing education courses. Illinois is home to 39 community college districts which provide high quality, accessible, and cost-effective educational opportunities to the entire state.

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

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## DEVELOPMENTAL EDUCATION DEFINITION AND RECENT ILLINOIS LEGISLATIVE BACKGROUND

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### 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 bachelor's 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 support in a lab-like setting. The support usually comes 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 two semesters at the institution.
- Requires that on or before February 15, 2023, and every two 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 two 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.

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### STATUS OF DEVELOPMENTAL EDUCATION REFORMS

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The status of developmental education in the Illinois community colleges reflects significant improvements in the overall structure, placement, and content of developmental education. Reports from each community college are due annually to the ICCB on December 30. The information in this section represents the status of developmental education reforms through Fall term 2024 as shared in those reports. The community colleges indicate concerted efforts to implement and scale evidence-based developmental education models. Adopting co-requisite models, faculty development, and targeted support programs have shown evidence for improving the outcomes of students in developmental education and reducing time to degree attainment and lowering overall costs.

To align with the legislative requirements, the reports indicate most colleges have made efforts to evaluate data, develop appropriate course models, and provide support services designed to improve outcomes for Black or African American students.

The findings within the reports indicate that the institutions have significantly expanded support for development education students through embedded tutoring, TRIO programs, early alert systems to complement the co-requisite course model, expanded academic advising, and access to resources like open educational resource materials to lower costs. The institutions continue to broaden and refine placement measures to allow for a more holistic assessment of student ability and increase the number of students placed in credit-bearing courses. While traditional developmental education course structure and sequencing shown to create barriers to completion have not been wholly eliminated at all institutions, colleges have created pathways and courses that have streamlined and accelerated course progression.

Institutions recognized and reported areas where continued efforts are needed and outlined their future goals, including increasing collaboration with local high schools for transitional math and English programs. As the impact of supportive services has shown to be beneficial, colleges also plan to continue to work to adopt technology and enhance academic supports, such as embedded tutoring and math labs, to support advancement through developmental education and into credit-bearing courses.

Despite progress, institutions continue to face challenges with their developmental education reform efforts which are often more prevalent with Math reform, particularly faculty shortages and training, and persistent equity gaps for Black or African American students. Some colleges report the need for faculty to have access to additional help, support, and community in teaching a new generation of students, and again specifically, in meeting the needs of Black or African American students. Despite significant efforts to close equity gaps, colleges still report that low completion rates for developmental math courses continue to be a significant concern. Several institutions reported Black or African American students continue to experience higher withdrawal and lower

persistence rates, particularly in math courses. Colleges report that small cohort sizes and inconsistent data tracking locally make it challenging to assess the impact of developmental education reforms fully. Several colleges acknowledged the limited availability of disaggregate data specifically for Black or African American students, impacting the ability to assess progress comprehensively. Several colleges also discussed challenges with scheduling. This is due both to the complexity of scheduling co-requisite courses, faculty shortages, and reconciling students' stated course modality preferences with the students' actual course-taking behaviors. Capacity and staffing limitations also hinder advising practices.

Colleges are reporting many innovative practices being implemented across the system. **City Colleges of Chicago** held a Black Learner Excellence Summit in Spring 2024 and launched a virtual synchronous bi-monthly Black Learner Excellence Learning Community in Fall 2024. This professional learning community is for higher education professionals and partners who work with Black or African American learners in college and is intended to strengthen networks/relationships, learn and share best practices, and accelerate the eradication of equity gaps for Black or African American learners. **Joliet Junior College** leverages the Center for Multicultural Access and Success (CMAS) to support Black or African American students through advising, financial aid assistance, and academic workshops. **Southeastern Illinois College** has used data to identify achievement gaps for all minority students and address these gaps with targeted supports including inclusive curriculum, targeted support systems such as mentorship and academic counseling tailored for Black or African American students. Other colleges have also implemented responsive teaching methods and specialized support for underrepresented students.

Colleges report a variety of significant milestone achievements. **Lake Land College** has eliminated traditional developmental math courses and now offers four math pathways based on students' field of study. **Danville Area Community College** is moving toward the total elimination of developmental courses and will no longer offer developmental courses after the Spring 2025 semester. After Spring 2025, all college-level math and English courses will be paired with co-requisite courses for those students needing additional instruction. **Joliet Junior College** has successfully closed the achievement gap for Black or African American students in developmental English, and Black or African American students currently outperform both White and Hispanic/Latino students in English 096. All colleges, as of the end of Fall 2024, now offer or are implementing models that move away from traditional developmental course structures.

Developmental education reform continues to evolve. However, the reforms colleges have implemented, along with their ongoing and future plans, are designed to help students complete developmental education courses more quickly to successfully transition to credit-bearing coursework.

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#### DEVELOPMENTAL EDUCATION COMMUNITY COLLEGE COUNT AND ENROLLMENT BY MODEL

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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 encompasses first-time, continuing, and transfer-in students.

Including the entire student population offers a complete and comprehensive view of developmental education students and models within the Illinois community college system.

For more detailed information on the availability and implementation of developmental education models in Illinois community colleges for fiscal year 2022 and earlier, please refer to the first iteration of this report: *Fiscal Year 2023 Status of Developmental Education Reform in the Illinois Community College System*. For data and details on developmental education before the first report, refer to the SJR 41 report titled *Final Report: Update on Implementation of Developmental Education Models in Public Community Colleges and Universities in Illinois*, which provides an inventory of developmental education models. Data for the SJR 41 report was collected through summary-level surveys, while the data and information in this report and *Fiscal Year 2023 Status of Developmental Education Reform in the Illinois Community College System* are based on student-level data from 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 through 2024. In fiscal year 2024, for the 48 Illinois community colleges, most (N = 45) are providing the traditional model for mathematics. More than two-thirds of the community colleges provide the co-requisite model (N = 31; 64.6 percent), followed by the compressed model (N = 7; 14.6 percent), other model (N = 6; 12.5 percent), emporium model (N = 2; 4.2 percent), and modularized model (N = 1; 2.1 percent). Compared to fiscal year 2021, the co-requisite model had considerable growth across community colleges (+8; 34.8 percent).

**Table 1**

### Number of Illinois Community Colleges by Developmental Education Model in Mathematics, Fiscal Years 2021-2024

Model	FY 2021	FY 2022	FY 2023	FY 2024
Traditional	45	45	46	45
Co-Requisite	23	22	27	31
Compressed	8	10	9	7
Modularized	2	2	1	1
Emporium	6	3	3	2
Other	8	8	6	6

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

**Table 2** contains Illinois community college student enrollment by developmental education model in mathematics in fiscal years 2021 through 2024. 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 2024, examining the primary model, the traditional developmental education model had the highest enrollment count (N = 19,999), followed by co-requisite (N = 4,196), compressed (N = 788), emporium (N = 269), other (N = 191), and modularized (N = 54). Proportionally, comparing fiscal year 2021 to 2024 primary

models, the co-requisite model had the most growth (+6.4 percent) in student enrollments (10.1 percent in fiscal year 2021; 16.5 percent in fiscal year 2024).

**Table 2**

**Illinois Community Colleges Student Enrollment by Developmental Education Model in Mathematics, Fiscal Years 2021-2024**

		Traditional	Co-Requisite	Compressed	Modularized	Emporium	Other	Total
FY 2024	Primary	19,999	4,196	788	54	269	191	25,497
	Secondary	681	195	135	0	27	6	1,044
FY 2023	Primary	19,694	2,985	1,099	81	283	221	24,363
	Secondary	626	106	166	0	8	4	910
FY 2022	Primary	19,749	2,398	922	198	1,329	240	24,836
	Secondary	641	157	208	35	36	9	1,086
FY 2021	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 through 2024. In fiscal year 2024, for the 48 Illinois community colleges, most provided the traditional model (N = 38; 79.2 percent) and co-requisite model (N = 38; 79.2 percent) for English Language Arts, followed by the compressed model (N = 6; 12.5 percent) and other model (N = 1; 2.1 percent). Compared to fiscal year 2021, there were five additional colleges offering the co-requisite model, while the traditional model exhibited a decrease of five colleges.

**Table 3**

**Number of Illinois Community Colleges by Developmental Education Model in English Language Arts, Fiscal Years 2021-2024**

Model	FY 2021	FY 2022	FY 2023	FY 2024
Traditional	43	41	41	38
Co-Requisite	33	35	36	38
Compressed	4	9	5	6
Modularized	0	0	0	0
Emporium	2	0	0	0
Other	3	1	2	1

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

**Table 4** contains Illinois community college student enrollment by developmental education model in English Language Arts in fiscal years 2021 through 2024. In fiscal year 2024, examining the primary model, the traditional developmental education model had the highest enrollment

count (N = 7,459), followed by co-requisite (N = 7,346), compressed (N = 456), and other (N = 1). Compared to fiscal year 2021, there was a substantial uptick in the proportion of students enrolled in the co-requisite model (+11.9 percent) and a considerable decrease in the proportion of students enrolled in traditional models (-12.3 percent).

**Table 4**

**Illinois Community Colleges Student Enrollment by Developmental Education Model in English Language Arts, Fiscal Years 2021-2024**

		Traditional	Co- Requisite	Compressed	Modularized	Emporium	Other	Total
FY 2024	Primary	7,459	7,346	456	0	0	1	15,262
	Secondary	714	38	81	0	0	0	833
FY 2023	Primary	8,811	6,763	480	0	0	35	16,089
	Secondary	591	89	71	0	0	1	752
FY 2022	Primary	9,634	5,988	437	0	0	89	16,148
	Secondary	544	101	152	0	0	0	797
FY 2021	Primary	10,284	6,086	307	0	19	103	16,799
	Secondary	549	58	41	0	0	124	772

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

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**DEVELOPMENTAL EDUCATION STUDENT OUTCOMES BY MODEL**

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The data provided in Tables 5-20, as well as Appendix B tables, are cohort-based and represent first-time, full-time certificate/degree seeking students enrolled in a developmental education model upon entry in the Fall. The cohort methodology is identical to the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) first-time, full-time students, degree seeking cohort that encapsulates students both enrolling and not enrolling in a developmental education model upon entry. The benefit of utilizing a tracking cohort is the ability to examine multiple momentum points and completion across a set timeframe. ICCB introduced the developmental education model variables to its annual student-level data collection in Academic Year 2020-21 in response to recommendations in strengthening developmental education data collection processes from SJR 41. Thus, Fall 2020 first-time, full-time certificate/degree seeking students represent the first developmental education model cohort that ICCB can 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, 2021-22, and 2022-23.

For Tables 5-20 and Appendix B tables, following confidentiality policy, data are suppressed in cells of five or fewer 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. The students were tracked longitudinally three years upon entry (fiscal years 2001 through 2003). Appendix Table B-1 contains the same outcomes but with more detail by model and student subgroups.

Statewide, the co-requisite model, by a wide margin, had the highest percentage of students passing a mathematics gateway course with a C or higher for year one at 56.40 percent and year one and year two combined (61.19 percent). The traditional, compressed, modularized, emporium, and other models ranged from 0.00 percent to 18.42 percent for students passing a mathematics gateway course with a C or higher in year one. In examining year one and two combined for passing a mathematics 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.

Graduation rate examines first-time, full-time students and if they graduate within 150 percent of catalog time (e.g., 3 years for an associate degree which could be completed in 2 years of uninterrupted full-time study—fall and spring semesters). In Table 5, students enrolled in the emporium model had the highest graduation rate (30.33 percent) followed by compressed (28.95 percent), co-requisite (28.34 percent), modularized (25.00 percent), other (23.60 percent), and traditional (22.23 percent). For reference, the overall Illinois community college system graduation rate for first-time, full-time students (inclusive of both non-developmental education students and developmental education students) was 37.49 percent (ICCB Student Success Metrics, 2025).

Student advancement rate tracks the same students and whether they graduate, transfer to other higher education institutions, or were still enrolled in the same 150 percent observation period. The student advancement rate provides a more comprehensive picture of the range of academic outcomes sought by community college students beyond just graduation. In examining advancement rate, the compressed model had the highest rate (64.47 percent), followed by co-requisite (62.06 percent), emporium (61.56 percent), modularized (61.36 percent), traditional (55.98 percent), and other (46.07 percent). For reference, the overall Illinois community college system advancement rate for first-time, full-time students (inclusive of both non-developmental



education students and developmental education students) was 67.46 percent (ICCB Student Success Metrics, 2025).

**Table 5**

**Illinois Community College Gateway Course Completion and Certificate/Degree Completion for Fall 2020 First-Time, Full-Time Students by Primary 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 or Higher in Either Year One or Two	Total Completions in either Year One or Two	% Completions in either Year One or Two	Total Graduated w/in 150% Catalog Time	Graduation Rate	Total Advanced (Graduated, Transferred, or Still Enrolled)	Advance-ment Rate
<b>Traditional</b>	3,419	443	12.96%	957	27.99%	280	8.19%	760	22.23%	1,914	55.98%
<b>Co-Requisite</b>	688	388	56.40%	421	61.19%	96	13.95%	195	28.34%	427	62.06%
<b>Compressed</b>	76	14	18.42%	30	39.47%	14	18.42%	22	28.95%	49	64.47%
<b>Modularized</b>	44	0	0.00%	DS	DS	8	18.18%	11	25.00%	27	61.36%
<b>Emporium</b>	333	41	12.31%	86	25.83%	36	10.81%	101	30.33%	205	61.56%
<b>Other</b>	89	12	13.48%	28	31.46%	9	10.11%	21	23.60%	41	46.07%
<b>Total</b>	4,649	898	19.32%	1,523	32.76%	443	9.53%	1,110	23.88%	2,663	57.28%

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 but with more detail by model and student subgroups.

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. For reference, the overall Illinois community college system Fall-to-Fall retention rate for first-time, full-time students (inclusive of both non developmental education students and developmental education students) was 65.76 percent (ICCB Student Success Metrics, 2025).

**Table 6****Illinois Community College Persistence and Retention for Fall 2020 First-Time, Full-Time Students by Primary Mathematics Developmental Education Model**

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

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

**Table 7** provides 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. The students were tracked longitudinally two years upon entry (fiscal years 2022 through 2023). Appendix Table B-2 contains the same outcomes but with more detail by model and student subgroups. The information in Tables 7 and 8 encompasses a newer cohort compared to the Fall 2020 cohort in Tables 5 and 6.

Statewide, the co-requisite model, by a wide margin, had the highest percentage of students passing a mathematics gateway course with a C or higher for year one at 59.41 percent and year one and year two combined at 64.54 percent. The traditional, compressed, modularized, emporium, and other models ranged from 0.00 percent to 15.45 percent for students passing a mathematics gateway course with a C or higher in year one. In examining year one and two combined for passing a mathematics gateway course with C or higher, beyond the co-requisite model, the other model had the highest percentage at 42.42 percent followed by the compressed, traditional, emporium, and modularized models.

**Table 7****Illinois Community College Gateway Course Completion for Fall 2021 First-Time, Full-Time Students by Primary 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 or Higher in Either Year One or Two	Total Completions in either Year One or Two	% Completions in either Year One or Two
<b>Traditional</b>	3,685	466	12.65%	1,076	29.20%	353	9.58%
<b>Co-Requisite</b>	643	382	59.41%	415	64.54%	83	12.91%
<b>Compressed</b>	110	17	15.45%	40	36.36%	5	4.55%
<b>Modularized</b>	27	0	0.00%	DS	DS	DS	DS
<b>Emporium</b>	235	9	3.83%	46	19.57%	25	10.64%
<b>Other</b>	66	6	9.09%	28	42.42%	8	12.12%
<b>Total</b>	4,766	880	18.46%	1,608	33.74%	476	9.99%

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2), 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 contains the same outcomes but with more detail by model and student subgroups.

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 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-Fall	% Retained Fall-to-Fall	Average Hours in Year Two
<b>Traditional</b>	3,685	15.94	848	23.01%	2,320	62.96%	12.49
<b>Co-Requisite</b>	643	17.76	189	29.39%	402	62.52%	12.64
<b>Compressed</b>	110	14.01	16	14.55%	67	60.91%	11.50
<b>Modularized</b>	27	23.67	14	51.85%	15	55.56%	23.59
<b>Emporium</b>	235	17.36	46	19.57%	172	73.19%	13.98
<b>Other</b>	66	11.57	13	19.70%	31	46.97%	13.32
<b>Total</b>	4,766	16.19	1,126	23.63%	3,007	63.09%	12.63

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

**Table 9** contains statewide gateway course completion and certificate/degree completion outcomes for Fall 2022 first-time, full-time students by mathematics developmental education model in Illinois community colleges. Appendix Table B-3 contains the same outcomes but with more detail by model and student subgroups. The information in Tables 9 and 10 encompasses the most recent cohort available for analysis.

Statewide, the co-requisite model had the highest percentage of students passing a mathematics gateway course with a C or higher for year one by a substantial margin at 53.77 percent for the Fall 2022 cohort. The compressed, traditional, emporium, modularized, and other models ranged from 0.00 percent to 32.94 percent for students passing a mathematics gateway course with a C or higher in year one.

**Table 9****Illinois Community College Gateway Course Completion for Fall 2022 First-Time, Full-Time Students by Primary Mathematics Developmental Education Model**

	Total Students	Total Passing Math Gateway Course with C or Higher in Year One	% Passing Math Gateway Course with C or Higher in Year One
<b>Traditional</b>	3,619	472	13.04%
<b>Co-Requisite</b>	915	492	53.77%
<b>Compressed</b>	138	22	15.94%
<b>Modularized</b>	27	0	0.00%
<b>Emporium</b>	69	7	10.14%
<b>Other</b>	85	28	32.94%
<b>Total</b>	4,853	1,021	21.04%

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

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**Table 10** encompasses the same Fall 2022 first-time, full-time student cohort by mathematics developmental education model in Illinois community colleges as Table 9. Appendix Table B-3 contains the same outcomes but with more detail by model and student subgroups. Statewide, the modularized model had the highest rate of average hours earned in the first academic year (34.89 hours). For the same measure, the co-requisite, emporium, traditional, compressed, and other ranged from 9.66 hours to 20.02 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 92.59 percent, followed by the co-requisite (38.69 percent) and traditional (24.79 percent) models. In examining retention (Fall-to-Fall) the compressed model had the highest rate (68.12 percent), followed closely by co-requisite (67.32 percent), other (67.06 percent), traditional (63.55 percent), and emporium (49.28 percent) models.

**Table 10**

**Illinois Community College Persistence and Retention for Fall 2022 First-Time, Full-Time Students 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-Fall	% Retained Fall-to-Fall
<b>Traditional</b>	3,619	16.43	897	24.79%	2,300	63.55%
<b>Co-Requisite</b>	915	20.02	354	38.69%	616	67.32%
<b>Compressed</b>	138	15.37	22	15.94%	94	68.12%
<b>Modularized</b>	27	34.89	25	92.59%	18	66.67%
<b>Emporium</b>	69	16.08	17	24.64%	34	49.28%
<b>Other</b>	85	9.66	8	9.41%	57	67.06%
<b>Total</b>	4,853	17.05	1,323	27.26%	3,119	64.27%

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 11** 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. The students were tracked longitudinally three years upon entry (fiscal years 2021 through 2023). Appendix Table B-4 contains the same outcomes but with more detail by model and student subgroups.

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 at 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.

In Table 11, students enrolled in the co-requisite model had the highest graduation rate (21.82 percent), followed by traditional (16.67 percent). For reference, the overall Illinois community college system graduation rate for first-time, full-time students (inclusive of both non-developmental education students and developmental education students) was 37.49 percent (ICCB Student Success Metrics, 2025).

In examining advancement rate, the co-requisite model also had the highest rate (54.70 percent), followed by traditional (48.99 percent) and other (46.15 percent). For reference, the overall Illinois community college system advancement rate for first-time, full-time students (inclusive of both non-developmental education students and developmental education students) was 67.46 percent (ICCB Student Success Metrics, 2025).

**Table 11**

**Illinois Community College Gateway Course Completion and Certificate/Degree Completion for Fall 2020 First-Time, Full-Time Students by Primary 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 or Higher in Either Year One or Two	Total Completions in either Year One or Two	% Completions in either Year One or Two	Total Graduated w/in 150% Catalog Time	Graduation Rate	Total Advanced (Graduated, Transferred, or Still Enrolled)	Advancement Rate
<b>Traditional</b>	1,878	480	25.56%	751	39.99%	111	5.91%	313	16.67%	920	48.99%
<b>Co-Requisite</b>	1,691	1,112	65.76%	1,187	70.20%	139	8.22%	369	21.82%	925	54.70%
<b>Compressed</b>	10	DS	DS	DS	DS	0	0.00%	DS	DS	DS	DS
<b>Other</b>	13	7	53.85%	7	53.85%	DS	DS	DS	DS	6	46.15%
<b>Total</b>	3,592	1,600	44.54%	1,948	54.23%	252	7.02%	686	19.10%	1,856	51.67%

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

**Table 12** 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-4 contains the same outcomes but with more detail by model and student subgroups.

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. For reference, the overall Illinois community college system Fall-to-Fall retention rate for first-time, full-time students (inclusive of both non developmental education students and developmental education students) was 65.76 percent (ICCB Student Success Metrics, 2025).

**Table 12**

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

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

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

**Table 13** contains statewide gateway course completion and certificate/degree completion outcomes for Fall 2021 first-time, full-time students by English Language Arts developmental education model in Illinois community colleges. The students were tracked longitudinally two years upon entry (fiscal years 2022 through 2023). Appendix Table B-5 contains the same outcomes but with more detail by model and student subgroups. The information in Tables 13 and 14 encompasses a newer cohort compared to the Fall 2020 cohort in Tables 11 and 12.

Amongst models with at least 25 students enrolled, the co-requisite model, by a wide margin, had the highest percentage of students passing a English Language Arts gateway course with a C or higher for year one at 65.08 percent and year one and year two combined (70.38 percent). In comparison, the traditional model had a rate of 19.90 percent for students passing a English Language Arts gateway course with a C or higher for year one and year one and year two combined rate of 35.52 percent.



**Table 13**

**Illinois Community College Gateway Course Completion for Fall 2021 First-Time, Full-Time Students by Primary 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 or Higher in Either Year One or Two	Total Completions in either Year One or Two	% Completions in either Year One or Two
<b>Traditional</b>	1,889	376	19.90%	671	35.52%	108	5.72%
<b>Co-Requisite</b>	1,847	1,202	65.08%	1,300	70.38%	156	8.45%
<b>Compressed</b>	36	7	19.44%	11	30.56%	DS	DS
<b>Other</b>	11	9	81.82%	9	81.82%	0	0.00%
<b>Total</b>	3,783	1,594	42.14%	1,991	52.63%	267	7.06%

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

**Table 14** encompasses the same Fall 2021 first-time, full-time student cohort by English Language Arts developmental education model in Illinois community colleges as Table 13. Appendix Table B-5 contains the same outcomes but with more detail by model and student subgroups. Amongst models with at least 25 students enrolled, statewide, the co-requisite model had the highest rate of average hours earned in the first academic year (16.23 hours), followed by the traditional model at 12.15 hours and compressed model at 11.86 hours. For students earning 24 or more credit hours in their first academic year, the co-requisite model had a rate of 21.87 percent, followed by the traditional model at 12.81 percent.

In examining retention (Fall-to-Fall) the co-requisite model had the highest rate of 63.18 percent, followed by compressed (58.33 percent) and traditional (53.84 percent).

**Table 14**

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

	Total Students	Average Hours in Year One	Total Earning 24+ Credit Hours in Year One	% Earning 24+ Credit Hours in Year One	Total Retained Fall-to-Fall	% Retained Fall-to-Fall	Average Hours in Year Two
<b>Traditional</b>	1,889	12.15	242	12.81%	1,017	53.84%	9.19
<b>Co-Requisite</b>	1,847	16.23	404	21.87%	1,167	63.18%	11.75
<b>Compressed</b>	36	11.86	DS	DS	21	58.33%	9.50
<b>Other</b>	11	0.55	0	0.00%	DS	DS	19.09
<b>Total</b>	3,783	14.11	650	17.18%	2,210	58.42%	10.47

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



**Table 15** contains statewide gateway course completion and certificate/degree completion outcomes for Fall 2022 first-time, full-time students by English Language Arts developmental education model in Illinois community colleges. Appendix Table B-6 contains the same outcomes but with more detail by model and student subgroups. The information in Tables 15 and 16 encompasses the most recent cohort available for analysis.

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 by a substantial margin at 59.64 percent for the Fall 2022 cohort. For models with at least 25 students, the traditional model had the next highest rate at 21.48.

**Table 15**

**Illinois Community College Gateway Course Completion for Fall 2022 First-Time, Full-Time Students by Primary English Language Arts Developmental Education Model**

	<b>Total Students</b>	<b>Total Passing English Gateway Course with C or Higher in Year One</b>	<b>% Passing English Gateway Course with C or Higher in Year One</b>
<b>Traditional</b>	1,685	362	21.48%
<b>Co-Requisite</b>	2,039	1,216	59.64%
<b>Compressed</b>	35	DS	DS
<b>Other</b>	12	10	83.33%
<b>Total</b>	3,771	1,593	42.24%

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

**Table 16** encompasses the same Fall 2022 first-time, full-time student cohort by English/Language Arts developmental education model in Illinois community colleges as Table 9. Appendix Table B-6 contains the same outcomes but with more detail by model and student subgroups. Statewide, the co-requisite model had the highest rate of average hours earned in the first academic year (16.79 hours). For the same measure, students in the traditional model averaged 16.79 hours while those in the compressed averaged 10.90 hours. The co-requisite model had the highest percentage of students earning 24 or more credit hours in their first academic year at 23.98 percent followed by the traditional (15.01 percent) model. In examining retention (Fall-to-Fall) the co-requisite model had the highest rate (62.97 percent), followed by compressed (57.14 percent) and traditional (53.29 percent).

**Table 16****Illinois Community College Persistence and Retention for Fall 2022 First-Time, Full-Time Students by English Language Arts Developmental Education Model**

	<b>Total Students</b>	<b>Average Hours in Year One</b>	<b>Total Earning 24+ Credit Hours in Year One</b>	<b>% Earning 24+ Credit Hours in Year One</b>	<b>Total Retained Fall-to-Fall</b>	<b>% Retained Fall-to-Fall</b>
<b>Traditional</b>	1,685	12.66	253	15.01%	898	53.29%
<b>Co-Requisite</b>	2,039	16.79	489	23.98%	1,284	62.97%
<b>Compressed</b>	35	10.90	DS	DS	20	57.14%
<b>Other</b>	12	0.00	0	0.00%	DS	DS
<b>Total</b>	3,771	14.83	743	19.70%	2,206	58.50%

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

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


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As required by the Developmental Education Reform Act, student outcomes are disaggregated by gender, race and ethnicity, and federal Pell Grant status in Appendix Tables B-1 through B-6. Further analysis below is provided for the race/ethnicity subgroup for the Black or African American and Hispanic/Latino student subgroups, 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 as it allows a three-year time horizon for comprehensive analysis. Student outcomes disaggregated by the same student groups are provided for the Fall 2021 and Fall 2022 full-time student cohort by developmental education model in Illinois community colleges in Appendix Tables B-2, B-3, B-5, and B-6.

The models need to have at least twenty-five (25) students in each of the White, Black or African American, and Hispanic/Latino race/ethnicity and Pell status categories for inclusion in this analysis. For the mathematics models, the traditional, co-requisite, and emporium models met these criteria. For the English Language Arts models, the traditional and co-requisite models met these criteria.

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

The information in **Table 17** provides statewide student outcomes for Fall 2020 first-time, full-time students by mathematics 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, Fall-to-Fall retention rate (except for the emporium model), percent passing a mathematics gateway course with a C or higher in either year one or two (except co-requisite), graduation within 150 percent catalog time, and advancement rates.

Hispanic/Latino students had higher rates of performance when examining percent passing a mathematics gateway course with a C or higher for the co-requisite model for both year one and year one and year two combined and the 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 mathematics gateway course with a C or higher in both year one and year one and year two combined. Examining graduation rates within 150 percent catalog time and Black or African American students by model, co-requisite had a higher rate (15.79 percent) as compared to traditional (11.47 percent). For Hispanic/Latino students, the emporium model had the highest graduation rate at 26.14 percent followed by co-requisite at 21.75 percent and traditional at 19.44 percent. Achievement gaps were persistent and substantial in comparing Black or African American and Hispanic/Latino student to White students across models.

For advancement rate, Black or African American students had the highest rate in the co-requisite model (53.95 percent), followed by emporium (51.35 percent) and traditional (46.88 percent). Examining Hispanic/Latino students, advancement rate was highest within the emporium model (59.09 percent), while co-requisite had 55.19 percent and traditional had 51.49 percent. Like graduation rate, achievement gaps are persistent and substantial in comparing Black or African American and Hispanic/Latino student advancement rate outcomes to White students across models.

Table 17

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

	Co-Requisite			Emporium			Traditional		
Student Outcome	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 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
% Graduated within 150% Catalog Time	15.79%	21.75%	38.02%	DS	26.14%	37.58%	11.47%	19.44%	27.92%
Advancement Rate	53.95%	55.19%	72.31%	51.35%	59.09%	63.69%	46.88%	51.49%	61.34%

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

**Table 18** provides statewide student outcomes for Fall 2020 first-time, full-time students by mathematics 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 race/ethnicity 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, Fall-to-Fall-retention rate, percent passing a mathematics gateway course with a C or higher in year one and in year one and two combined, and graduation rates within 150 percent catalog time.

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 mathematics gateway course with a C or higher in both year one and year one and year two combined. Examining graduation rates and Pell students by model, emporium had a higher rate (29.05 percent) as compared to co-requisite (22.61 percent) and traditional (18.60 percent). Achievement gaps were persistent and substantial in comparing Pell students to Non-Pell students across the co-requisite and traditional models. The emporium model had similar rates for Pell and Non-Pell students.

For advancement rate, Pell students had the highest rate in the emporium model (64.19 percent), followed by co-requisite (58.26 percent) and traditional (50.94 percent). Like graduation rate, achievement gaps are persistent in comparing Pell student advancement rate outcomes to Non-Pell across models.

**Table 18**

**Illinois Community College Student Outcomes for Fall 2020 First-Time, Full-Time Students by  
Primary 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 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
% Graduated within 150% Catalog Time	34.11%	22.61%	31.35%	29.05%	25.80%	18.60%
Advancement Rate	65.89%	58.26%	59.46%	64.19%	60.93%	50.94%

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

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

**Table 19** contains statewide student outcomes for Fall 2020 first-time, full-time students by English Language Arts developmental education model in Illinois community colleges for the following race/ethnicity categories: Black or African American, Hispanic/Latino, and White. Appendix Table B-4 contains the same outcomes but with more detail by model and student subgroups. 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, Fall-to-Fall retention, percent completions in either year one or two, graduation rates within 150 percent catalog time, and advancement rate.

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. 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.

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.

Examining graduation rates within 150 percent catalog time and Black or African American students by model, co-requisite had a higher rate (16.79 percent) as compared to traditional (8.29 percent). For Hispanic/Latino students, the co-requisite model at 21.15 percent had a slightly higher graduation rates than traditional at 14.95 percent. Achievement gaps were persistent and in comparing Black or African American and Hispanic/Latino students to White students across models.

For advancement rate, Black or African American students had the highest rate in the co-requisite model (51.09 percent) as compared to traditional (41.44 percent). Examining Hispanic/Latino students, advancement rate was slightly higher within the co-requisite model (51.46 percent) while traditional had 49.03 percent. Like graduation rate, achievement gaps are persistent in comparing Black or African American and Hispanic/Latino student advancement rate outcomes to White students across models.

**Table 19**

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

Student Outcomes	Co-Requisite			Traditional		
	Black or African American	Hispanic/Latino	White	Black or African American	Hispanic/Latino	White
<b>Average Hours in Year One</b>	14.51	15.84	18.96	9.37	11.63	15.60
<b>% Earning 24+ Credit Hours in Year One</b>	16.42%	17.83%	32.01%	7.22%	9.12%	23.02%
<b>% Retained Fall-to-Fall</b>	50.00%	61.53%	64.46%	40.37%	57.40%	60.48%
<b>% Passing English Gateway Course with C or Higher in Year One</b>	56.57%	69.17%	63.36%	17.11%	27.80%	28.89%
<b>% Passing English Gateway Course with C or Higher in Either Year One or Two</b>	61.68%	72.36%	68.65%	29.68%	41.41%	43.97%
<b>% Completions in either Year One or Two</b>	8.03%	7.26%	9.27%	3.21%	4.78%	8.41%
<b>Average Hours in Year Two</b>	9.91	10.65	13.02	6.40	8.75	11.46
<b>% Graduated within 150% Catalog Time</b>	16.79%	21.15%	24.94%	8.29%	14.95%	23.33%
<b>Advancement Rate</b>	51.09%	51.46%	58.06%	41.44%	49.03%	52.22%

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

**Table 20** provides statewide student outcomes for Fall 2020 first-time, full-time students by English Language Arts developmental education model in Illinois community colleges by Pell status. Appendix Table B-4 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 race/ethnicity 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, percent passing an English Language Arts gateway course with a C or higher in both year one and year one and year two combined, graduation rates within 150 percent catalog time, and advancement 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 traditional 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. Examining graduation rates within 150 percent catalog time and Pell students by model, co-requisite had a higher rate (20.27 percent) as compared to traditional (15.01 percent). Achievement gaps were persistent and substantial in comparing Pell students to Non-Pell students across the co-requisite and traditional models.

For advancement rate, Pell students had the highest rate in the co-requisite model (53.38 percent) followed by traditional (46.04 percent). Like graduation rate, achievement gaps are persistent in comparing Pell student advancement rate outcomes to Non-Pell across models.

**Table 20**

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

	Co-Requisite		Traditional	
	Not a Pell Recipient	Pell Recipient	Not a Pell Recipient	Pell Recipient
<b>Average Hours in Year One</b>	17.45	16.38	13.17	12.16
<b>% Earning 24+ Credit Hours in Year One</b>	25.67%	20.57%	15.40%	12.34%
<b>% Retained Fall-to-Fall</b>	65.22%	59.45%	58.84%	53.04%
<b>% Passing English Language Arts Gateway Course with C or Higher in Year One</b>	68.06%	64.25%	28.41%	23.48%
<b>% Passing English Language Arts Gateway Course with C or Higher in Either Year One or Two</b>	71.79%	69.15%	43.18%	37.66%
<b>% Completions in either Year One or Two</b>	8.51%	8.03%	5.81%	5.99%
<b>Average Hours in Year Two</b>	12.60	10.91	10.08	8.88
<b>% Graduated within 150% Catalog Time</b>	24.18%	20.27%	18.94%	15.01%
<b>Advancement Rate</b>	56.72%	53.38%	53.03%	46.04%

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

The goal for many students is to complete a certificate or degree. To assess this, additional longitudinal analysis will be conducted, tracking the Fall 2021 and Fall 2022 cohort subgroups through the 2023-24 and 2024-25 academic years to determine completion rates within 150 percent of the catalog time for the next iteration of this report (fiscal year 2027). At the time of this publication, longitudinal outcomes are available through the 2022-23 academic year. Analyzing a third year of data will enable a more comprehensive evaluation, both overall and across various subgroups for the Fall 2021 and Fall 2022 cohorts, as is provided for the Fall 2020 cohort within this report.



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## APPENDIX A

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

Table A-1 - Summary of Fiscal Year 2024 Student Enrollment in Primary Developmental Model in Mathematics by Illinois Community College

Table A-2 - Summary of Fiscal Year 2024 Student Enrollment in Secondary Developmental Model in Mathematics by Illinois Community College

Table A-3 - Summary of Fiscal Year 2023 Student Enrollment in Primary Developmental Model in Mathematics by Illinois Community College

Table A-4 - Summary of Fiscal Year 2023 Student Enrollment in Secondary Developmental Model in Mathematics by Illinois Community College

Table A-5 - Summary of Fiscal Year 2024 Student Enrollment in Primary Developmental Model in English/Language Arts by Illinois Community College

Table A-6 - Summary of Fiscal Year 2024 Student Enrollment in Secondary Developmental Model in English/Language Arts by Illinois Community College

Table A-7 - Summary of Fiscal Year 2023 Student Enrollment in Primary Developmental Model in English/Language Arts by Illinois Community College

Table A-8 - Summary of Fiscal Year 2023 Student Enrollment in Secondary Developmental Model in English/Language Arts by Illinois Community College

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## APPENDIX B

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

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

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

Table B-3 – Fiscal Year 2023 (Fall 2022) Full-time, First-time Student Cohort, Statewide Summary of Student Outcomes by Subgroup by Primary Mathematics Developmental Education Model

Table B-4 - 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-5 – 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

Table B-6 – Fiscal Year 2023 (Fall 2022) 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”.

**Suggested Citation:**

Illinois Community College Board. (2025). *Status of Developmental Education Reform in the Illinois Community College System in Fiscal Year 2025*. Springfield, IL: Author.

Illinois Community College Board																	
Table A-1																	
Summary of Fiscal Year 2024 Student Enrollment in <u>Primary</u> 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	5,621	211	46.8%	158	35.0%	82	18.2%	0	0.0%	0	0.0%	0	0.0%	451	7.4%	6,072
51801	Carl Sandburg	2,160	133	89.9%	15	10.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	148	6.4%	2,308
50802	CCC Harold Washington	7,950	459	92.5%	36	7.3%	0	0.0%	0	0.0%	0	0.0%	1	0.2%	496	5.9%	8,446
50804	CCC Harry S Truman	10,462	170	66.1%	86	33.5%	0	0.0%	0	0.0%	0	0.0%	1	0.4%	257	2.4%	10,719
50801	CCC Kennedy-King	4,365	85	69.7%	37	30.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	122	2.7%	4,487
50803	CCC Malcolm X	11,072	505	53.5%	437	46.3%	0	0.0%	0	0.0%	0	0.0%	2	0.2%	944	7.9%	12,016
50805	CCC Olive-Harvey	4,411	95	54.0%	81	46.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	176	3.8%	4,587
50806	CCC Richard J. Daley	9,423	289	79.6%	74	20.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	363	3.7%	9,786
50807	CCC Wilbur Wright	11,491	278	54.4%	128	25.0%	0	0.0%	0	0.0%	0	0.0%	105	20.5%	511	4.3%	12,002
50201	College of DuPage	39,196	2,343	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,343	5.6%	41,539
53201	College of Lake County	21,137	1,162	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,162	5.2%	22,299
50701	Danville Area	2,923	337	96.0%	14	4.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	351	10.7%	3,274
50901	Elgin	14,041	845	75.5%	0	0.0%	274	24.5%	0	0.0%	0	0.0%	0	0.0%	1,119	7.4%	15,160
51201	Harper	22,025	455	51.8%	424	48.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	879	3.8%	22,904
54001	Heartland	6,850	630	77.3%	185	22.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	815	10.6%	7,665
51901	Highland	2,806	218	96.9%	7	3.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	225	7.4%	3,031
52904	IECC Frontier	12,799	1	50.0%	1	50.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.0%	12,801
52901	IECC Lincoln Trail	731	5	23.8%	16	76.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	21	2.8%	752
52902	IECC Olney Central	1,220	17	53.1%	15	46.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	32	2.6%	1,252
52903	IECC Wabash Valley	1,215	0	0.0%	9	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	9	0.7%	1,224
51401	Illinois Central	10,182	341	85.9%	56	14.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	397	3.8%	10,579
51301	Illinois Valley	3,817	115	53.7%	99	46.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	214	5.3%	4,031
53001	John A. Logan	4,997	0	0.0%	303	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	303	5.7%	5,300
53901	John Wood	2,522	107	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	107	4.1%	2,629
52501	Joliet Junior	18,671	1,912	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,912	9.3%	20,583
52001	Kankakee	3,741	199	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	199	5.1%	3,940
50101	Kaskaskia	5,348	393	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	393	6.8%	5,741
52301	Kishwaukee	3,495	191	50.7%	186	49.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	377	9.7%	3,872
51701	Lake Land	8,390	55	15.5%	300	84.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	355	4.1%	8,745
53601	Lewis and Clark	5,295	301	76.4%	93	23.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	394	6.9%	5,689
52601	Lincoln Land	9,344	0	0.0%	212	60.1%	59	16.7%	0	0.0%	0	0.0%	82	23.2%	353	3.6%	9,697
52801	McHenry County	12,641	339	51.2%	303	45.8%	20	3.0%	0	0.0%	0	0.0%	0	0.0%	662	5.0%	13,303
52401	Moraine Valley	16,197	1,759	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,759	9.8%	17,956
52701	Morton	5,640	103	43.1%	136	56.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	239	4.1%	5,879
53501	Oakton	16,235	1,232	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,232	7.1%	17,467
50501	Parkland	8,642	854	86.2%	137	13.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	991	10.3%	9,633
51501	Prairie State	6,004	378	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	378	5.9%	6,382
52101	Rend Lake	3,246	19	10.4%	37	20.3%	0	0.0%	0	0.0%	126	69.2%	0	0.0%	182	5.3%	3,428
53701	Richland	3,471	233	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	233	6.3%	3,704
51101	Rock Valley	8,970	310	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	310	3.3%	9,280
50601	Sauk Valley	2,441	111	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	111	4.3%	2,552
53101	Shawnee	2,746	17	32.7%	35	67.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	52	1.9%	2,798
51001	South Suburban	7,298	368	57.6%	0	0.0%	271	42.4%	0	0.0%	0	0.0%	0	0.0%	639	8.1%	7,937
53301	Southeastern Illinois	3,182	93	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	93	2.8%	3,275
52201	Southwestern Illinois	14,298	717	91.6%	0	0.0%	66	8.4%	0	0.0%	0	0.0%	0	0.0%	783	5.2%	15,081
53401	Spoon River	1,628	17	23.9%	0	0.0%	0	0.0%	54	76.1%	0	0.0%	0	0.0%	71	4.2%	1,699
50401	Triton	15,340	548	46.9%	477	40.8%	0	0.0%	0	0.0%	143	12.2%	0	0.0%	1,168	7.1%	16,508
51601	Waubonsee	14,250	1,049	90.1%	99	8.5%	16	1.4%	0	0.0%	0	0.0%	0	0.0%	1,164	7.6%	15,414
Total		409,929	19,999	78.4%	4,196	16.5%	788	3.1%	54	0.2%	269	1.1%	191	0.7%	25,497	5.9%	435,426
Data Source: ICCB Centralized Data System																	

Illinois Community College Board																	
Table A-2																	
Summary of Fiscal Year 2024 Student Enrollment in <u>Secondary</u> 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	5,896	167	37.0%	9	2.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	176	2.9%	6,072
51801	Carl Sandburg	2,308	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,308
50802	CCC Harold Washington	8,442	4	0.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	0.0%	8,446
50804	CCC Harry S Truman	10,717	1	0.4%	1	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.0%	10,719
50801	CCC Kennedy-King	4,479	8	6.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8	0.2%	4,487
50803	CCC Malcolm X	11,976	37	3.9%	3	0.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	40	0.3%	12,016
50805	CCC Olive-Harvey	4,583	4	2.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	0.1%	4,587
50806	CCC Richard J. Daley	9,775	10	2.8%	1	0.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	11	0.1%	9,786
50807	CCC Wilbur Wright	11,981	15	2.9%	3	0.6%	0	0.0%	0	0.0%	0	0.0%	3	0.6%	21	0.2%	12,002
50201	College of DuPage	41,539	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	41,539
53201	College of Lake County	22,299	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	22,299
50701	Danville Area	3,269	0	0.0%	5	1.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	0.2%	3,274
50901	Elgin	14,909	192	17.2%	0	0.0%	59	5.3%	0	0.0%	0	0.0%	0	0.0%	251	1.7%	15,160
51201	Harper	22,823	79	9.0%	2	0.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	81	0.4%	22,904
54001	Heartland	7,635	30	3.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	30	0.4%	7,665
51901	Highland	3,031	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,031
52904	IECC Frontier	12,801	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	12,801
52901	IECC Lincoln Trail	752	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	752
52902	IECC Olney Central	1,251	0	0.0%	1	3.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.1%	1,252
52903	IECC Wabash Valley	1,223	0	0.0%	1	11.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.1%	1,224
51401	Illinois Central	10,570	7	1.8%	2	0.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	9	0.1%	10,579
51301	Illinois Valley	4,028	0	0.0%	3	1.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	0.1%	4,031
53001	John A. Logan	5,242	0	0.0%	58	19.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	58	1.1%	5,300
53901	John Wood	2,629	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,629
52501	Joliet Junior	20,583	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	20,583
52001	Kankakee	3,940	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,940
50101	Kaskaskia	5,741	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5,741
52301	Kishwaukee	3,857	15	4.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	15	0.4%	3,872
51701	Lake Land	8,745	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8,745
53601	Lewis and Clark	5,669	20	5.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	20	0.4%	5,689
52601	Lincoln Land	9,692	0	0.0%	2	0.6%	1	0.3%	0	0.0%	0	0.0%	2	0.6%	5	0.1%	9,697
52801	McHenry County	13,253	23	3.5%	12	1.8%	15	2.3%	0	0.0%	0	0.0%	0	0.0%	50	0.4%	13,303
52401	Moraine Valley	17,956	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	17,956
52701	Morton	5,870	9	3.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	9	0.2%	5,879
53501	Oakton	17,467	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	17,467
50501	Parkland	9,618	10	1.0%	5	0.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	15	0.2%	9,633
51501	Prairie State	6,382	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6,382
52101	Rend Lake	3,428	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,428
53701	Richland	3,704	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,704
51101	Rock Valley	9,280	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	9,280
50601	Sauk Valley	2,552	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,552
53101	Shawnee	2,798	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,798
51001	South Suburban	7,877	14	2.2%	0	0.0%	46	7.2%	0	0.0%	0	0.0%	0	0.0%	60	0.8%	7,937
53301	Southeastern Illinois	3,275	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,275
52201	Southwestern Illinois	15,066	12	1.5%	0	0.0%	2	0.3%	0	0.0%	0	0.0%	1	0.1%	15	0.1%	15,081
53401	Spoon River	1,689	10	14.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	10	0.6%	1,699
50401	Triton	16,465	14	1.2%	2	0.2%	0	0.0%	0	0.0%	27	2.3%	0	0.0%	43	0.3%	16,508
51601	Waubonsee	15,317	0	0.0%	85	7.3%	12	1.0%	0	0.0%	0	0.0%	0	0.0%	97	0.6%	15,414
Total		434,382	681	2.7%	195	0.8%	135	0.5%	0	0.0%	27	0.1%	6	0.0%	1,044	0.2%	435,426
Data Source: ICCB Centralized Data System																	

Illinois Community College Board																	
Table A-3																	
Summary of Fiscal Year 2023 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	5,358	175	40.0%	182	41.6%	80	18.3%	0	0.0%	0	0.0%	0	0.0%	437	7.5%	5,795
51801	Carl Sandburg	2,132	154	94.5%	9	5.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	163	7.1%	2,295
50802	CCC Harold Washington	7,557	560	93.5%	36	6.0%	0	0.0%	0	0.0%	0	0.0%	3	0.5%	599	7.3%	8,156
50804	CCC Harry S Truman	9,002	210	76.1%	63	22.8%	0	0.0%	0	0.0%	0	0.0%	3	1.1%	276	3.0%	9,278
50801	CCC Kennedy-King	3,225	92	69.2%	41	30.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	133	4.0%	3,358
50803	CCC Malcolm X	9,771	544	57.8%	395	42.0%	0	0.0%	0	0.0%	0	0.0%	2	0.2%	941	8.8%	10,712
50805	CCC Olive-Harvey	3,419	101	62.0%	62	38.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	163	4.6%	3,582
50806	CCC Richard J. Daley	7,718	289	82.8%	60	17.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	349	4.3%	8,067
50807	CCC Wilbur Wright	11,361	278	52.9%	143	27.2%	0	0.0%	0	0.0%	0	0.0%	105	20.0%	526	4.4%	11,887
50201	College of DuPage	35,973	1,957	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,957	5.2%	37,930
53201	College of Lake County	19,621	888	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	888	4.3%	20,509
50701	Danville Area	2,938	215	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	215	6.8%	3,153
50901	Elgin	12,747	834	74.7%	0	0.0%	282	25.3%	0	0.0%	0	0.0%	0	0.0%	1,116	8.1%	13,863
51201	Harper	20,963	478	51.0%	460	49.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	938	4.3%	21,901
54001	Heartland	6,779	633	80.5%	153	19.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	786	10.4%	7,565
51901	Highland	2,467	217	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	217	8.1%	2,684
52904	IECC Frontier	14,619	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	14,619
52901	IECC Lincoln Trail	769	12	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	12	1.5%	781
52902	IECC Olney Central	1,214	11	68.8%	0	0.0%	5	31.3%	0	0.0%	0	0.0%	0	0.0%	16	1.3%	1,230
52903	IECC Wabash Valley	1,318	1	50.0%	0	0.0%	1	50.0%	0	0.0%	0	0.0%	0	0.0%	2	0.2%	1,320
51401	Illinois Central	9,420	467	93.4%	33	6.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	500	5.0%	9,920
51301	Illinois Valley	3,677	94	44.8%	116	55.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	210	5.4%	3,887
53001	John A. Logan	5,850	178	67.2%	87	32.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	265	4.3%	6,115
53901	John Wood	2,429	125	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	125	4.9%	2,554
52501	Joliet Junior	17,952	1,858	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,858	9.4%	19,810
52001	Kankakee	3,554	193	96.5%	7	3.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	200	5.3%	3,754
50101	Kaskaskia	5,348	367	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	367	6.4%	5,715
52301	Kishwaukee	3,222	346	93.8%	23	6.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	369	10.3%	3,591
51701	Lake Land	7,848	243	87.7%	34	12.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	277	3.4%	8,125
53601	Lewis and Clark	5,090	341	83.6%	67	16.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	408	7.4%	5,498
52601	Lincoln Land	8,688	0	0.0%	10	3.4%	286	96.6%	0	0.0%	0	0.0%	0	0.0%	296	3.3%	8,984
52801	McHenry County	12,119	812	69.8%	317	27.3%	34	2.9%	0	0.0%	0	0.0%	0	0.0%	1,163	8.8%	13,282
52401	Moraine Valley	16,466	1,151	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,151	6.5%	17,617
52701	Morton	5,258	2	0.7%	183	64.4%	0	0.0%	0	0.0%	99	34.9%	0	0.0%	284	5.1%	5,542
53501	Oakton	14,939	1,079	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,079	6.7%	16,018
50501	Parkland	8,065	882	96.0%	37	4.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	919	10.2%	8,984
51501	Prairie State	5,665	388	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	388	6.4%	6,053
52101	Rend Lake	3,073	52	26.4%	29	14.7%	0	0.0%	0	0.0%	116	58.9%	0	0.0%	197	6.0%	3,270
53701	Richland	3,678	207	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	207	5.3%	3,885
51101	Rock Valley	7,524	245	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	245	3.2%	7,769
50601	Sauk Valley	2,282	120	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	120	5.0%	2,402
53101	Shawnee	2,689	2	1.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	107	98.2%	109	3.9%	2,798
51001	South Suburban	7,118	366	60.4%	0	0.0%	240	39.6%	0	0.0%	0	0.0%	0	0.0%	606	7.8%	7,724
53301	Southeastern Illinois	2,982	114	97.4%	3	2.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	117	3.8%	3,099
52201	Southwestern Illinois	13,942	795	94.2%	0	0.0%	48	5.7%	0	0.0%	0	0.0%	1	0.1%	844	5.7%	14,786
53401	Spoon River	1,636	9	10.0%	0	0.0%	0	0.0%	81	90.0%	0	0.0%	0	0.0%	90	5.2%	1,726
50401	Triton	13,942	702	61.1%	378	32.9%	0	0.0%	0	0.0%	68	5.9%	0	0.0%	1,148	7.6%	15,090
51601	Waubonsee	13,447	907	83.4%	57	5.2%	123	11.3%	0	0.0%	0	0.0%	0	0.0%	1,087	7.5%	14,534
Total		386,854	19,694	80.8%	2,985	12.3%	1,099	4.5%	81	0.3%	283	1.2%	221	0.9%	24,363	5.9%	411,217
Data Source: ICCB Centralized Data System																	

Illinois Community College Board																	
Table A-4																	
Summary of Fiscal Year 2023 Student Enrollment in <u>Secondary</u> 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	5,764	10	2.3%	3	0.7%	18	4.1%	0	0.0%	0	0.0%	0	0.0%	31	0.5%	5,795
51801	Carl Sandburg	2,295	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,295
50802	CCC Harold Washington	8,150	5	0.8%	1	0.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	0.1%	8,156
50804	CCC Harry S Truman	9,272	6	2.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	0.1%	9,278
50801	CCC Kennedy-King	3,352	6	4.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	0.2%	3,358
50803	CCC Malcolm X	10,679	31	3.3%	2	0.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	33	0.3%	10,712
50805	CCC Olive-Harvey	3,574	8	4.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8	0.2%	3,582
50806	CCC Richard J. Daley	8,065	1	0.3%	1	0.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.0%	8,067
50807	CCC Wilbur Wright	11,857	27	5.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	0.6%	30	0.3%	11,887
50201	College of DuPage	37,930	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	37,930
53201	College of Lake County	20,450	59	6.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	59	0.3%	20,509
50701	Danville Area	3,148	0	0.0%	5	2.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	0.2%	3,153
50901	Elgin	13,601	210	18.8%	0	0.0%	52	4.7%	0	0.0%	0	0.0%	0	0.0%	262	1.9%	13,863
51201	Harper	21,792	108	11.5%	1	0.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	109	0.5%	21,901
54001	Heartland	7,540	25	3.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	25	0.3%	7,565
51901	Highland	2,684	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,684
52904	IECC Frontier	14,619	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	14,619
52901	IECC Lincoln Trail	781	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	781
52902	IECC Olney Central	1,230	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,230
52903	IECC Wabash Valley	1,320	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,320
51401	Illinois Central	9,914	6	1.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	0.1%	9,920
51301	Illinois Valley	3,885	0	0.0%	2	1.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.1%	3,887
53001	John A. Logan	6,107	8	3.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8	0.1%	6,115
53901	John Wood	2,554	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,554
52501	Joliet Junior	19,810	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	19,810
52001	Kankakee	3,743	0	0.0%	11	5.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	11	0.3%	3,754
50101	Kaskaskia	5,715	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5,715
52301	Kishwaukee	3,580	11	3.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	11	0.3%	3,591
51701	Lake Land	8,125	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8,125
53601	Lewis and Clark	5,490	8	2.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8	0.1%	5,498
52601	Lincoln Land	8,982	0	0.0%	0	0.0%	2	0.7%	0	0.0%	0	0.0%	0	0.0%	2	0.0%	8,984
52801	McHenry County	13,202	32	2.8%	21	1.8%	27	2.3%	0	0.0%	0	0.0%	0	0.0%	80	0.6%	13,282
52401	Moraine Valley	17,617	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	17,617
52701	Morton	5,534	1	0.4%	0	0.0%	0	0.0%	0	0.0%	7	2.5%	0	0.0%	8	0.1%	5,542
53501	Oakton	16,018	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	16,018
50501	Parkland	8,971	13	1.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	13	0.1%	8,984
51501	Prairie State	6,053	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6,053
52101	Rend Lake	3,270	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,270
53701	Richland	3,885	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,885
51101	Rock Valley	7,769	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	7,769
50601	Sauk Valley	2,402	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,402
53101	Shawnee	2,798	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,798
51001	South Suburban	7,657	21	3.5%	0	0.0%	46	7.6%	0	0.0%	0	0.0%	0	0.0%	67	0.9%	7,724
53301	Southeastern Illinois	3,099	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,099
52201	Southwestern Illinois	14,776	3	0.4%	0	0.0%	6	0.7%	0	0.0%	0	0.0%	1	0.1%	10	0.1%	14,786
53401	Spoon River	1,726	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,726
50401	Triton	15,082	5	0.4%	2	0.2%	0	0.0%	0	0.0%	1	0.1%	0	0.0%	8	0.1%	15,090
51601	Waubonsee	14,440	22	2.0%	57	5.2%	15	1.4%	0	0.0%	0	0.0%	0	0.0%	94	0.6%	14,534
Total		410,307	626	2.6%	106	0.4%	166	0.7%	0	0.0%	8	0.0%	4	0.0%	910	0.2%	411,217
Data Source: ICCB Centralized Data System																	

Illinois Community College Board																	
Table A-5																	
Summary of Fiscal Year 2024 Student Enrollment in Primary Developmental Model in English Language Arts by Illinois Community College																	
		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
College District #	College Name	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
50301	Black Hawk	5,839	41	17.6%	187	80.3%	5	2.1%	0	0.0%	0	0.0%	0	0.0%	233	3.8%	6,072
51801	Carl Sandburg	2,229	50	63.3%	29	36.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	79	3.4%	2,308
50802	CCC Harold Washington	7,614	363	43.6%	469	56.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	832	9.9%	8,446
50804	CCC Harry S Truman	9,999	415	57.6%	305	42.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	720	6.7%	10,719
50801	CCC Kennedy-King	4,093	181	45.9%	213	54.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	394	8.8%	4,487
50803	CCC Malcolm X	10,860	296	25.6%	860	74.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,156	9.6%	12,016
50805	CCC Olive-Harvey	4,240	118	34.0%	229	66.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	347	7.6%	4,587
50806	CCC Richard J. Daley	9,407	195	51.5%	184	48.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	379	3.9%	9,786
50807	CCC Wilbur Wright	11,027	391	40.1%	584	59.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	975	8.1%	12,002
50201	College of DuPage	41,454	59	69.4%	26	30.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	85	0.2%	41,539
53201	College of Lake County	21,250	138	13.2%	911	86.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,049	4.7%	22,299
50701	Danville Area	3,216	58	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	58	1.8%	3,274
50901	Elgin	14,712	73	16.3%	153	34.2%	222	49.6%	0	0.0%	0	0.0%	0	0.0%	448	3.0%	15,160
51201	Harper	21,758	880	76.8%	266	23.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,146	5.0%	22,904
54001	Heartland	7,609	0	0.0%	56	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	56	0.7%	7,665
51901	Highland	2,941	70	77.8%	20	22.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	90	3.0%	3,031
52904	IECC Frontier	12,790	11	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	11	0.1%	12,801
52901	IECC Lincoln Trail	741	0	0.0%	11	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	11	1.5%	752
52902	IECC Olney Central	1,252	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,252
52903	IECC Wabash Valley	1,216	0	0.0%	8	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8	0.7%	1,224
51401	Illinois Central	10,392	43	23.0%	144	77.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	187	1.8%	10,579
51301	Illinois Valley	3,804	97	42.7%	130	57.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	227	5.6%	4,031
53001	John A. Logan	5,266	33	97.1%	1	2.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	34	0.6%	5,300
53901	John Wood	2,541	88	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	88	3.3%	2,629
52501	Joliet Junior	19,938	645	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	645	3.1%	20,583
52001	Kankakee	3,808	0	0.0%	132	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	132	3.4%	3,940
50101	Kaskaskia	5,686	55	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	55	1.0%	5,741
52301	Kishwaukee	3,704	40	23.8%	128	76.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	168	4.3%	3,872
51701	Lake Land	8,329	343	82.5%	73	17.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	416	4.8%	8,745
53601	Lewis and Clark	5,520	70	41.4%	99	58.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	169	3.0%	5,689
52601	Lincoln Land	9,508	0	0.0%	189	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	189	1.9%	9,697
52801	McHenry County	13,245	0	0.0%	58	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	58	0.4%	13,303
52401	Moraine Valley	17,463	205	41.6%	288	58.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	493	2.7%	17,956
52701	Morton	5,387	366	74.4%	126	25.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	492	8.4%	5,879
53501	Oakton	16,904	0	0.0%	563	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	563	3.2%	17,467
50501	Parkland	9,369	198	75.0%	66	25.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	264	2.7%	9,633
51501	Prairie State	6,353	29	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	29	0.5%	6,382
52101	Rend Lake	3,378	0	0.0%	50	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	50	1.5%	3,428
53701	Richland	3,550	97	63.0%	57	37.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	154	4.2%	3,704
51101	Rock Valley	9,186	94	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	94	1.0%	9,280
50601	Sauk Valley	2,443	109	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	109	4.3%	2,552
53101	Shawnee	2,762	0	0.0%	35	97.2%	0	0.0%	0	0.0%	0	0.0%	1	2.8%	36	1.3%	2,798
51001	South Suburban	7,448	397	81.2%	0	0.0%	92	18.8%	0	0.0%	0	0.0%	0	0.0%	489	6.2%	7,937
53301	Southeastern Illinois	3,158	100	85.5%	17	14.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	117	3.6%	3,275
52201	Southwestern Illinois	14,818	197	74.9%	23	8.7%	43	16.3%	0	0.0%	0	0.0%	0	0.0%	263	1.7%	15,081
53401	Spoon River	1,654	4	8.9%	41	91.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	45	2.6%	1,699
50401	Triton	15,585	494	53.5%	429	46.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	923	5.6%	16,508
51601	Waubonsee	14,718	416	59.8%	186	26.7%	94	13.5%	0	0.0%	0	0.0%	0	0.0%	696	4.5%	15,414
Total		420,164	7,459	48.9%	7,346	48.1%	456	3.0%	0	0.0%	0	0.0%	1	0.0%	15,262	3.5%	435,426



Illinois Community College Board																	
Table A-6																	
Summary of Fiscal Year 2024 Student Enrollment in <u>Secondary</u> 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	5,885	187	80.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	187	3.1%	6,072
51801	Carl Sandburg	2,291	0	0.0%	0	0.0%	17	21.5%	0	0.0%	0	0.0%	0	0.0%	17	0.7%	2,308
50802	CCC Harold Washington	8,410	34	4.1%	2	0.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	36	0.4%	8,446
50804	CCC Harry S Truman	10,651	67	9.3%	1	0.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	68	0.6%	10,719
50801	CCC Kennedy-King	4,452	35	8.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	35	0.8%	4,487
50803	CCC Malcolm X	11,961	55	4.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	55	0.5%	12,016
50805	CCC Olive-Harvey	4,568	19	5.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	19	0.4%	4,587
50806	CCC Richard J. Daley	9,776	10	2.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	10	0.1%	9,786
50807	CCC Wilbur Wright	11,883	117	12.0%	2	0.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	119	1.0%	12,002
50201	College of DuPage	41,539	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	41,539
53201	College of Lake County	22,283	9	0.9%	7	0.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	16	0.1%	22,299
50701	Danville Area	3,274	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,274
50901	Elgin	15,108	18	4.0%	13	2.9%	21	4.7%	0	0.0%	0	0.0%	0	0.0%	52	0.3%	15,160
51201	Harper	22,899	5	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	0.0%	22,904
54001	Heartland	7,665	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	7,665
51901	Highland	3,031	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,031
52904	IECC Frontier	12,791	10	90.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	10	0.1%	12,801
52901	IECC Lincoln Trail	752	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	752
52902	IECC Olney Central	1,252	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,252
52903	IECC Wabash Valley	1,224	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,224
51401	Illinois Central	10,571	8	4.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8	0.1%	10,579
51301	Illinois Valley	4,015	16	7.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	16	0.4%	4,031
53001	John A. Logan	5,300	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5,300
53901	John Wood	2,629	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,629
52501	Joliet Junior	20,583	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	20,583
52001	Kankakee	3,940	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,940
50101	Kaskaskia	5,741	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5,741
52301	Kishwaukee	3,868	4	2.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	0.1%	3,872
51701	Lake Land	8,745	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8,745
53601	Lewis and Clark	5,678	11	6.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	11	0.2%	5,689
52601	Lincoln Land	9,697	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	9,697
52801	McHenry County	13,303	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	13,303
52401	Moraine Valley	17,955	1	0.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.0%	17,956
52701	Morton	5,848	31	6.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	31	0.5%	5,879
53501	Oakton	17,467	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	17,467
50501	Parkland	9,623	10	3.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	10	0.1%	9,633
51501	Prairie State	6,382	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6,382
52101	Rend Lake	3,428	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,428
53701	Richland	3,689	3	1.9%	12	7.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	15	0.4%	3,704
51101	Rock Valley	9,280	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	9,280
50601	Sauk Valley	2,552	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,552
53101	Shawnee	2,798	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,798
51001	South Suburban	7,888	25	5.1%	0	0.0%	24	4.9%	0	0.0%	0	0.0%	0	0.0%	49	0.6%	7,937
53301	Southeastern Illinois	3,275	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,275
52201	Southwestern Illinois	15,069	9	3.4%	0	0.0%	3	1.1%	0	0.0%	0	0.0%	0	0.0%	12	0.1%	15,081
53401	Spoon River	1,699	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,699
50401	Triton	16,477	30	3.3%	1	0.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	31	0.2%	16,508
51601	Waubonsee	15,398	0	0.0%	0	0.0%	16	2.3%	0	0.0%	0	0.0%	0	0.0%	16	0.1%	15,414
Total		434,593	714	4.7%	38	0.2%	81	0.5%	0	0.0%	0	0.0%	0	0.0%	833	0.2%	435,426
Data Source: ICCB Centralized Data System																	

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Table A-7																	
Summary of Fiscal Year 2023 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	5,459	170	50.6%	166	49.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	336	5.8%	5,795
51801	Carl Sandburg	2,231	52	81.3%	12	18.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	64	2.8%	2,295
50802	CCC Harold Washington	7,322	332	39.8%	502	60.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	834	10.2%	8,156
50804	CCC Harry S Truman	8,601	427	63.1%	250	36.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	677	7.3%	9,278
50801	CCC Kennedy-King	3,006	170	48.3%	182	51.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	352	10.5%	3,358
50803	CCC Malcolm X	9,419	431	33.3%	862	66.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,293	12.1%	10,712
50805	CCC Olive-Harvey	3,315	84	31.5%	183	68.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	267	7.5%	3,582
50806	CCC Richard J. Daley	7,595	233	49.4%	239	50.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	472	5.9%	8,067
50807	CCC Wilbur Wright	11,000	445	50.2%	442	49.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	887	7.5%	11,887
50201	College of DuPage	37,587	315	91.8%	28	8.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	343	0.9%	37,930
53201	College of Lake County	19,444	125	11.7%	940	88.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,065	5.2%	20,509
50701	Danville Area	3,117	36	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	36	1.1%	3,153
50901	Elgin	13,350	95	18.5%	177	34.5%	241	47.0%	0	0.0%	0	0.0%	0	0.0%	513	3.7%	13,863
51201	Harper	21,049	586	68.8%	266	31.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	852	3.9%	21,901
54001	Heartland	7,511	7	13.0%	47	87.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	54	0.7%	7,565
51901	Highland	2,588	84	87.5%	12	12.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	96	3.6%	2,684
52904	IECC Frontier	14,603	16	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	16	0.1%	14,619
52901	IECC Lincoln Trail	773	8	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8	1.0%	781
52902	IECC Olney Central	1,230	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,230
52903	IECC Wabash Valley	1,320	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,320
51401	Illinois Central	9,728	47	24.5%	145	75.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	192	1.9%	9,920
51301	Illinois Valley	3,660	95	41.9%	132	58.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	227	5.8%	3,887
53001	John A. Logan	6,075	12	30.0%	28	70.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	40	0.7%	6,115
53901	John Wood	2,457	97	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	97	3.8%	2,554
52501	Joliet Junior	19,141	669	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	669	3.4%	19,810
52001	Kankakee	3,658	5	5.2%	91	94.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	96	2.6%	3,754
50101	Kaskaskia	5,653	62	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	62	1.1%	5,715
52301	Kishwaukee	3,406	164	88.6%	21	11.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	185	5.2%	3,591
51701	Lake Land	7,796	323	98.2%	6	1.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	329	4.0%	8,125
53601	Lewis and Clark	5,333	94	57.0%	71	43.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	165	3.0%	5,498
52601	Lincoln Land	8,810	0	0.0%	174	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	174	1.9%	8,984
52801	McHenry County	13,220	0	0.0%	62	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	62	0.5%	13,282
52401	Moraine Valley	16,566	796	75.7%	255	24.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,051	6.0%	17,617
52701	Morton	5,025	408	78.9%	109	21.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	517	9.3%	5,542
53501	Oakton	15,415	0	0.0%	603	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	603	3.8%	16,018
50501	Parkland	8,651	290	87.1%	43	12.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	333	3.7%	8,984
51501	Prairie State	5,992	61	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	61	1.0%	6,053
52101	Rend Lake	3,209	0	0.0%	61	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	61	1.9%	3,270
53701	Richland	3,764	106	87.6%	15	12.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	121	3.1%	3,885
51101	Rock Valley	7,727	42	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	42	0.5%	7,769
50601	Sauk Valley	2,296	106	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	106	4.4%	2,402
53101	Shawnee	2,763	0	0.0%	1	2.9%	0	0.0%	0	0.0%	0	0.0%	34	97.1%	35	1.3%	2,798
51001	South Suburban	7,213	411	80.4%	0	0.0%	100	19.6%	0	0.0%	0	0.0%	0	0.0%	511	6.6%	7,724
53301	Southeastern Illinois	2,940	132	83.0%	27	17.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	159	5.1%	3,099
52201	Southwestern Illinois	14,524	226	86.3%	13	5.0%	22	8.4%	0	0.0%	0	0.0%	1	0.4%	262	1.8%	14,786
53401	Spoon River	1,681	4	8.9%	41	91.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	45	2.6%	1,726
50401	Triton	14,120	603	62.2%	367	37.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	970	6.4%	15,090
51601	Waubonsee	13,785	442	59.0%	190	25.4%	117	15.6%	0	0.0%	0	0.0%	0	0.0%	749	5.2%	14,534
Total		395,128	8,811	54.8%	6,763	42.0%	480	3.0%	0	0.0%	0	0.0%	35	0.2%	16,089	3.9%	411,217
Data Source: ICCB Centralized Data System																	

Illinois Community College Board																		
Table A-8																		
Summary of Fiscal Year 2023 Student Enrollment in <u>Secondary</u> Developmental Model in English Language Arts by Illinois Community College																		
		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
College District #	College Name	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	
50301	Black Hawk	5,792	2	66.7%	1	33.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	0.1%	5,795	
51801	Carl Sandburg	2,285	0	0.0%	0	0.0%	10	100.0%	0	0.0%	0	0.0%	0	0.0%	10	0.4%	2,295	
50802	CCC Harold Washington	8,112	42	95.5%	2	4.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	44	0.5%	8,156	
50804	CCC Harry S Truman	9,234	43	97.7%	1	2.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	44	0.5%	9,278	
50801	CCC Kennedy-King	3,331	27	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	27	0.8%	3,358	
50803	CCC Malcolm X	10,625	81	93.1%	6	6.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	87	0.8%	10,712	
50805	CCC Olive-Harvey	3,556	25	96.2%	1	3.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	26	0.7%	3,582	
50806	CCC Richard J. Daley	8,046	21	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	21	0.3%	8,067	
50807	CCC Wilbur Wright	11,804	82	98.8%	1	1.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	83	0.7%	11,887	
50201	College of DuPage	37,929	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.0%	37,930	
53201	College of Lake County	20,453	46	82.1%	10	17.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	56	0.3%	20,509	
50701	Danville Area	3,153	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,153	
50901	Elgin	13,782	24	29.6%	33	40.7%	24	29.6%	0	0.0%	0	0.0%	0	0.0%	81	0.6%	13,863	
51201	Harper	21,894	7	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	7	0.0%	21,901	
54001	Heartland	7,563	2	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.0%	7,565	
51901	Highland	2,676	0	0.0%	8	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8	0.3%	2,684	
52904	IECC Frontier	14,619	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	14,619	
52901	IECC Lincoln Trail	781	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	781	
52902	IECC Olney Central	1,230	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,230	
52903	IECC Wabash Valley	1,320	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,320	
51401	Illinois Central	9,908	12	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	12	0.1%	9,920	
51301	Illinois Valley	3,866	19	90.5%	2	9.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	21	0.5%	3,887	
53001	John A. Logan	6,115	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6,115	
53901	John Wood	2,554	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,554	
52501	Joliet Junior	19,810	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	19,810	
52001	Kankakee	3,754	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,754	
50101	Kaskaskia	5,715	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5,715	
52301	Kishwaukee	3,591	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,591	
51701	Lake Land	8,125	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8,125	
53601	Lewis and Clark	5,498	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5,498	
52601	Lincoln Land	8,984	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8,984	
52801	McHenry County	13,282	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	13,282	
52401	Moraine Valley	17,579	38	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	38	0.2%	17,617	
52701	Morton	5,506	34	94.4%	2	5.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	36	0.6%	5,542	
53501	Oakton	16,018	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	16,018	
50501	Parkland	8,978	6	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	0.1%	8,984	
51501	Prairie State	6,053	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6,053	
52101	Rend Lake	3,270	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,270	
53701	Richland	3,865	2	10.0%	18	90.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	20	0.5%	3,885	
51101	Rock Valley	7,769	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	7,769	
50601	Sauk Valley	2,402	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,402	
53101	Shawnee	2,798	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2,798	
51001	South Suburban	7,672	34	65.4%	0	0.0%	18	34.6%	0	0.0%	0	0.0%	0	0.0%	52	0.7%	7,724	
53301	Southeastern Illinois	3,099	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3,099	
52201	Southwestern Illinois	14,779	0	0.0%	1	14.3%	5	71.4%	0	0.0%	0	0.0%	1	14.3%	7	0.0%	14,786	
53401	Spoon River	1,726	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1,726	
50401	Triton	15,062	27	96.4%	1	3.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	28	0.2%	15,090	
51601	Waubonsee	14,502	16	50.0%	2	6.3%	14	43.8%	0	0.0%	0	0.0%	0	0.0%	32	0.2%	14,534	
Total		410,465	591	78.6%	89	11.8%	71	9.4%	0	0.0%	0	0.0%	1	0.1%	752	0.2%	411,217	
Data Source: ICCB Centralized Data System																		

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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																		
		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 Comple- tions in either Year One or Two	% Comple- tions in either Year One or Two	Average Hours in Year Two	Gradua- tion Rate	Advance- ment Rate
Model	Subgroup	Sum	Mean	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Mean	Rate	Rate
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	23.90%	59.10%
	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	20.04%	51.83%
	Gender - Not Reported	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - American Indian or Alaska Native	12	17.21	DS	DS	10	83.33%	7	58.33%	0	0.00%	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Asian	79	16.84	17	21.52%	71	89.87%	60	75.95%	19	24.05%	34	43.04%	DS	DS	DS	DS	DS
	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	11.47%	46.88%
	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	19.44%	51.49%
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Nonresident Alien	18	17.06	DS	DS	15	83.33%	7	38.89%	DS	DS	7	38.89%	DS	DS	DS	DS	DS
	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	22.76%	55.28%
	Race/Ethnicity - Unknown	85	13.70	12	14.12%	64	75.29%	46	54.12%	8	9.41%	18	21.18%	DS	DS	DS	DS	DS
	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	27.92%	61.34%
	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	25.80%	60.93%
	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	18.60%	50.94%
	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	22.46%	52.94%
	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	22.22%	56.16%
	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	22.23%	55.98%
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	30.41%	64.52%
	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	24.80%	57.87%
	Gender - Not Reported	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00	0.00%	0.00%
	Race/Ethnicity - American Indian or Alaska Native	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	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	43.48%	82.61%
	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	DS	DS	DS
	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	21.75%	55.19%
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00	0.00%	0.00%
	Race/Ethnicity - Nonresident Alien	6	20.83	DS	33.33%	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	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	DS	DS	DS
	Race/Ethnicity - Unknown	11	18.91	DS	DS	9	81.82%	9	81.82%	DS	DS	DS	DS	DS	DS	DS	DS	DS
	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	38.02%	72.31%
	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	34.11%	65.89%
	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	22.61%	58.26%
	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	DS	DS	DS
	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	28.81%	62.90%
	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	28.34%	62.06%

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Statewide Summary of Student Outcomes 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	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 Comple- tions in either Year One or Two	% Comple- tions in either Year One or Two	Average Hours in Year Two	Gradua- tion Rate	Advance- ment Rate
Model	Subgroup	Sum	Mean	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Mean	Rate	Rate
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	27.27%	63.64%
	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	31.25%	65.63%
	Gender - Not Reported	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00	0.00%	0.00%
	Race/Ethnicity - American Indian or Alaska Native	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Asian	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Black or African American	7	27.14	6	85.71%	6	85.71%	DS	DS	0	0.00%	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Hispanic/Latino	10	10.80	0	0.00%	6	60.00%	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00	0.00%	0.00%
	Race/Ethnicity - Nonresident Alien	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Two or more races	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00	0.00%	0.00%
	Race/Ethnicity - Unknown	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	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	34.62%	61.54%
	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	28.95%	71.05%
	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	28.95%	57.89%
	Age Group - 25 and Older	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	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	28.38%	63.51%
	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	28.95%	64.47%
Modularized	Gender - Female	27	30.33	17	62.96%	24	88.89%	19	70.37%	0	0.00%	DS	DS	DS	DS	DS	DS	DS
	Gender - Male	17	25.24	10	58.82%	14	82.35%	8	47.06%	0	0.00%	0	0.00%	DS	DS	DS	DS	DS
	Gender - Not Reported	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00	0.00%	0.00%
	Race/Ethnicity - American Indian or Alaska Native	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00	0.00%	0.00%
	Race/Ethnicity - Asian	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00	0.00%	0.00%
	Race/Ethnicity - Black or African American	7	22.29	DS	57.14%	7	100.00%	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Hispanic/Latino	10	8.40	DS	DS	8	80.00%	7	70.00%	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00	0.00%	0.00%
	Race/Ethnicity - Nonresident Alien	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00	0.00%	0.00%
	Race/Ethnicity - Two or more races	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00	0.00%	0.00%
	Race/Ethnicity - Unknown	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - White	26	38.31	22	84.62%	22	84.62%	14	53.85%	0	0.00%	DS	DS	DS	DS	DS	DS	DS
	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	DS	DS	DS
	Pell Status - Pell Recipient	23	29.61	14	60.87%	21	91.30%	11	47.83%	0	0.00%	0	0.00%	DS	DS	DS	DS	DS
	Age Group - 25 and Older	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	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	26.83%	63.41%
	Total (ALL)	44	28.36	27	61.36%	38	86.36%	27	61.36%	0	0.00%	DS	DS	8	18.18%	25.11	25.00%	61.36%

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Model	Subgroup	Sum	Mean	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Mean	Rate	Rate
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	35.63%	66.25%
	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	25.43%	57.23%
	Gender - Not Reported	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00	0.00%	0.00%
	Race/Ethnicity - American Indian or Alaska Native	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00	0.00%	0.00%
	Race/Ethnicity - Asian	29	20.66	11	37.93%	28	96.55%	23	79.31%	6	20.69%	14	48.28%	DS	DS	DS	DS	DS
	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	DS	DS	DS
	Race/Ethnicity - Hispanic/Latino	88	16.09	9	10.23%	75	85.23%	66	75.00%	13	14.77%	21	23.86%	DS	4.55%	13.15	26.14%	59.09%
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00	0.00%	0.00%
	Race/Ethnicity - Nonresident Alien	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Two or more races	16	14.69	DS	12.50%	13	81.25%	8	50.00%	0	0.00%	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Unknown	DS	15.00	DS	20.00%	DS	80.00%	DS	80.00%	DS	DS	DS	DS	DS	DS	DS	DS	DS
	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	37.58%	63.69%
	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	31.35%	59.46%
	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	29.05%	64.19%
	Age Group - 25 and Older	14	17.43	DS	28.57%	12	85.71%	10	71.43%	DS	DS	DS	DS	DS	DS	DS	DS	DS
	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	30.09%	61.76%
	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	30.33%	61.56%
Other	Gender - Female	46	8.74	DS	6.52%	32	69.57%	27	58.70%	6	13.04%	11	23.91%	DS	DS	DS	DS	DS
	Gender - Male	43	6.53	DS	2.33%	31	72.09%	24	55.81%	6	13.95%	17	39.53%	DS	DS	DS	DS	DS
	Gender - Not Reported	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00	0.00%	0.00%
	Race/Ethnicity - American Indian or Alaska Native	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00	0.00%	0.00%
	Race/Ethnicity - Asian	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Black or African American	21	7.29	DS	DS	15	71.43%	12	57.14%	DS	DS	8	38.10%	DS	DS	DS	DS	DS
	Race/Ethnicity - Hispanic/Latino	36	9.61	DS	2.78%	23	63.89%	19	52.78%	6	16.67%	11	30.56%	DS	DS	DS	DS	DS
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00	0.00%	0.00%
	Race/Ethnicity - Nonresident Alien	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00	0.00%	0.00%
	Race/Ethnicity - Two or more races	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Unknown	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - White	29	DS	DS	DS	23	79.31%	17	58.62%	DS	DS	7	24.14%	DS	DS	DS	DS	DS
	Pell Status - Not a Pell Recipient	39	7.18	DS	5.13%	26	66.67%	23	58.97%	DS	DS	12	30.77%	DS	DS	DS	DS	DS
	Pell Status - Pell Recipient	50	8.06	DS	4.00%	37	74.00%	28	56.00%	8	16.00%	16	32.00%	DS	DS	DS	DS	DS
	Age Group - 25 and Older	7	10.71	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	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	24.39%	47.56%
	Total (ALL)	89	7.67	DS	DS	63	70.79%	51	57.30%	12	13.48%	28	31.46%	9	10.11%	11.52	23.60%	46.07%
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	23.88%	57.28%

Source of Data: ICCB Centralized Data System

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	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 Comple- tions in either Year One or Two	% Comple- tions 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
Traditional	Gender - Female	1,922	16.77	482	25.08%	1,622	84.39%	1,223	63.63%	255	13.27%	580	30.18%	235	12.23%	12.80
	Gender - Male	1,763	15.03	366	20.76%	1,423	80.71%	1,097	62.22%	211	11.97%	496	28.13%	118	6.69%	12.15
	Race/Ethnicity - American Indian or Alaska Native	9	18.33	DS	DS	6	66.67%	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Asian	109	16.02	24	22.02%	98	89.91%	85	77.98%	16	14.68%	39	35.78%	14	12.84%	16.27
	Race/Ethnicity - Black or African American	464	12.20	61	13.15%	371	79.96%	251	54.09%	39	8.41%	100	21.55%	22	4.74%	9.30
	Race/Ethnicity - Hispanic/Latino	1,151	13.49	131	11.38%	943	81.93%	729	63.34%	147	12.77%	322	27.98%	62	5.39%	10.96
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	6	6.50	0	0.00%	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Nonresident Alien	38	19.95	14	36.84%	33	86.84%	26	68.42%	7	18.42%	15	39.47%	DS	13.16%	18.61
	Race/Ethnicity - Two or more races	148	14.92	36	24.32%	116	78.38%	80	54.05%	7	4.73%	29	19.59%	11	7.43%	10.58
	Race/Ethnicity - Unknown	94	17.26	24	25.53%	81	86.17%	63	67.02%	11	11.70%	30	31.91%	15	15.96%	14.27
	Race/Ethnicity - White	1,666	18.61	554	33.25%	1,393	83.61%	1,077	64.65%	236	14.17%	535	32.11%	222	13.33%	14.12
	Pell Status - Not a Pell Recipient	1,780	17.15	496	27.87%	1,465	82.30%	1,176	66.07%	243	13.65%	559	31.40%	208	11.69%	13.77
	Pell Status - Pell Recipient	1,905	14.80	352	18.48%	1,580	82.94%	1,144	60.05%	223	11.71%	517	27.14%	145	7.61%	11.29
	Age Group - 25 and Older	170	14.38	29	17.06%	131	77.06%	96	56.47%	27	15.88%	55	32.35%	20	11.76%	10.15
	Age Group - Under 25	3,515	16.01	819	23.30%	2,914	82.90%	2,224	63.27%	439	12.49%	1,021	29.05%	333	9.47%	12.60
	Total (ALL)	3,685	15.94	848	23.01%	3,045	82.63%	2,320	62.96%	466	12.65%	1,076	29.20%	353	9.58%	12.49
Co-Requisite	Gender - Female	358	18.59	111	31.01%	301	84.08%	231	64.53%	222	62.01%	240	67.04%	52	14.53%	13.03
	Gender - Male	285	16.72	78	27.37%	227	79.65%	171	60.00%	160	56.14%	175	61.40%	31	10.88%	12.15
	Race/Ethnicity - American Indian or Alaska Native	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Asian	29	20.10	12	41.38%	28	96.55%	21	72.41%	21	72.41%	24	82.76%	DS	DS	DS
	Race/Ethnicity - Black or African American	101	14.00	17	16.83%	76	75.25%	55	54.46%	50	49.50%	56	55.45%	6	5.94%	10.33
	Race/Ethnicity - Hispanic/Latino	260	16.22	53	20.38%	215	82.69%	164	63.08%	154	59.23%	165	63.46%	19	7.31%	11.52
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Nonresident Alien	DS	DS	DS	DS	DS	DS	DS	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%	8	53.33%	DS	DS	DS
	Race/Ethnicity - Unknown	23	16.63	6	26.09%	18	78.26%	15	65.22%	14	60.87%	14	60.87%	6	26.09%	15.39
	Race/Ethnicity - White	207	21.55	96	46.38%	173	83.57%	134	64.73%	131	63.29%	142	68.60%	46	22.22%	14.71
	Pell Status - Not a Pell Recipient	315	19.28	112	35.56%	257	81.59%	204	64.76%	195	61.90%	211	66.98%	52	16.51%	13.43
	Pell Status - Pell Recipient	328	16.31	77	23.48%	271	82.62%	198	60.37%	187	57.01%	204	62.20%	31	9.45%	11.88
	Age Group - 25 and Older	22	16.41	DS	DS	19	86.36%	15	68.18%	17	77.27%	17	77.27%	DS	DS	DS
	Age Group - Under 25	621	17.81	184	29.63%	509	81.96%	387	62.32%	365	58.78%	398	64.09%	81	13.04%	12.60
	Total (ALL)	643	17.76	189	29.39%	528	82.12%	402	62.52%	382	59.41%	415	64.54%	83	12.91%	12.64

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	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 Comple- tions in either Year One or Two	% Comple- tions 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	67	14.06	11	16.42%	50	74.63%	36	53.73%	11	16.42%	22	32.84%	DS	DS	DS
	Gender - Male	43	13.93	DS	11.63%	33	76.74%	31	72.09%	6	13.95%	18	41.86%	DS	DS	DS
	Race/Ethnicity - American Indian or Alaska Native	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00
	Race/Ethnicity - Asian	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Black or African American	17	10.71	DS	17.65%	11	64.71%	7	41.18%	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Hispanic/Latino	27	12.59	DS	7.41%	21	77.78%	18	66.67%	6	22.22%	11	40.74%	DS	DS	DS
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00
	Race/Ethnicity - Nonresident Alien	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Two or more races	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Unknown	7	14.14	DS	DS	DS	DS	DS	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%	20	41.67%	DS	DS	DS
	Pell Status - Not a Pell Recipient	50	13.72	6	12.00%	36	72.00%	32	64.00%	9	18.00%	19	38.00%	DS	DS	DS
	Pell Status - Pell Recipient	60	14.25	10	16.67%	47	78.33%	35	58.33%	8	13.33%	21	35.00%	DS	DS	DS
	Age Group - 25 and Older	12	14.17	DS	DS	9	75.00%	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Age Group - Under 25	98	13.99	13	13.27%	74	75.51%	62	63.27%	15	15.31%	38	38.78%	DS	DS	DS
	Total (ALL)	110	14.01	16	14.55%	83	75.45%	67	60.91%	17	15.45%	40	36.36%	DS	DS	DS
Modularized	Gender - Female	17	25.88	10	58.82%	15	88.24%	11	64.71%	0	0.00%	DS	DS	DS	DS	DS
	Gender - Male	10	19.90	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - American Indian or Alaska Native	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00
	Race/Ethnicity - Asian	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00
	Race/Ethnicity - Black or African American	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Hispanic/Latino	6	10.00	DS	DS	6	100.00%	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00
	Race/Ethnicity - Nonresident Alien	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00
	Race/Ethnicity - Two or more races	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00
	Race/Ethnicity - Unknown	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00
	Race/Ethnicity - White	19	28.32	12	63.16%	16	84.21%	13	68.42%	0	0.00%	DS	DS	DS	DS	DS
	Pell Status - Not a Pell Recipient	18	22.72	9	50.00%	16	88.89%	9	50.00%	0	0.00%	DS	DS	DS	DS	DS
	Pell Status - Pell Recipient	9	25.56	DS	DS	8	88.89%	6	66.67%	0	0.00%	DS	DS	DS	DS	DS
	Age Group - 25 and Older	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Age Group - Under 25	24	22.88	12	50.00%	22	91.67%	13	54.17%	0	0.00%	DS	8.33%	DS	DS	DS
	Total (ALL)	27	23.67	14	51.85%	24	88.89%	15	55.56%	0	0.00%	DS	DS	DS	DS	DS



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	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 Comple- tions in either Year One or Two	% Comple- tions 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	120	17.57	28	23.33%	106	88.33%	87	72.50%	DS	DS	22	18.33%	16	13.33%	13.77
	Gender - Male	115	17.15	18	15.65%	105	91.30%	85	73.91%	DS	DS	24	20.87%	9	7.83%	14.20
	Race/Ethnicity - American Indian or Alaska Native	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Asian	36	18.72	9	25.00%	33	91.67%	28	77.78%	DS	DS	11	30.56%	DS	DS	DS
	Race/Ethnicity - Black or African American	23	13.35	DS	DS	18	78.26%	10	43.48%	0	0.00%	0	0.00%	DS	DS	DS
	Race/Ethnicity - Hispanic/Latino	75	15.08	DS	DS	71	94.67%	56	74.67%	DS	DS	16	21.33%	DS	DS	DS
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00
	Race/Ethnicity - Nonresident Alien	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00
	Race/Ethnicity - Two or more races	7	17.29	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Unknown	7	17.71	DS	DS	6	85.71%	6	85.71%	0	0.00%	0	0.00%	DS	DS	DS
	Race/Ethnicity - White	86	19.77	26	30.23%	76	88.37%	66	76.74%	DS	DS	19	22.09%	13	15.12%	15.91
	Pell Status - Not a Pell Recipient	115	18.06	24	20.87%	106	92.17%	88	76.52%	6	5.22%	22	19.13%	12	10.43%	15.24
	Pell Status - Pell Recipient	120	16.70	22	18.33%	105	87.50%	84	70.00%	DS	2.50%	24	20.00%	13	10.83%	12.77
	Age Group - 25 and Older	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Age Group - Under 25	231	17.42	45	19.48%	208	90.04%	170	73.59%	9	3.90%	45	19.48%	24	10.39%	14.03
	Total (ALL)	235	17.36	46	19.57%	211	89.79%	172	73.19%	9	3.83%	46	19.57%	25	10.64%	13.98
Other	Gender - Female	34	13.31	8	23.53%	30	88.24%	18	52.94%	DS	DS	17	50.00%	DS	DS	DS
	Gender - Male	32	9.72	DS	DS	24	75.00%	13	40.63%	DS	DS	11	34.38%	DS	DS	DS
	Race/Ethnicity - American Indian or Alaska Native	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Asian	DS	DS	DS	DS	DS	DS	DS	DS	DS	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	8	50.00%	DS	DS	DS
	Race/Ethnicity - Hispanic/Latino	23	11.83	DS	DS	16	69.57%	11	47.83%	DS	8.70%	10	43.48%	DS	DS	DS
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00
	Race/Ethnicity - Nonresident Alien	0	0.00	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0.00
	Race/Ethnicity - Two or more races	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Unknown	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - White	17	13.85	6	35.29%	17	100.00%	9	52.94%	0	0.00%	7	41.18%	DS	DS	DS
	Pell Status - Not a Pell Recipient	24	9.02	DS	12.50%	19	79.17%	11	45.83%	0	0.00%	10	41.67%	DS	DS	DS
	Pell Status - Pell Recipient	42	13.02	10	23.81%	35	83.33%	20	47.62%	6	14.29%	18	42.86%	6	14.29%	13.71
	Age Group - 25 and Older	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Age Group - Under 25	65	11.61	13	20.00%	53	81.54%	30	46.15%	6	9.23%	28	43.08%	8	12.31%	13.46
	Total (ALL)	66	11.57	13	19.70%	54	81.82%	31	46.97%	6	9.09%	28	42.42%	8	12.12%	13.32
Total		4,766	16.19	1,126	23.63%	3,945	82.77%	3,007	63.09%	880	18.46%	1,608	33.74%	476	9.99%	12.63
Source of Data: ICCB Centralized Data System																

Illinois Community College Board											
Table B-3											
Fiscal Year 2023 - Fall 2022 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
Traditional	Gender - Female	1,846	16.98	487	26.38%	1,556	84.29%	1,208	65.44%	233	12.62%
	Gender - Male	1,742	15.80	398	22.85%	1,436	82.43%	1,071	61.48%	232	13.32%
	Gender - Another Gender	13	21.23	DS	DS	11	84.62%	11	84.62%	DS	DS
	Gender - Not Reported	18	16.94	7	38.89%	15	83.33%	10	55.56%	DS	DS
	Race/Ethnicity - American Indian or Alaska Native	11	15.45	DS	DS	9	81.82%	6	54.55%	0	0.00%
	Race/Ethnicity - Asian	150	17.29	42	28.00%	136	90.67%	105	70.00%	23	15.33%
	Race/Ethnicity - Black or African American	502	13.00	74	14.74%	393	78.29%	267	53.19%	36	7.17%
	Race/Ethnicity - Hispanic/Latino	1,167	13.33	152	13.02%	937	80.29%	719	61.61%	139	11.91%
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Nonresident Alien	52	20.54	24	46.15%	47	90.38%	37	71.15%	8	15.38%
	Race/Ethnicity - Two or more races	136	14.83	27	19.85%	102	75.00%	78	57.35%	11	8.09%
	Race/Ethnicity - Unknown	68	16.94	13	19.12%	61	89.71%	46	67.65%	10	14.71%
	Race/Ethnicity - White	1,531	19.82	561	36.64%	1,331	86.94%	1,041	67.99%	245	16.00%
	Pell Status - Not a Pell Recipient	1,743	18.07	538	30.87%	1,454	83.42%	1,176	67.47%	262	15.03%
	Pell Status - Pell Recipient	1,876	14.90	359	19.14%	1,564	83.37%	1,124	59.91%	210	11.19%
	Age Group - 25 and Older	158	15.43	29	18.35%	127	80.38%	87	55.06%	21	13.29%
	Age Group - Under 25	3,461	16.47	868	25.08%	2,891	83.53%	2,213	63.94%	451	13.03%
	Total (ALL)	3,619	16.43	897	24.79%	3,018	83.39%	2,300	63.55%	472	13.04%
Co-Requisite	Gender - Female	518	20.66	202	39.00%	469	90.54%	348	67.18%	302	58.30%
	Gender - Male	395	19.15	151	38.23%	340	86.08%	266	67.34%	188	47.59%
	Gender - Another Gender	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Gender - Not Reported	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - American Indian or Alaska Native	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Asian	27	22.85	14	51.85%	26	96.30%	21	77.78%	20	74.07%
	Race/Ethnicity - Black or African American	104	14.59	21	20.19%	88	84.62%	50	48.08%	44	42.31%
	Race/Ethnicity - Hispanic/Latino	384	17.32	104	27.08%	336	87.50%	260	67.71%	209	54.43%
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	-----	0	-----	0	-----	0	-----	0	-----
	Race/Ethnicity - Nonresident Alien	12	23.42	7	58.33%	11	91.67%	12	100.00%	8	66.67%
	Race/Ethnicity - Two or more races	25	21.62	8	32.00%	24	96.00%	16	64.00%	13	52.00%
	Race/Ethnicity - Unknown	17	19.12	8	47.06%	12	70.59%	11	64.71%	7	41.18%
	Race/Ethnicity - White	344	24.35	192	55.81%	312	90.70%	244	70.93%	190	55.23%
	Pell Status - Not a Pell Recipient	436	22.33	209	47.94%	382	87.61%	315	72.25%	242	55.50%
	Pell Status - Pell Recipient	479	17.93	145	30.27%	429	89.56%	301	62.84%	250	52.19%
	Age Group - 25 and Older	32	19.92	9	28.13%	31	96.88%	21	65.63%	20	62.50%
	Age Group - Under 25	883	20.03	345	39.07%	780	88.34%	595	67.38%	472	53.45%
	Total (ALL)	915	20.02	354	38.69%	811	88.63%	616	67.32%	492	53.77%

Illinois Community College Board											
Table B-3											
Fiscal Year 2023 - Fall 2022 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	70	15.96	12	17.14%	55	78.57%	47	67.14%	14	20.00%
	Gender - Male	65	15.00	10	15.38%	54	83.08%	44	67.69%	7	10.77%
	Gender - Another Gender	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Gender - Not Reported	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - American Indian or Alaska Native	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Asian	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Black or African American	24	11.42	DS	DS	16	66.67%	9	37.50%	DS	DS
	Race/Ethnicity - Hispanic/Latino	43	15.10	DS	DS	37	86.05%	35	81.40%	7	16.28%
	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	6	21.00	DS	33.33%	6	100.00%	6	100.00%	DS	DS
	Race/Ethnicity - Unknown	8	11.88	0	0.00%	6	75.00%	DS	DS	0	0.00%
	Race/Ethnicity - White	51	17.26	12	23.53%	40	78.43%	35	68.63%	9	17.65%
	Pell Status - Not a Pell Recipient	64	15.63	9	14.06%	49	76.56%	45	70.31%	14	21.88%
	Pell Status - Pell Recipient	74	15.14	13	17.57%	62	83.78%	49	66.22%	8	10.81%
	Age Group - 25 and Older	15	15.37	DS	DS	12	80.00%	10	66.67%	0	0.00%
	Age Group - Under 25	123	15.37	18	14.63%	99	80.49%	84	68.29%	22	17.89%
	Total (ALL)	138	15.37	22	15.94%	111	80.43%	94	68.12%	22	15.94%
Modularized	Gender - Female	16	37.13	15	93.75%	15	93.75%	11	68.75%	0	0.00%
	Gender - Male	11	31.64	10	90.91%	10	90.91%	7	63.64%	0	0.00%
	Gender - Another Gender	0	----	0	----	0	----	0	----	0	----
	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	6	34.33	6	100.00%	6	100.00%	DS	DS	0	0.00%
	Race/Ethnicity - Hispanic/Latino	0	----	0	----	0	----	0	----	0	----
	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	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Unknown	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - White	20	35.00	18	90.00%	18	90.00%	15	75.00%	0	0.00%
	Pell Status - Not a Pell Recipient	8	32.25	7	87.50%	7	87.50%	DS	DS	0	0.00%
	Pell Status - Pell Recipient	19	36.00	18	94.74%	18	94.74%	13	68.42%	0	0.00%
	Age Group - 25 and Older	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Age Group - Under 25	26	34.54	24	92.31%	24	92.31%	17	65.38%	0	0.00%
	Total (ALL)	27	34.89	25	92.59%	25	92.59%	18	66.67%	0	0.00%

Illinois Community College Board											
Table B-3											
Fiscal Year 2023 - Fall 2022 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
Emporium	Gender - Female	28	14.14	DS	DS	17	60.71%	11	39.29%	DS	DS
	Gender - Male	41	17.40	13	31.71%	28	68.29%	23	56.10%	6	14.63%
	Gender - Another Gender	0	----	0	----	0	----	0	----	0	----
	Gender - Not Reported	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - American Indian or Alaska Native	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Asian	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Black or African American	7	16.21	DS	DS	DS	DS	DS	DS	0	0.00%
	Race/Ethnicity - Hispanic/Latino	19	12.71	DS	DS	14	73.68%	12	63.16%	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	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Unknown	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - White	37	18.32	11	29.73%	22	59.46%	16	43.24%	DS	DS
	Pell Status - Not a Pell Recipient	30	15.30	6	20.00%	17	56.67%	13	43.33%	DS	DS
	Pell Status - Pell Recipient	39	16.68	11	28.21%	28	71.79%	21	53.85%	DS	DS
	Age Group - 25 and Older	7	17.64	DS	DS	6	85.71%	DS	DS	0	0.00%
	Age Group - Under 25	62	15.90	14	22.58%	39	62.90%	30	48.39%	7	11.29%
	Total (ALL)	69	16.08	17	24.64%	45	65.22%	34	49.28%	7	10.14%
Other	Gender - Female	36	11.03	6	16.67%	34	94.44%	27	75.00%	14	38.89%
	Gender - Male	49	8.65	DS	DS	40	81.63%	30	61.22%	14	28.57%
	Gender - Another Gender	0	----	0	----	0	----	0	----	0	----
	Gender - Not Reported	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - American Indian or Alaska Native	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Asian	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Black or African American	19	9.58	DS	DS	16	84.21%	9	47.37%	9	47.37%
	Race/Ethnicity - Hispanic/Latino	33	10.73	0	0.00%	29	87.88%	21	63.64%	7	21.21%
	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	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Unknown	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - White	24	9.92	DS	DS	21	87.50%	20	83.33%	12	50.00%
	Pell Status - Not a Pell Recipient	29	11.07	DS	DS	28	96.55%	21	72.41%	10	34.48%
	Pell Status - Pell Recipient	56	8.93	DS	DS	46	82.14%	36	64.29%	18	32.14%
	Age Group - 25 and Older	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Age Group - Under 25	83	9.69	8	9.64%	72	86.75%	55	66.27%	27	32.53%
	Total (ALL)	85	9.66	8	9.41%	74	87.06%	57	67.06%	28	32.94%
Total		4,853	17.05	1,323	27.26%	4,084	84.15%	3,119	64.27%	1,021	21.04%
Source of Data: ICCB Centralized Data System											

Illinois Community College Board																		
Table B-4																		
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																		
		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 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 Comple- tions in either Year One or Two	% Comple- tions in either Year One or Two	Average Hours in Year Two	Gradua- tion Rate	Advance- ment Rate
Model	Subgroup	Sum	Mean	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Mean	Rate	Rate
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	16.04%	51.05%
	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	17.32%	46.86%
	Gender - Not Reported	0	----	0	----	0	----	0	----	0	----	0	----	0	----	-----	-----	-----
	Race/Ethnicity - American Indian or Alaska Native	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	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	18.82%	63.53%
	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	8.29%	41.44%
	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	14.95%	49.03%
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Nonresident Alien	21	14.90	DS	DS	19	90.48%	14	66.67%	8	38.10%	14	66.67%	DS	DS	DS	DS	DS
	Race/Ethnicity - Two or more races	46	9.71	DS	DS	33	71.74%	20	43.48%	DS	DS	9	19.57%	DS	DS	DS	DS	DS
	Race/Ethnicity - Unknown	48	13.20	8	16.67%	38	79.17%	26	54.17%	10	20.83%	16	33.33%	DS	DS	DS	DS	DS
	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	23.33%	52.22%
	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	18.94%	53.03%
	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	15.01%	46.04%
	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	17.12%	49.55%
	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	16.64%	48.95%
	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	16.67%	48.99%
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	24.39%	59.21%
	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	18.53%	48.93%
	Gender - Not Reported	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - American Indian or Alaska Native	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	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	24.69%	76.54%
	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	16.79%	51.09%
	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	21.15%	51.46%
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Nonresident Alien	21	21.52	9	42.86%	20	95.24%	15	71.43%	16	76.19%	18	85.71%	DS	DS	DS	DS	DS
	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	25.00%	45.45%
	Race/Ethnicity - Unknown	28	18.07	8	28.57%	27	96.43%	19	67.86%	18	64.29%	20	71.43%	DS	DS	DS	DS	DS
	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	24.94%	58.06%
	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	24.18%	56.72%
	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	20.27%	53.38%
	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	21.95%	57.32%
	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	21.81%	54.57%
	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	21.82%	54.70%

Illinois Community College Board																		
Table B-4																		
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																		
		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 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 Comple- tions in either Year One or Two	% Comple- tions in either Year One or Two	Average Hours in Year Two	Gradua- tion Rate	Advance- ment Rate
Model	Subgroup	Sum	Mean	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Mean	Rate	Rate
Compressed	Gender - Female	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Gender - Male	7	12.14	0	0.00%	7	100.00%	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	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	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Black or African American	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Hispanic/Latino	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----	----	----
	Race/Ethnicity - Nonresident Alien	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	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	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Pell Status - Not a Pell Recipient	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Pell Status - Pell Recipient	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	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	DS	DS	DS	DS	DS
	Total (ALL)	10	10.20	0	0.00%	9	90.00%	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
Modularized	Gender - Female	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----	----	----
	Gender - Male	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----	----	----
	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	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----	----	----
	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	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----	----	----
	Pell Status - Not a Pell Recipient	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----	----	----
	Pell Status - Pell Recipient	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----	----	----
	Age Group - 25 and Older	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----	----	----
	Age Group - Under 25	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----	----	----
	Total (ALL)	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----	----	----

Illinois Community College Board																		
Table B-4																		
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																		
		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 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 Comple- tions in either Year One or Two	% Comple- tions in either Year One or Two	Average Hours in Year Two	Gradua- tion Rate	Advance- ment Rate
Model	Subgroup	Sum	Mean	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate	Mean	Rate	Rate
Emporium	Gender - Female	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----	----	----
	Gender - Male	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----	----	----
	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	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----	----	----
	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	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----	----	----
	Pell Status - Not a Pell Recipient	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----	----	----
	Pell Status - Pell Recipient	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----	----	----
	Age Group - 25 and Older	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----	----	----
	Age Group - Under 25	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----	----	----
	Total (ALL)	0	----	0	----	0	----	0	----	0	----	0	----	0	----	----	----	----
Other	Gender - Female	6	0.00	0	0.00%	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Gender - Male	7	1.71	0	0.00%	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	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	DS	DS	DS
	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	DS	DS	DS
	Pell Status - Not a Pell Recipient	6	2.00	0	0.00%	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Pell Status - Pell Recipient	7	0.00	0	0.00%	6	85.71%	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	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	DS	DS	DS
	Total (ALL)	13	0.92	0	0.00%	9	69.23%	7	53.85%	7	53.85%	7	53.85%	DS	DS	DS	DS	DS
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	19.10%	51.67%

Source of Data: ICCB Centralized Data System

Illinois Community College Board																
Table B-5																
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																
		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 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 Comple- tions in either Year One or Two	% Comple- tions 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
Traditional	Gender - Female	892	12.11	97	10.87%	684	76.68%	482	54.04%	197	22.09%	338	37.89%	54	6.05%	8.79
	Gender - Male	997	12.19	145	14.54%	729	73.12%	535	53.66%	179	17.95%	333	33.40%	54	5.42%	9.55
	Gender - Not Reported	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - American Indian or Alaska Native	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Asian	87	11.41	9	10.34%	70	80.46%	66	75.86%	23	26.44%	39	44.83%	DS	3.45%	10.91
	Race/Ethnicity - Black or African American	359	9.51	26	7.24%	242	67.41%	140	39.00%	49	13.65%	89	24.79%	9	2.51%	5.93
	Race/Ethnicity - Hispanic/Latino	755	10.77	58	7.68%	551	72.98%	404	53.51%	144	19.07%	269	35.63%	33	4.37%	8.27
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Nonresident Alien	40	12.93	DS	DS	37	92.50%	30	75.00%	12	30.00%	22	55.00%	DS	DS	DS
	Race/Ethnicity - Two or more races	57	10.87	7	12.28%	39	68.42%	23	40.35%	10	17.54%	16	28.07%	DS	DS	DS
	Race/Ethnicity - Unknown	48	13.10	DS	DS	41	85.42%	30	62.50%	11	22.92%	23	47.92%	DS	DS	DS
	Race/Ethnicity - White	535	16.04	132	24.67%	428	80.00%	321	60.00%	126	23.55%	210	39.25%	55	10.28%	11.94
	Pell Status - Not a Pell Recipient	732	13.29	133	18.17%	543	74.18%	426	58.20%	175	23.91%	280	38.25%	55	7.51%	10.41
	Pell Status - Pell Recipient	1,157	11.44	109	9.42%	870	75.19%	591	51.08%	201	17.37%	391	33.79%	53	4.58%	8.42
	Age Group - 25 and Older	127	11.48	12	9.45%	91	71.65%	69	54.33%	31	24.41%	48	37.80%	10	7.87%	9.09
	Age Group - Under 25	1,762	12.20	230	13.05%	1,322	75.03%	948	53.80%	345	19.58%	623	35.36%	98	5.56%	9.20
	Age Group - Unknown	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Total (ALL)	1,889	12.15	242	12.81%	1,413	74.80%	1,017	53.84%	376	19.90%	671	35.52%	108	5.72%	9.19
Co-Requisite	Gender - Female	962	16.17	201	20.89%	809	84.10%	599	62.27%	657	68.30%	710	73.80%	74	7.69%	11.29
	Gender - Male	885	16.29	203	22.94%	728	82.26%	568	64.18%	545	61.58%	590	66.67%	82	9.27%	12.24
	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	101	19.31	31	30.69%	95	94.06%	72	71.29%	71	70.30%	78	77.23%	7	6.93%	16.51
	Race/Ethnicity - Black or African American	291	14.97	58	19.93%	239	82.13%	156	53.61%	188	64.60%	196	67.35%	16	5.50%	9.98
	Race/Ethnicity - Hispanic/Latino	899	14.96	138	15.35%	739	82.20%	578	64.29%	573	63.74%	626	69.63%	61	6.79%	10.43
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Nonresident Alien	34	19.94	16	47.06%	31	91.18%	24	70.59%	29	85.29%	29	85.29%	DS	DS	DS
	Race/Ethnicity - Two or more races	37	12.46	DS	DS	28	75.68%	17	45.95%	17	45.95%	19	51.35%	0	0.00%	8.54
	Race/Ethnicity - Unknown	38	18.59	12	31.58%	34	89.47%	26	68.42%	29	76.32%	31	81.58%	6	15.79%	15.24
	Race/Ethnicity - White	445	18.73	143	32.13%	369	82.92%	292	65.62%	294	66.07%	320	71.91%	62	13.93%	14.03
	Pell Status - Not a Pell Recipient	725	17.02	181	24.97%	606	83.59%	473	65.24%	489	67.45%	527	72.69%	76	10.48%	13.16
	Pell Status - Pell Recipient	1,122	15.72	223	19.88%	931	82.98%	694	61.85%	713	63.55%	773	68.89%	80	7.13%	10.83
	Age Group - 25 and Older	86	16.90	20	23.26%	70	81.40%	50	58.14%	64	74.42%	66	76.74%	11	12.79%	12.21
	Age Group - Under 25	1,760	16.20	384	21.82%	1,466	83.30%	1,117	63.47%	1,137	64.60%	1,233	70.06%	145	8.24%	11.73
	Age Group - Unknown	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Total (ALL)	1,847	16.23	404	21.87%	1,537	83.22%	1,167	63.18%	1,202	65.08%	1,300	70.38%	156	8.45%	11.75



Illinois Community College Board																
Table B-5																
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																
		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 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 Comple- tions in either Year One or Two	% Comple- tions 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	15	9.47	DS	DS	7	46.67%	7	46.67%	DS	DS	DS	DS	DS	DS	DS
	Gender - Male	21	13.57	DS	DS	17	80.95%	14	66.67%	DS	DS	9	42.86%	DS	DS	DS
	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	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Black or African American	8	7.25	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Hispanic/Latino	13	12.54	DS	DS	10	76.92%	10	76.92%	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Race/Ethnicity - Nonresident Alien	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Two or more races	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Unknown	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - White	11	15.55	DS	DS	8	72.73%	7	63.64%	DS	DS	DS	DS	DS	DS	DS
	Pell Status - Not a Pell Recipient	18	12.56	DS	DS	13	72.22%	12	66.67%	DS	DS	6	33.33%	DS	DS	DS
	Pell Status - Pell Recipient	18	11.17	DS	DS	11	61.11%	9	50.00%	DS	DS	DS	DS	DS	DS	DS
	Age Group - 25 and Older	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Age Group - Under 25	34	12.18	DS	DS	24	70.59%	21	61.76%	7	20.59%	11	32.35%	DS	DS	DS
	Age Group - Unknown	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Total (ALL)	36	11.86	DS	DS	24	66.67%	21	58.33%	7	19.44%	11	30.56%	DS	DS	DS
Modularized	Gender - Female	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Gender - Male	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	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	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	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	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Pell Status - Not a Pell Recipient	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Pell Status - Pell Recipient	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Age Group - 25 and Older	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Age Group - Under 25	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Age Group - Unknown	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Total (ALL)	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----

Illinois Community College Board																
Table B-5																
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																
		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 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 Comple- tions in either Year One or Two	% Comple- tions 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	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Gender - Male	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	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	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	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	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Pell Status - Not a Pell Recipient	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Pell Status - Pell Recipient	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Age Group - 25 and Older	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Age Group - Under 25	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Age Group - Unknown	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Total (ALL)	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
Other	Gender - Female	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Gender - Male	7	0.43	0	0.00%	7	100.00%	DS	DS	DS	DS	DS	DS	DS	DS	DS
	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	0.43	0	0.00%	7	100.00%	DS	DS	6	85.71%	6	85.71%	DS	DS	DS
	Race/Ethnicity - Hispanic/Latino	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	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	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - White	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Pell Status - Not a Pell Recipient	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Pell Status - Pell Recipient	9	0.67	0	0.00%	9	100.00%	DS	DS	7	77.78%	7	77.78%	0	0.00%	16.56
	Age Group - 25 and Older	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Age Group - Under 25	11	0.55	0	0.00%	11	100.00%	DS	DS	9	81.82%	9	81.82%	0	0.00%	19.09
	Age Group - Unknown	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	0	-----	-----
	Total (ALL)	11	0.55	0	0.00%	11	100.00%	DS	DS	9	81.82%	9	81.82%	0	0.00%	19.09
Total		3,783	14.11	650	17.18%	2,985	78.91%	2,210	58.42%	1,594	42.14%	1,991	52.63%	267	7.06%	10.47
Source of Data: ICCB Centralized Data System																

Illinois Community College Board											
Table B-6											
Fiscal Year 2023 - Fall 2022 Full-time, First-time Student Cohort											
Statewide Summary of Students by Subgroup by Primary 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 Spring in Year One	% Retained Fall to Spring in Year One	Total Retained Fall to Fall	% Retained Fall to Fall	Total Passing English Gateway Course with C or Higher in Year One	% Passing English Gateway Course with C or Higher in Year One
Model	Subgroup	Sum	Mean	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate
Traditional	Gender - Female	791	12.54	113	14.29%	602	76.11%	444	56.13%	197	24.91%
	Gender - Male	880	12.66	133	15.11%	678	77.05%	446	50.68%	159	18.07%
	Gender - Another Gender	13	20.23	7	53.85%	10	76.92%	7	53.85%	6	46.15%
	Gender - Not Reported	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - American Indian or Alaska Native	11	13.50	DS	DS	9	81.82%	6	54.55%	DS	DS
	Race/Ethnicity - Asian	72	10.83	7	9.72%	65	90.28%	56	77.78%	20	27.78%
	Race/Ethnicity - Black or African American	306	10.33	26	8.50%	218	71.24%	132	43.14%	47	15.36%
	Race/Ethnicity - Hispanic/Latino	702	10.60	58	8.26%	519	73.93%	360	51.28%	122	17.38%
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Nonresident Alien	63	17.60	19	30.16%	58	92.06%	42	66.67%	24	38.10%
	Race/Ethnicity - Two or more races	54	10.94	6	11.11%	38	70.37%	21	38.89%	11	20.37%
	Race/Ethnicity - Unknown	30	15.48	11	36.67%	27	90.00%	17	56.67%	10	33.33%
	Race/Ethnicity - White	447	17.08	124	27.74%	357	79.87%	264	59.06%	126	28.19%
	Pell Status - Not a Pell Recipient	633	13.63	122	19.27%	488	77.09%	360	56.87%	154	24.33%
	Pell Status - Pell Recipient	1,052	12.08	131	12.45%	803	76.33%	538	51.14%	208	19.77%
	Age Group - 25 and Older	101	11.43	12	11.88%	71	70.30%	57	56.44%	24	23.76%
	Age Group - Under 25	1,582	12.72	240	15.17%	1,218	76.99%	839	53.03%	337	21.30%
	Age Group - Unknown	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Total (ALL)	1,685	12.66	253	15.01%	1,291	76.62%	898	53.29%	362	21.48%
Co-Requisite	Gender - Female	989	16.81	229	23.15%	828	83.72%	613	61.98%	599	60.57%
	Gender - Male	1,035	16.82	258	24.93%	884	85.41%	664	64.15%	607	58.65%
	Gender - Another Gender	9	14.06	DS	DS	6	66.67%	DS	DS	8	88.89%
	Gender - Not Reported	6	11.67	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - American Indian or Alaska Native	6	16.83	0	0.00%	6	100.00%	DS	DS	DS	DS
	Race/Ethnicity - Asian	83	20.57	35	42.17%	73	87.95%	66	79.52%	58	69.88%
	Race/Ethnicity - Black or African American	346	15.47	66	19.08%	278	80.35%	180	52.02%	189	54.62%
	Race/Ethnicity - Hispanic/Latino	977	15.52	177	18.12%	817	83.62%	616	63.05%	555	56.81%
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Nonresident Alien	40	23.03	19	47.50%	38	95.00%	32	80.00%	36	90.00%
	Race/Ethnicity - Two or more races	63	17.52	14	22.22%	55	87.30%	47	74.60%	37	58.73%
	Race/Ethnicity - Unknown	39	16.33	11	28.21%	33	84.62%	25	64.10%	23	58.97%
	Race/Ethnicity - White	481	19.12	167	34.72%	421	87.53%	312	64.86%	312	64.86%
	Pell Status - Not a Pell Recipient	787	17.88	234	29.73%	658	83.61%	527	66.96%	503	63.91%
	Pell Status - Pell Recipient	1,252	16.09	255	20.37%	1,065	85.06%	757	60.46%	713	56.95%
	Age Group - 25 and Older	95	17.31	27	28.42%	80	84.21%	53	55.79%	71	74.74%
	Age Group - Under 25	1,944	16.76	462	23.77%	1,643	84.52%	1,231	63.32%	1,145	58.90%
	Total (ALL)	2,039	16.79	489	23.98%	1,723	84.50%	1,284	62.97%	1,216	59.64%

Illinois Community College Board											
Table B-6											
Fiscal Year 2023 - Fall 2022 Full-time, First-time Student Cohort											
Statewide Summary of Students by Subgroup by Primary 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 Spring in Year One	% Retained Fall to Spring in Year One	Total Retained Fall to Fall	% Retained Fall to Fall	Total Passing English Gateway Course with C or Higher in Year One	% Passing English Gateway Course with C or Higher in Year One
Model	Subgroup	Sum	Mean	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate
Compressed	Gender - Female	19	10.18	DS	DS	10	52.63%	11	57.89%	DS	DS
	Gender - Male	16	11.75	0	0.00%	13	81.25%	9	56.25%	0	0.00%
	Gender - Another Gender	0	----	0	----	0	----	0	----	0	----
	Gender - Not Reported	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - American Indian or Alaska Native	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Asian	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Black or African American	9	6.67	0	0.00%	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Hispanic/Latino	12	10.79	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Native Hawaiian or Other Pacific Islander	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Nonresident Alien	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Two or more races	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Unknown	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - White	9	15.33	0	0.00%	9	100.00%	8	88.89%	DS	DS
	Pell Status - Not a Pell Recipient	20	11.23	DS	DS	13	65.00%	12	60.00%	DS	DS
	Pell Status - Pell Recipient	15	10.47	0	0.00%	10	66.67%	8	53.33%	DS	DS
	Age Group - 25 and Older	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Age Group - Under 25	33	10.71	DS	DS	21	63.64%	18	54.55%	DS	DS
	Total (ALL)	35	10.90	DS	DS	23	65.71%	20	57.14%	DS	DS
Modularized	Gender - Female	0	----	0	----	0	----	0	----	0	----
	Gender - Male	0	----	0	----	0	----	0	----	0	----
	Gender - Another Gender	0	----	0	----	0	----	0	----	0	----
	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	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Hispanic/Latino	0	----	0	----	0	----	0	----	0	----
	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	0	----	0	----	0	----	0	----	0	----
	Pell Status - Not a Pell Recipient	0	----	0	----	0	----	0	----	0	----
	Pell Status - Pell Recipient	0	----	0	----	0	----	0	----	0	----
	Age Group - 25 and Older	0	----	0	----	0	----	0	----	0	----
	Age Group - Under 25	0	----	0	----	0	----	0	----	0	----
	Total (ALL)	0	----	0	----	0	----	0	----	0	----

Illinois Community College Board											
Table B-6											
Fiscal Year 2023 - Fall 2022 Full-time, First-time Student Cohort											
Statewide Summary of Students by Subgroup by Primary 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 Spring in Year One	% Retained Fall to Spring in Year One	Total Retained Fall to Fall	% Retained Fall to Fall	Total Passing English Gateway Course with C or Higher in Year One	% Passing English Gateway Course with C or Higher in Year One
Model	Subgroup	Sum	Mean	Sum	Rate	Sum	Rate	Sum	Rate	Sum	Rate
Emporium	Gender - Female	0	----	0	----	0	----	0	----	0	----
	Gender - Male	0	----	0	----	0	----	0	----	0	----
	Gender - Another Gender	0	----	0	----	0	----	0	----	0	----
	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	0	----	0	----	0	----	0	----	0	----
	Race/Ethnicity - Hispanic/Latino	0	----	0	----	0	----	0	----	0	----
	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	0	----	0	----	0	----	0	----	0	----
	Pell Status - Not a Pell Recipient	0	----	0	----	0	----	0	----	0	----
	Pell Status - Pell Recipient	0	----	0	----	0	----	0	----	0	----
	Age Group - 25 and Older	0	----	0	----	0	----	0	----	0	----
	Age Group - Under 25	0	----	0	----	0	----	0	----	0	----
	Total (ALL)	0	----	0	----	0	----	0	----	0	----
Other	Gender - Female	7	0.00	0	0.00%	DS	DS	DS	DS	6	85.71%
	Gender - Male	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Gender - Another Gender	0	----	0	----	0	----	0	----	0	----
	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	6	0.00	0	0.00%	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - Hispanic/Latino	0	----	0	----	0	----	0	----	0	----
	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	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Race/Ethnicity - White	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Pell Status - Not a Pell Recipient	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Pell Status - Pell Recipient	8	0.00	0	0.00%	DS	DS	DS	DS	7	87.50%
	Age Group - 25 and Older	DS	DS	DS	DS	DS	DS	DS	DS	DS	DS
	Age Group - Under 25	11	0.00	0	0.00%	7	63.64%	DS	DS	10	90.91%
	Total (ALL)	12	0.00	0	0.00%	7	58.33%	DS	DS	10	83.33%
Total		3,771	14.83	743	19.70%	3,044	80.72%	2,206	58.50%	1,593	42.24%
Source of Data: ICCB Centralized Data System											