

Developmental Education Reform in Illinois



1. Background
2. DERA Act and compliance
3. The latest on dev ed progress

The Partnership

The Partnership for College Completion (PCC) champions policies, practices, and systems that increase college completion and eliminate degree completion disparities for low-income, first generation, and students of color in Illinois – particularly Black and Latinx students.

Policy Priorities



Equitable Access

Students of all races, economic backgrounds, and geographic locations deserve access to high-quality postsecondary education that is aligned with their educational and career aspirations and that addresses society's most pressing challenges.



Affordability

Illinois' public colleges and universities should be debt-free for students from low-income families and affordable for all Illinoisans.



Accountability

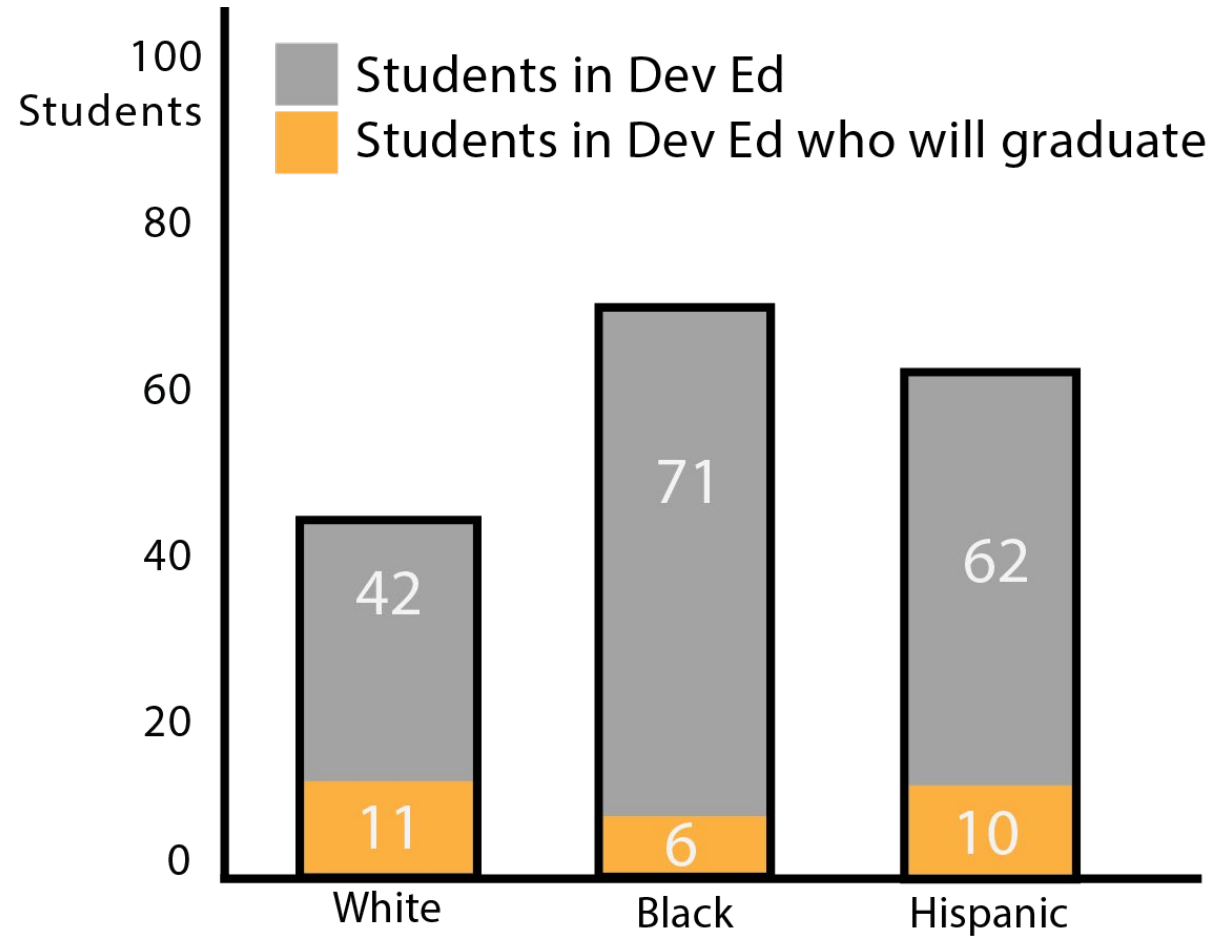
Accountability mechanisms must be strengthened to provide Illinois students with affordable and equitable access to high-quality postsecondary degrees and credentials.

Developmental Education: The Problem in Illinois (2019)

Traditional developmental education models led to:

1. Over-placement
2. Under-completion

Number of Dev. Ed. Enrollees And Graduates By Race Among 100 Illinois Community College Students



Developmental Education Reform Act (DERA)

SJR 41 passes, creating an advisory council, inventory of dev ed, and recommended reforms

March
2021

PCC Gets Ascendium Grant to help ICCB with DERA Implementation

June
2023

PCC Published DERA Report

September
2024

May
2019

Developmental Education Reform Act (DERA) signed into law as part of HB 2170

September
2021

ICCB Releases DERA Update

February
2024

PCC Releasing CO Funding Report

19

DERA Law

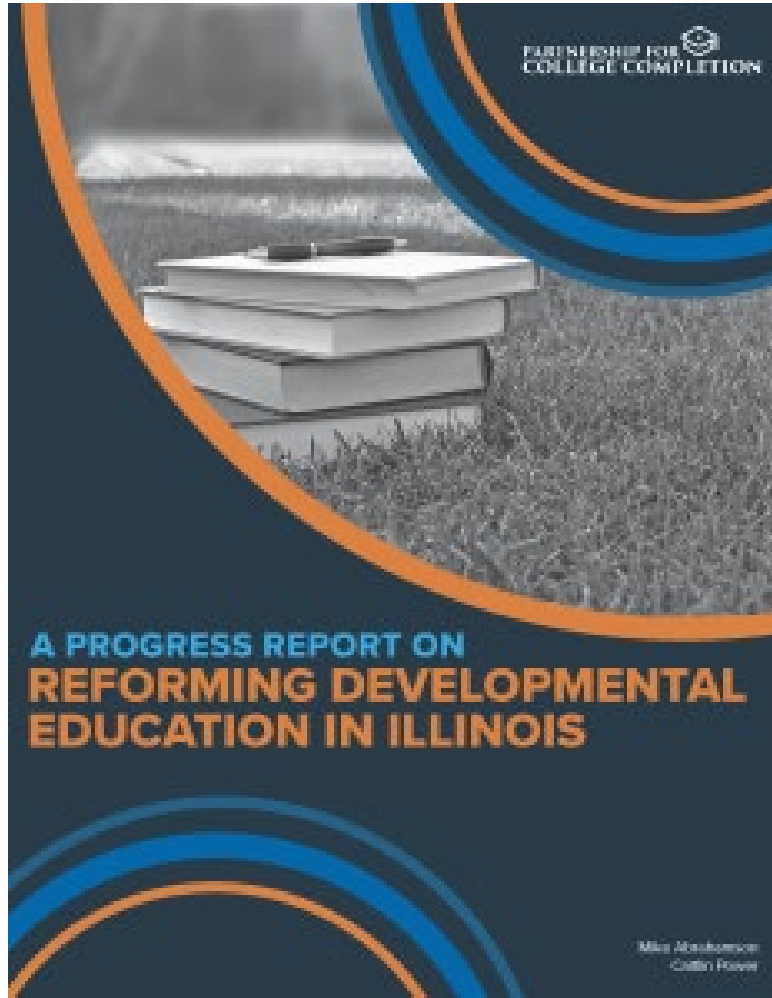
Placement Reforms

Institutions must place students in college-level courses if they meet standards on any one of multiple measures, including GPA and transfer credit

Model Scaling

Implement and scale developmental education model most likely to “maximize students’ likelihood of completing gateway courses in mathematics and English within their first two semesters”

DERA Report



Genesis

Why PCC

- Previous work on DERA
- Support with implementation through IDEEA

Why Now

- Early stages of DERA implementation offer an opportunity to highlight success and challenges

Where to Find the Report

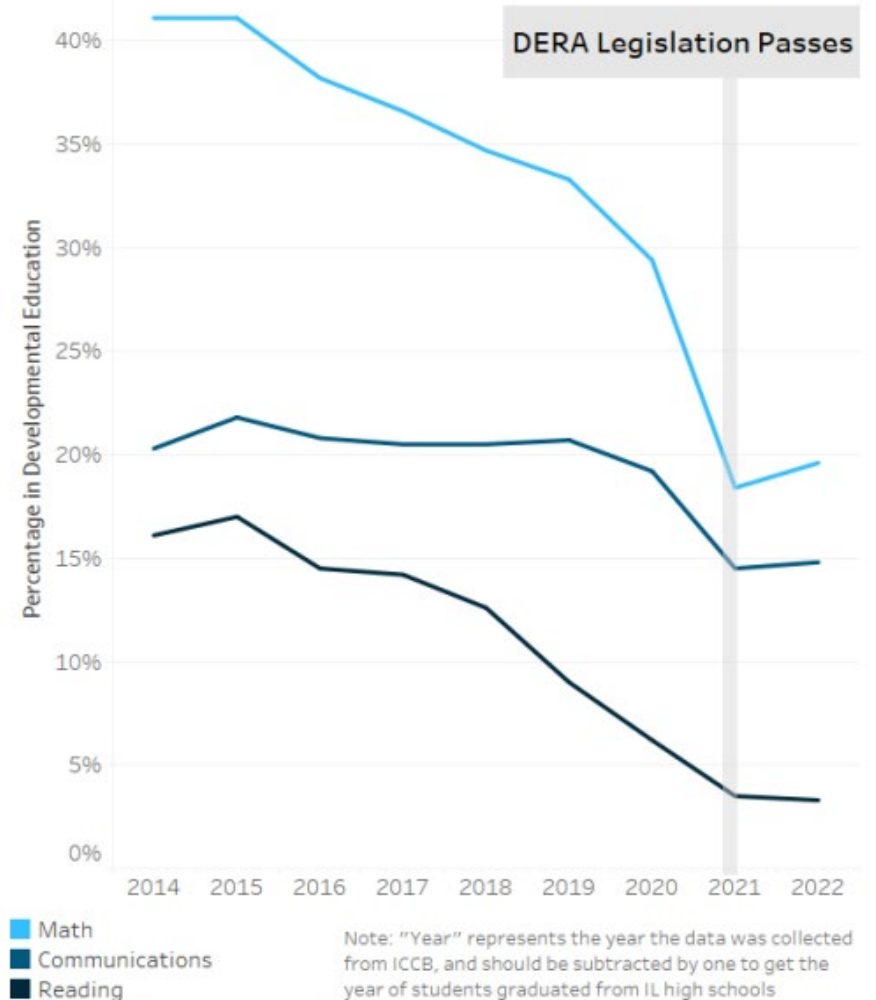
Partnershipfcc.org/publications/a-progress-report-on-reforming-developmental-education-in-illinois/

Successes: Overall Enrollment

Overall enrollment in developmental education fell in Illinois

- - **42%** in dev ed for IL Class of 2020 compared to 2014
- Math dev ed enrollment declined by **12.4%** and English by **3.6%** from 2020 to 2021

Developmental Education Enrollment Fell in Illinois



Successes: Corequisite Effectiveness

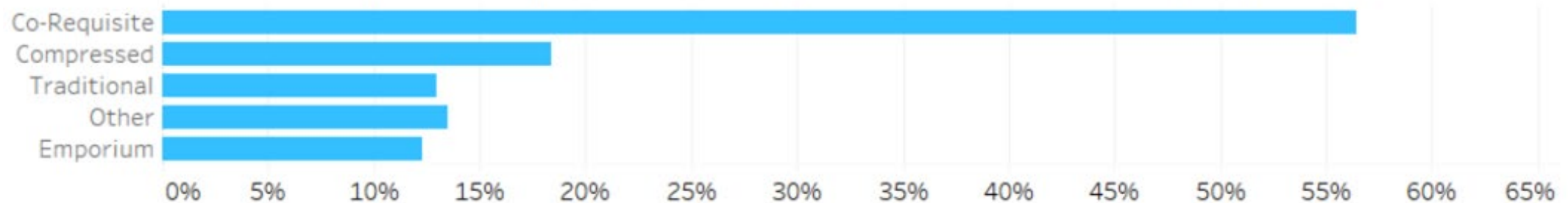
Corequisite models are more successful than any other model

- **97%** of public institutions offer coreq math and **88%** offer coreq English
- **60%** of coreq math students pass a gateway course in the first year – no other model saw more than **16%** of students pass
- **66%** of coreq English students pass a gateway course with a C or higher in the first year, compared to **25%** for the traditional model

Percentage Passing **English** Gateway Course with a C or Higher (2020)

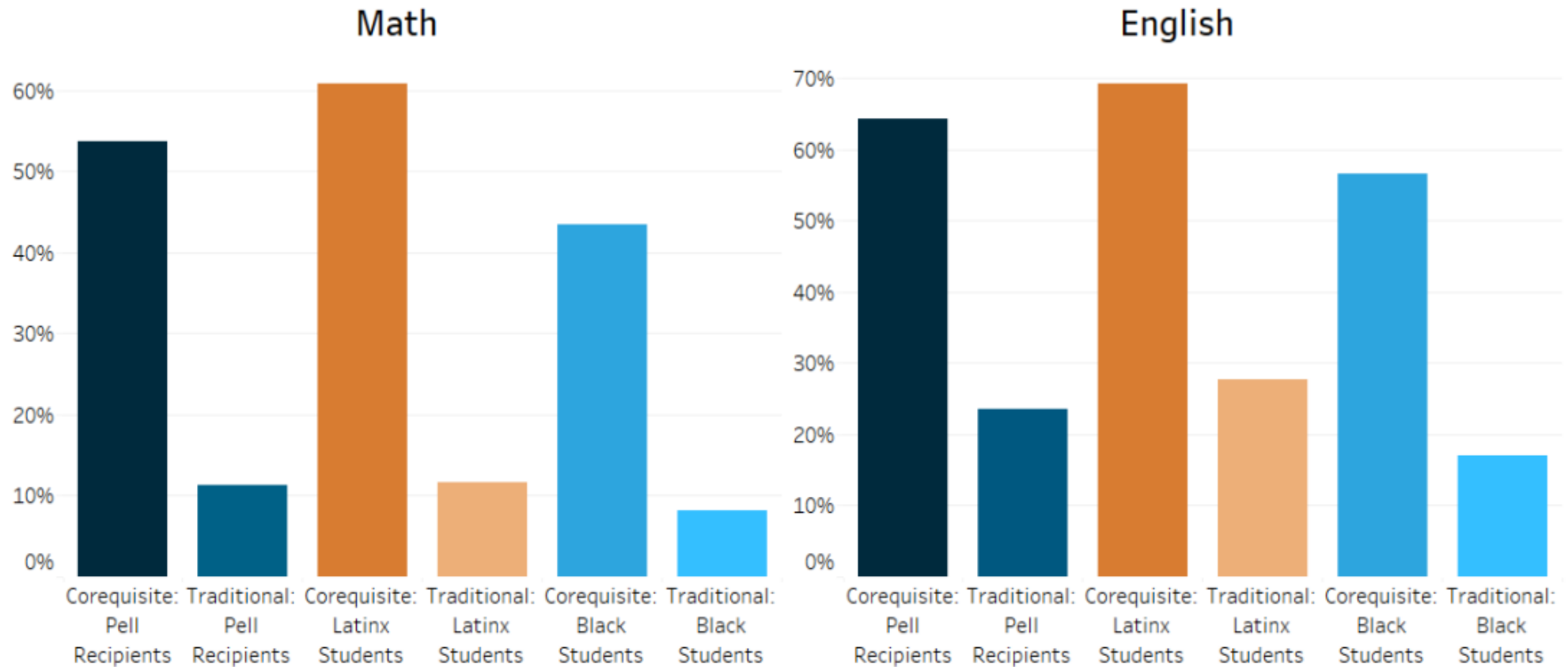


Percentage Passing **Math** Gateway Course with a C or Higher (2020)



Successes: Corequisite Effectiveness

Percentage of Students Passing the Gateway Course in Year One (2020)



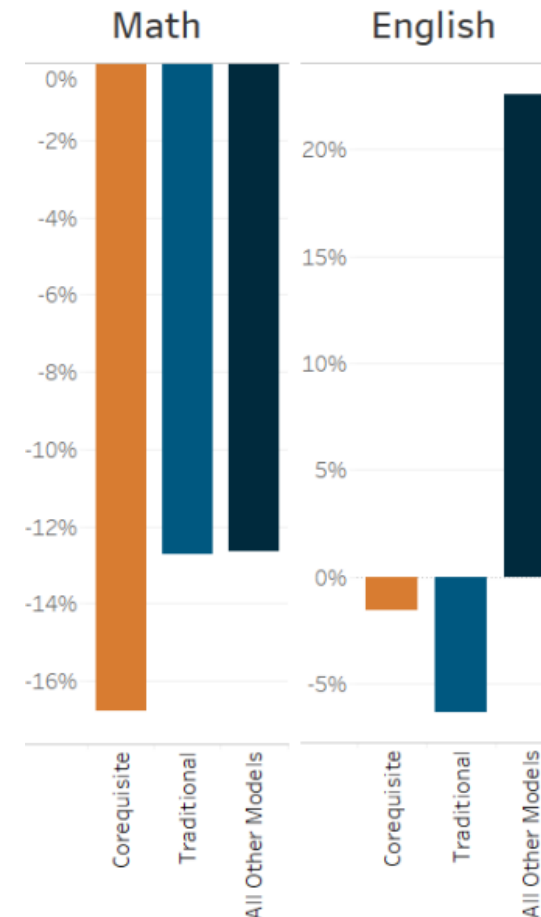
DERA Report Key Findings: Concerns

It appears **less than 17%** of the state's colleges are compliant with the placement component

- Misinterpretation of DERA placement requirements may be lowering compliance

Corequisite enrollment is **declining** relative to traditional and other models

Change in Developmental Education Model Enrollment from 2020 to 2021



DERA Report Key Findings: Metrics to Monitor

- Institutions in full compliance with DERA placement law
- Number and percentages of students in dev ed
 - Disaggregated by race, income, placement measure and scores
- Percentage of dev ed students in coreq models
- Percentage of gateway course completions in year one

Update from Upcoming Report

Advancing Adequacy-Based Funding for Community Colleges in Illinois

Dr. Xiaodan Hu & Dr. Frank Fernandez

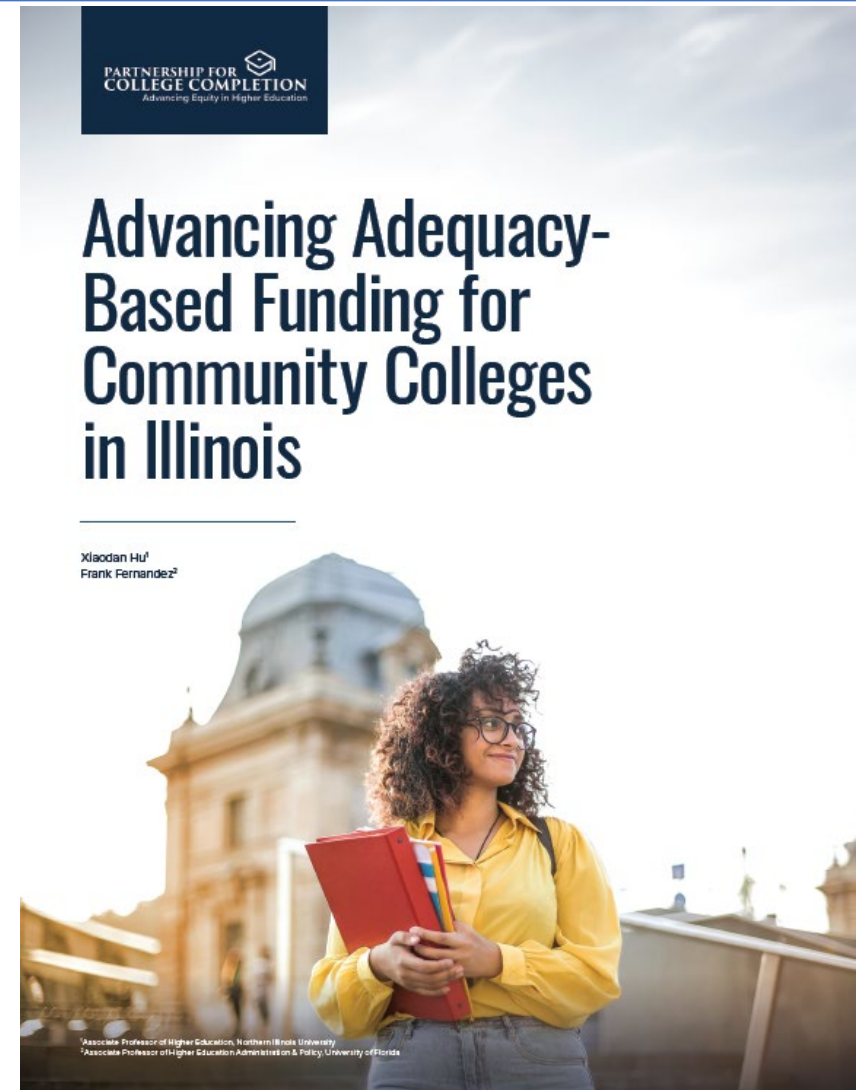
Release: September 2024

Initial Findings:

- Substantial state disinvestment has led to increases in tuition and fees and subsequent enrollment declines
- Underfunding creates perverse incentives where colleges lose less money when they place students into dev ed compared to high cost programs

Publishing

- Launch event: Late September
- Sharing with institutional stakeholders, legislators, and the public



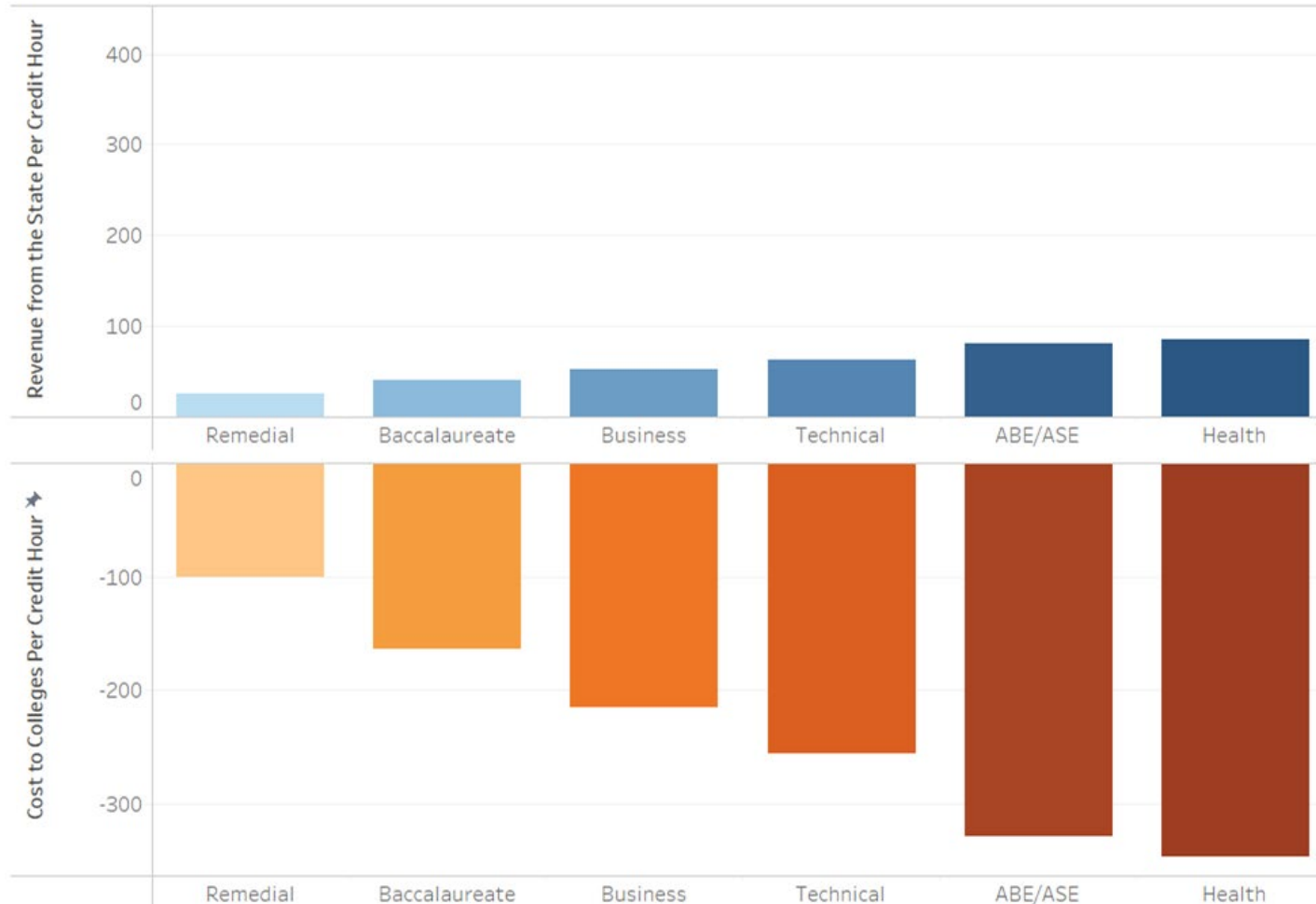
Funding and Developmental Education

Enrollment in Developmental Education and Graduation Rate by Student Groups at Illinois Community Colleges in 2019

	Percentage in Developmental Education Placement	First-Time Full-Time Student Graduation Rate in 150% Normal Time
White Students	40%	38.4%
Black Students	65%	14.2%
Hispanic Students	58%	25.5%
Pell Recipients	59%	26.7%
Non-Pell Recipients	42%	34.8%

Funding and Developmental Education

Percentage of Base Operating Grant Appropriated by State
19.8% - Current Funding



Underfunding creates perverse incentives

- Colleges lose less money when they place students into dev ed compared to high cost programs
- Health courses cost \$300 more per credit than dev ed

THOUGHTS/ QUESTIONS?

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