Executive Summary
August 2016

METHODOLOGY
An online survey was conducted with 11 community colleges to collect information about the developmental education programs serving students in northern Illinois. The survey was conducted from May 25, 2016 to July 14, 2016. An invitation email, explaining the purpose of the survey and providing a link to the survey, was sent to the individual at the community college who was identified as the most knowledgeable about developmental education. Two reminder emails were sent and one reminder telephone call was made to those community college officials who did not complete the survey. A total of 11 administrators, each representing one community college, completed the online survey, yielding a response rate of 100%.

FINDINGS
Student Success
• Of students who enroll in a developmental math course two-levels below college level work, 11% earn credit in a credit bearing math course during their postsecondary career. That’s compared to 23% who initially enroll in a developmental math course one-level below college level work, and 63% of students who enroll directly into a credit-bearing math course.
• Taken as a whole, students who enroll in a developmental writing course two-levels below college credit bearing work, 20% ultimately earn credit in a credit bearing writing course. That’s compared to 35% of students who initially enroll in a developmental writing course one-level below college level work, and 66.5% of students who enroll directly into a credit-bearing writing course.
• Of students who graduated from high school in spring 2014, the percentage of students who placed into developmental mathematics course work two-levels below college-level ranges from 11.6% to 51.0%, with a mean of 28.4%. Of these students that enrolled in a developmental course in the spring or fall of 2014, the percentage of students who succeeded in developmental mathematics course work two levels below college-level ranges from 21.3% to 58.8%, with a mean of 38.4%. Of the students who earned a “C” or greater in developmental mathematics courses two levels below college-level, the percentage of students who succeeded in their first attempt in a credit-bearing course ranges from 11.8% to 37.0%, with a mean of 26.5%.
• Of students who graduated from high school in spring 2014, the percentage of students who placed into developmental reading course work two-levels below college-level ranges from 0.3% to 37.2%, with a mean of 12.0%. Of these students that enrolled in a developmental course in the spring or fall of 2014, the percentage of students who succeeded in developmental reading course work two levels below college-level ranges from 0.0% to 78.1%, with a mean of 38.2%. Of the students who earned a “C” or greater in developmental reading courses two levels below college-level, the percentage of students who succeeded in their first attempt in a credit-bearing course ranges from 0.0% to 30.0%, with a mean of 8.5%.
• Of students who graduated from high school in spring 2014, the percentage of students who placed into developmental writing course work two-levels below college-level ranges from 2.0% to 14.6%, with a mean of 8.2%. Of these students that enrolled in a developmental course in the spring or fall of 2014, the percentage of students who succeeded in developmental writing course work two levels below college-level ranges from 21.4% to 83.3%, with a mean of 47.5%. Of the students who earned a “C” or greater in developmental writing courses two levels below college-level, the percentage of
students who succeeded in their first attempt in a credit-bearing course ranges from 0.0% to 56.5%, with a mean of 29.1%.

- Of students who graduated from high school in spring 2014, the percentage of students who placed into developmental mathematics course work one-level below college-level ranges from 6.0% to 30.3%, with a mean of 15.9%. Of these students that enrolled in a developmental course in the spring or fall of 2014, the percentage of students who succeeded in developmental mathematics course work one level below college-level ranges from 31.9% to 68.7%, with a mean of 49.5%. Of the students who earned a “C” or greater in developmental mathematics courses one level below college-level, the percentage of students who succeeded in their first attempt in a credit-bearing course ranges from 49.5% to 84.6%, with a mean of 61.0%.

- Of students who graduated from high school in spring 2014, the percentage of students who placed into developmental reading course work one-level below college-level ranges from 5.0% to 57.0%, with a mean of 22.5%. Of these students that enrolled in a developmental course in the spring or fall of 2014, the percentage of students who succeeded in developmental reading course work one level below college-level ranges from 0.0% to 83.7%, with a mean of 39.7%. Of the students who earned a “C” or greater in developmental reading courses one level below college-level, the percentage of students who succeeded in their first attempt in a credit-bearing course ranges from 0.0% to 49.6%, with a mean of 17.3%.

- Of students who graduated from high school in spring 2014, the percentage of students who placed into developmental writing course work one-level below college-level ranges from 4.4% to 33.7%, with a mean of 16.9%. Of these students that enrolled in a developmental course in the spring or fall of 2014, the percentage of students who succeeded in developmental writing course work one level below college-level ranges from 34.6% to 68.9%, with a mean of 50.9%. Of the students who earned a “C” or greater in developmental writing courses one level below college-level, the percentage of students who succeeded in their first attempt in a credit-bearing course ranges from 63.3% to 86.5%, with a mean of 70.9%.

- Of students who graduated from high school in spring 2014 and placed into credit bearing mathematics courses, the percentage of students who earned a “C” or greater in credit bearing courses on their first attempt ranges from 40.8% to 79.5%, with a mean of 63.2%.

- Of students who graduated from high school in spring 2014 and placed into credit bearing writing courses, the percentage of students who earned a “C” or greater in credit bearing courses on their first attempt ranges from 51.0% to 81.2%, with a mean of 66.5%.

- The percentages of students earning credit is lower for students enrolled in developmental education courses two levels below college level than for students enrolled in developmental courses one level below college level and the percentages of students earning credit is noticeably lower for students enrolled in developmental education courses one level below college level than for students entering credit bearing courses directly.

**Student Placement in Developmental Courses**

- All (100.0%) of the community colleges use placement test scores and standardized test scores to place students in developmental mathematics courses.

- All (100.0%) of the community colleges use placement test scores and the majority (81.8%) of the community colleges use standardized test scores to place students in developmental writing courses.

**Delivery of Developmental Courses**

- Most (90.9%) community colleges report that mathematics, writing, and reading developmental or transitional courses are a community college developmental course delivered at the community college to students enrolled at the community college. Approximately four-fifths (81.8%) of community colleges state that writing developmental or transitional courses are a co-requisite course delivered at the community college for students enrolled at the community college. More than one-
half (54.5%) of community colleges indicate that mathematics developmental or transitional courses are a community college developmental course delivered at the high school to students in high school.

**Support Services**
- Almost all (90.0%) of community colleges offer assignment completion and academic skill building to students enrolled in developmental mathematics and reading courses.
- All (100.0%) community colleges offer assignment completion and almost all (90.9%) community colleges offer academic skill building to students enrolled in developmental writing courses.
- All (100.0%) of community colleges offer assignment completion and academic skill building to students enrolled in credit bearing mathematics, reading, and writing courses.

**Sharing of Information**
- More than one-third (36.4%) of community colleges share individual *student placement information* with high school feeders on a regular basis.
- A total of 9.1% of community colleges share individual *student success* information with high school feeders on a regular basis.

**Collection of Qualitative Data**
- More than two-fifths (45.5%) of community colleges collect qualitative data about the developmental education courses offered.
- More than one-third (36.4%) of community colleges collect qualitative data about the credit bearing courses offered.
  - Three-fifths (60.0%) would be willing to share the data with the Northern Illinois Regional P-20 Network Alignment of Standards Work Group.