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UPDATE FROM ICCB

Dr. Marcus Brown
Deputy Director for Academic Affairs and Student Success

Melvin Harrison
Director for Academic Affairs

EQUITY AND ICCB BOARD GOALS

- ***GOAL 1:*** Support minority, first generation, and low-income students across urban, rural, and suburban communities, through the promotion of evidence-based best practices that results in system wide improvement of equity metrics that reduce equity gaps.
- ***GOAL 2:*** Support a seamless transition for students into and through postsecondary education and the workforce by fostering system engagement and equitable access and outcomes for these students.
- ***GOAL 3:*** Contribute to economic development by supporting the Illinois community college system's effort to provide robust workforce training, to expand apprenticeships, to increase credential attainment, to build quality career pathways, and to address the future needs of the Illinois workforce.

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OVERVIEW

- Illinois Higher Education Strategic Plan
- Budget Update
- Recovery Response from Pandemic – Learning Renewal
- Developmental Education
- Transitional Instruction
- Accelerated Course Placement
- Dual Credit

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A Thriving Illinois

- The Strategic Plan, A Thriving Illinois, Focuses on three primary areas
  - Equity: Close the equity gaps for students who have been left behind
  - Sustainability: Build a stronger financial future for induvial and institutions
  - Growth: Increase talent and innovation to drive economic growth

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Proposed Budget

- An increase of 5% for community college base operating, equalization and City Colleges of Chicago grants
- Additional increase of 5% for adult education and career and technical education
- $25 million for the creation of the Pipeline for the Advancement of Healthcare (PATH) Workforce grant
- Increase funding for MAP grant by $122 million
  - Program will be extended to apply to short term credentials not previously eligible for financial aid
- Includes reappropriation of projects from the Rebuild Illinois capital projects

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System Response to COVID-19

- Teaching and Learning will likely never be what it was pre-COVID
- ICCB providing ongoing information on our website including FAQ.
- P-20 Council Learning Renewal Resource Guide
- Focus on assisting learners in recovery based on experience in the pandemic - Learning Renewal support aided institutions with direct support and support to students.
  - Academic Support
  - Social Emotional Support
  - High-Impact Tutoring

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Developmental Education Reform

- Focuses on equity and closing gaps in performance and achievement
- Moving students through more efficiently and with greater success
- Does not eliminate the need for developmental education
- Asks that institutions focus on reform and scaling efforts.
- Encourages the adoption of models that show promise for more students moving through developmental education and gateway course completion
- Provides support to institutions to assist in moving reform forward

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DEVELOPMENTAL EDUCATION

- Background
  - Statewide Recommendations for Placement
    - Overview and Final Placement Recommendations available at: http://www2.iccb.org/academic_affairs/baccalaureate-transfer/final-placement-recommendations/
  - SJR 41 Council
    - Overview available at: http://www2.iccb.org/academic_affairs/baccalaureate-transfer/sjr-41-advisory-committee/
  - Developmental Education Reform Act
    - Overview available at: https://www.ilga.gov/legislation/ilcs/ilcs5.asp?ActID=4082&ChapterID=18

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STATEWIDE RECOMMENDATIONS FOR PLACEMENT ADOPTED 2018

- PARCC score of 4 or 5 in subject area
- ACT 22 in Math 19 in English
- SAT 530 Math 480 English
- Placement tests with appropriate scores
- High School GPA English: 3.0 (4.0 scale)
- Math: 3.0 w/successful completion 4th year
- Transitional Math or English
- GED score of 165

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Details of the Recommendations

- May accept a lower score on individual method in combination with other placement methods or with supports (co-requisite)
- Such additional activities shall in no way infringe upon the student's ability to enroll in college-level courses
- Expiration:
  - English: no less than three years
  - Math: no less than 18 months
- Recommendation to enroll in English and math during first semester
- Other methods may award college credit and therefore placement is not necessary: AP, CLEP, IB, dual credit, etc.

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DEVELOPMENTAL EDUCATION

- SJR 41 Resolution and Advisory Council set a foundation
- Developmental Education Reform Act, Established as part of **Public Act 101-0654**
- 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:
  - A student's cumulative high school grade point average.
  - A student's successful completion of an appropriate high school transition course in mathematics or English.
  - 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

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DEVELOPMENTAL EDUCATION (DATES)

- 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 to submit to IBHE and each public community college to submit to ICCB its institutional plan for scaling evidence-based developmental education reforms to maximize the probability that a student will be placed in and successfully complete introductory college-level English language or mathematics coursework within 2 semesters at the institution; sets forth what the plan must include
- Requires that on or before January 1, 2023 and every 2 years thereafter, IBHE and ICCB collect data and report to the General Assembly and the public the status of developmental education reforms at institutions
- Requires that on or before January 1, 2024 and every 2 years thereafter, IBHE and ICCB, in consultation with institutions of higher education and other stakeholders, consider additional data reporting requirements to facilitate the rigorous and continuous evaluation of each institution's implementation plan and its impact on improving outcomes for students in developmental education, particularly for Black students

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ICCB Developmental Education Survey Template

1. Describe your current placement policies
2. Describe your current developmental education models
3. Describe the developmental education model that will be implemented and scaled
4. Provide additional analysis of benchmark and progress data
5. Provide detailed plans for scaling reforms and improving outcomes for all students, with particular attention to Black students
6. Describe continuous improvement plans
7. Space provided for additional details or data

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METRICS BEING COLLECTED BY ICCB

Metrics will be generated by ICCB and shared with each community college (individually) by the end of March 2022. ICCB Research and Analytics division staff will contact college IR staff when the data are available via ICCB's secure FTP site. These metrics include:

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

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

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TRANSITIONAL INSTRUCTION

- Transitional Instruction
  - Established as Part of the Postsecondary & Workforce Readiness Act
  - Math
    - Provides for a fourth-year math courses in high school that when completed will satisfy gateway math course requirements at any Illinois community college
    - Has three pathways: STEM, Quantitative Literacy/Statistics and Technical Math
    - Every High School district must have a course or formally opt out with ISBE
    - Began approval process in fall 2018
  - English
    - Recently established English competencies, which can be integrated into a course or a free-standing English course
    - May count as one of the four required years of English
    - Began approval process for English courses this fall

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Current Approval Status

All community college districts have submitted a course for approval for math

- 38 have at least one course approved in the math area
- 61 courses are currently approved
  - 21 STEM
  - 36 QL/Stats
  - 4 Technical Math

Transitional English submissions began in Fall 2021

- 6 colleges have an approved course in English

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Accelerated Course Placement

- Established as part of **Public Act 101-0654**
- Requires that each school district has a policy that allows for accelerated placement
- Provides that participation is not limited to those who have been identified as gifted and talented, but open to all who demonstrate high ability and may benefit from accelerated placement.
- Beginning in the 2022-2023 school year, districts' accelerated placement policy can allow for students to automatically enroll into the next most rigorous level of advance coursework offered by the high school , which may include AP or honors classes, dual credit or other course if they meet or exceed state standards in English, math or science in an effort to expand access to those programs.

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Dual Credit Access

- Working to close gaps in rural settings and urban areas (see ICCB Dual Credit in the Illinois Community College System Fiscal Year 2020 Report)
- Received a grant with state partners from College in High School Alliance to further study access and barriers to dual credit within the state
  - Regional Convenings: April 14, 21, 26 and 28
- Dual Credit Quality Act addresses:
  - Ability to request dual credit courses that are IAI approved courses and career pathway courses
  - Faculty professional development plans
  - Model Partnership Agreement

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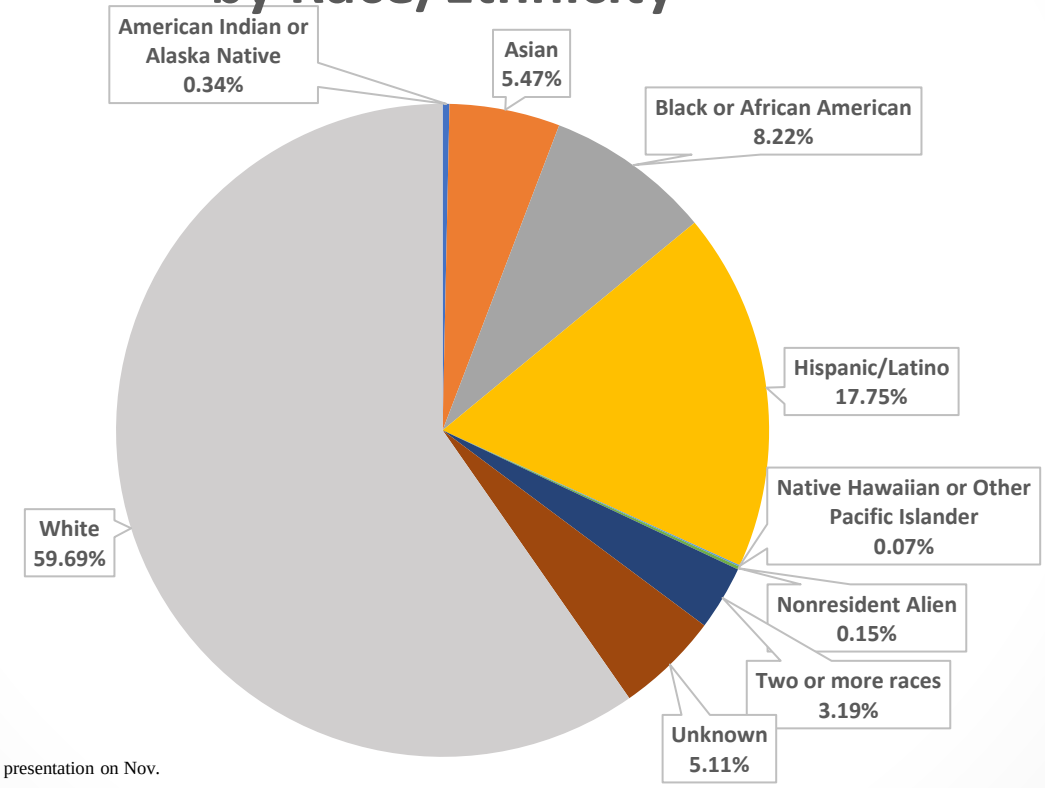
DUAL CREDIT BY RACE/ETHNICITY

FY21 Preliminary Dual Credit Enrollment by Race/Ethnicity



*FY21 dual credit data is preliminary at the time of this presentation on Nov. 11, 2021.

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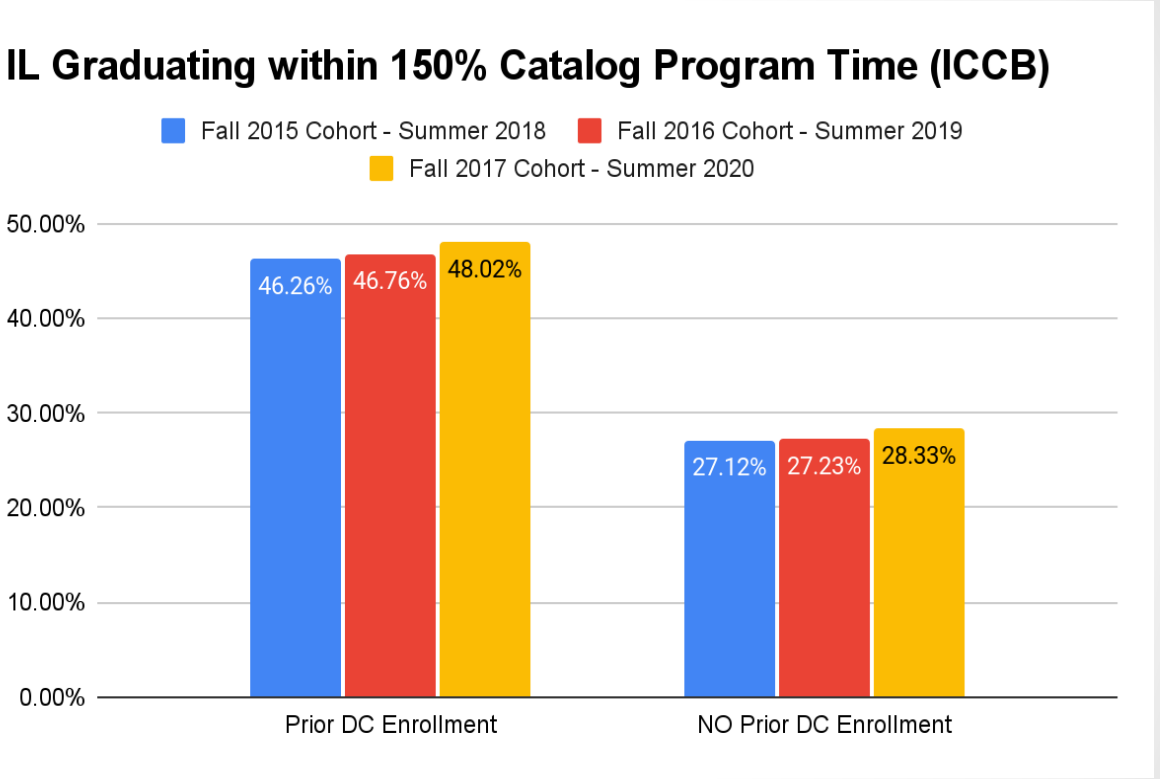
Impact of Dual Credit

- High school students that took dual credit courses have substantially higher community college graduation rates and advancement rates than those students that did not enroll in dual credit coursework.
- These higher graduation and advancement rates held true for all racial/ethnic groups as well as for both Pell recipients and those not receiving Pell.



FY2020 ICCB Dual Credit Report available at http://www2.iccb.org/data/studies-reports/student-reports/

Legislative Updates: HB 3950/P.A. 102-0516

- Provides that, as a component of transition planning, a school district shall provide a student with information about the school district's career and technical education (CTE) opportunities and postsecondary CTE opportunities
- Requires a high school and community college partnership agreement to include the collaborative process and criteria by which a school district and a community college district shall work to ensure that individual students with disabilities have access to dual credit courses
- Amends the Public Community College Act to require each community college district to provide access to higher education for students with disabilities.
- Encourages each community college to offer for-credit and non-credit courses as deemed appropriate for the individual student based on the student's abilities, interests, and postsecondary transition goals, with the appropriate individualized supplementary aids and accommodations.
- Strongly encourages each community college to have its disability services coordinator or the coordinator's representative participate either in person or remotely in meetings held by high schools within the community college district to provide information to the student's individualized education program team about the community college and the availability of courses and programs at the community college.

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HB 5506 Proposed Amendments to Dual Credit Quality Act

- Would allow for mixed classrooms on the high school campus
  - Does not provide for dual credit for students who do not meet eligibility requirements
- Would extend the date allowed for professional development plans to January 1, 2025.
  - Plans would need to be completed no later than three years after approval but no later than January 1, 2028, whichever is sooner
- Requires ICCB to report status of professional development plans, including approvals, by subject area, those who did not complete plans and breakdown by district
  - Extends eligibility for professional development plans to CTE areas.

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QUESTION

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Contact Information

Marcus Brown, Ph.D.

Deputy Director for Academic Affairs & Student Success

Illinois Community College Board

217-524-5503

Marcus.Brown@illinois.gov

Melvin Harrison

Director for Academic Affairs

217-785-5003

Melvin.Harrison@illinois.gov

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