Developmental Education Survey

Reporting Guidance

The Illinois Community College Board is collecting information from colleges to meet the requirements of **(110 ILCS 175/) Developmental Education Reform Act**. The act requires that on or before February 15, 2023 and every 2 years thereafter, the Illinois Community College board shall collect data and report to the General Assembly and the public the status of development education reforms at institutions.

In order to accurately represent the current status of developmental education in Illinois, each community college shall submit to the Illinois Community College Board an updated institutional plan for scaling evidence-based developmental education reforms to maximize the probability that a student will be placed in and successfully complete introductory college-level English language or mathematics coursework within 2 semesters at the institution.

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

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

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

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

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

Additional metrics to be generated in future years as additional student-level data are collected via ICCB's Annual Student-Level Submission (A1 submission). Reports must be submitted no later than 4:30 pm on December 30, 2024. Submissions should be emailed to iccb.studentservices@illinois.gov.

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

December 30, 2024 Report Template

1. Please list and describe each of your current Multiple Measures used by the institution for placement and/or enrollment in a gateway and/or entry course. Please address placement in both Mathematics and English. Describe which of your current standards for placement and/or enrollment in a gateway and/or entry level course.
If your institution has not adopted Multiple Measures, please describe your current standards for placement and/or enrollment in a gateway and/or entry course and describe the institution's plans to implement Multiple Measures for placement.

Students are allowed to use multiple measures to show that they are ready for college level work in both English and math at Harper College.

English Placement Measures

The table below shows the ways in which students can place directly into the college level composition series.

Placement Options	**Expiration**
Previous **college-level English course** with a "C-" or better	None
Cumulative unweighted high school GPA *(3.0+ on 4.0 scale / 4.0+ on 5.0 scale)*	None
GED Reasoning Through Language Arts sub score of **165** or higher	None
Course credit earned through **AP, IB or Harper Proficiency Testing**	None
SAT Evidence-based Reading & Writing sub score of **480** or higher	3 years
ACT English sub score of **19** or higher **AND ACT Reading** sub score of **20** or higher	3 years
Aligned high school English course requirement *(aka Transitional English)*	3 years
Harper's English Essay placement exam	3 years

A student may choose to take the in-house English placement test which is an authentic writing sample that is rated by teams of normed faculty. The department offers regular refresher courses to help students prepare for the essay test. The rating data is disaggregated and regularly reviewed to ensure equitable scoring. Scores result in the following placements:

English Essay Score	**Course Placement**
4 or 5	ENG101
3.5	ENG101+ENG095 (*aka English 101-ALP*) ENG101+ESP095 (based on ESL placement)
3	ENG096, (Possible ESL placement) ENG101+ESP080 (based on bilingual identifiers)
2	ENG094, (possible ESL placement)
1	*Further screening required, (possible ESL placement)*

<table>
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Math Placement Measures

The table below shows the ways in which students can place directly into college level math.
<table>
<tr><th>Placement Options</th><th>Expiration</th></tr>
<tr><td>Previous college-level math course with a “C-” or better</td><td>None</td></tr>
<tr><td>Cumulative unweighted high school GPA (3.0+ on 4.0 scale / 4.0+ on 5.0 scale)</td><td>18 months</td></tr>
<tr><td>GED Math sub score of 165 or higher</td><td>18 months</td></tr>
<tr><td>Course credit earned through AP, IB, CLEP or Harper Proficiency Testing</td><td>None</td></tr>
<tr><td>SAT Math sub score of 530 or higher</td><td>18 months</td></tr>
<tr><td>ACT Math score of 22 or higher</td><td>18 months</td></tr>
<tr><td>Illinois High School Portable Transitional Math Options with a cumulative “C-“ grade over two semesters</td><td>18 months</td></tr>
<tr><td>Harper’s MTH080 Final Exam score of at least 70% on exam offered at participating District 211, 214 and 220 high schools</td><td>18 months</td></tr>
<tr><td>Harper’s ALEKS placement exam score of at least 46</td><td>18 months</td></tr>
</table>

Students who come to Harper with nothing to demonstrate college readiness can take the ALEKS placement exam to see where they place. That program also has built-in prep and learning modules to help students achieve the placement score they need for the class they want.

Students also have the option to not test and to go directly into a co-requisite version of MTH101 Quantitative Literacy that has a 3-contact hour/2-credit hour linked course for support.
</td>
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<tr>
<td>2.Please provide a description of the current developmental education models offered by the institution. If the institution does not currently offer</td>
<td>
English Pathways

Currently, students place either in a co-requisite model of ENG 101/095 where they complete the gateway with an additional one hour of supplemental support, or one level below into ENG096 (4 credit course), or 2 levels below into ENG094 (4 credit course). If a student scores a “1” on the placement test which would place them below ENG 094, additional testing is required. Students may be referred to Adult Education, academic ESL, or placed in a continuing education one-on-one course called Foundations English until they are ready to take ENG 094.
</td>
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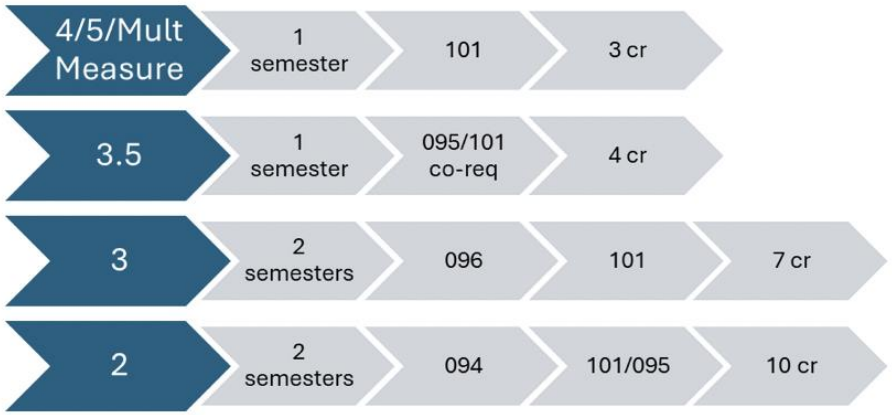
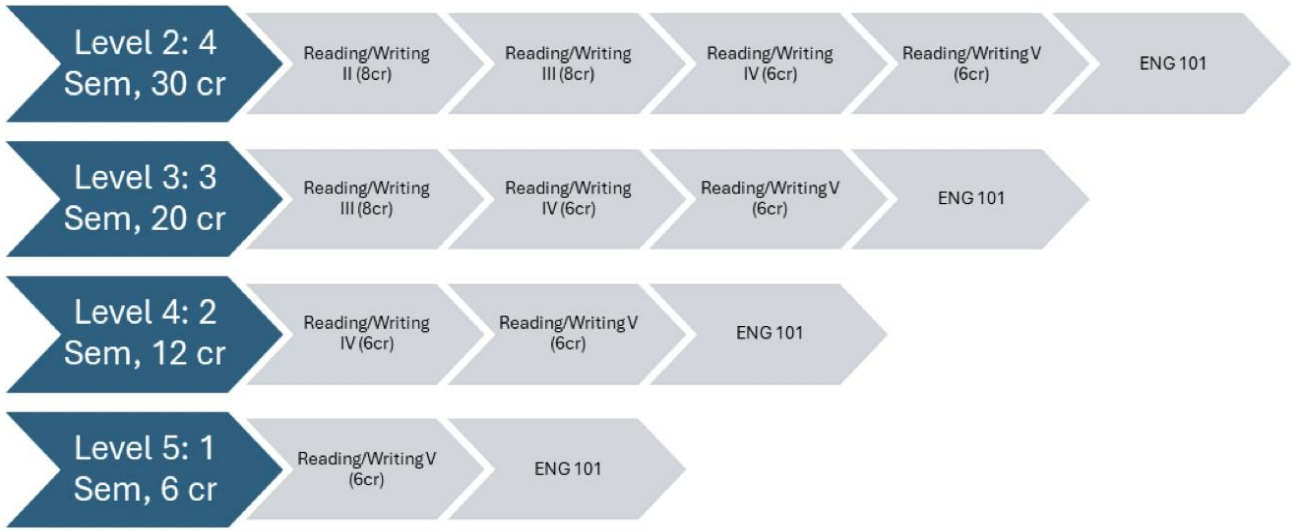
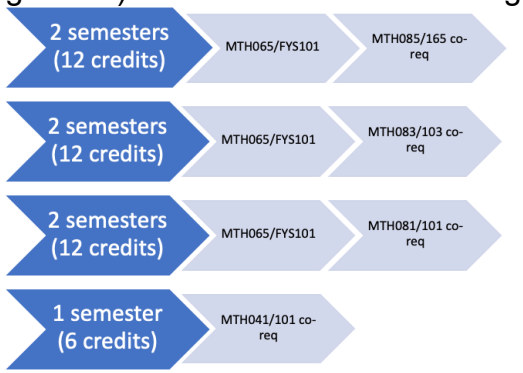
</table>

developmental education coursework, it must provide details regarding its decision not to offer developmental education coursework and the pathways that are available to students deemed to be insufficiently prepared for introductory college-level English language or mathematics coursework.	The graphic below shows the 2-semester pathway for each level in our regular developmental English:  The graphic below shows the pathway for each level in our ESL developmental English path known as Academic ESL. While this does allow all students to finish in 2 semesters, we feel that this population has its own unique circumstances and does not come from U.S. schools with deficiencies and thus are outside of the purpose of the legislation. Nevertheless, we have created accelerated pathways since DERA to help these students save 2 credits per level to decrease their time and cost to completion. An additional co-requisite course (ESP 095) is offered to English Language Learners (ELLs) receiving a 3.5 on the English placement test to parallel co-requisite ENG 095 for non-ELLs. 

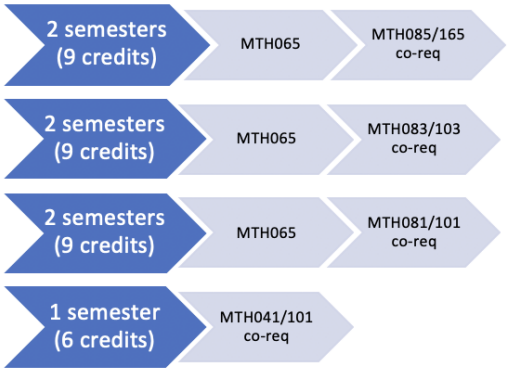
Math Pathways

The paths through a gateway math course depend on what course is needed by the student's program of study: Quantitative Literacy (MTH101), Elementary Statistics (MTH165) or College Algebra (MTH103).

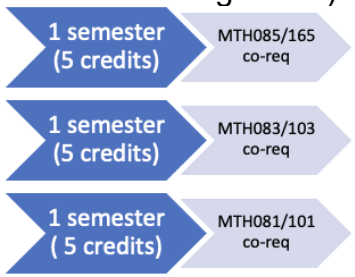
Pre-algebra level (3 levels below college level) students have the following 2 or 1 semester options:



Beginning algebra level students (2 levels below college level) have the following one semester options



Intermediate algebra level students (1 level below college level) have the following one semester options:



3.Please provide a description of the developmental education models that will be **implemented and scaled** in AY24/25 and the **basis of the evidence and associated data** that the institution considered in making the decision to scale each model.

English

All current 2-semester pathways are currently at scale. The overall success rate has increased over the last 3 years from 48% in FY22, to 54% in FY23, to 64% in FY24 for students taking the co-requisite course with ENG 101. Success rates in the older purely developmental pathway with ENG 100 were 53% in FY21, 55% in FY22, and 55% in FY23, so students in this placement range are doing as well or better in the co-requisite than they were in the developmental stand-alone course.

(Data Source: Success 360 Dashboard, Success Metrics, Overview, Filter: Sections, ENG095, then ENG100)

For those students enrolling in the co-requisite course with ENG 101, fall to spring persistence rates have risen from 69% in FY22, to 74% in FY23 to 84% in FY24 and fall to fall persistence has risen from 56% in FY22, to 61% in FY23, to 67% in FY24. Again, this is wonderful to see for students, but it could be attributed to various factors outside of ENG completion—especially seeing as the rates of those who met with an advisor also rose.

(Data Source: Success 360 Dashboard, Success Metrics, Overview, Filter: Sections, ENG095)

According to the definition of having co-requisites "at scale", the college should strive to have 80% of students placing below college level taking a co-requisite course their first semester. Below is a table of the number of seats filled in ech of the developmental and co-requisite paths for English in AY23 and AY24. The percentage of students taking a co-requisite course English their first semester has grown from 54% to 58%.

	Type	AY23 Fall 22 - Spr 23		AY24 Fall 23 – Spr 24	
		Seats Filled	% of each type	Seats Filled	% of each type
ENG094 R&W Dev	Dev ed	19	45.9%	24	41.7%
ENG096 Composition	Dev ed	200		157	
ENG095/101 Comp	Co-req	258	54.1%	253	58.3%
		477 total		932 total	

(Data Source: Scheduling Analysis Dashboard, Seats Filled, Filter on each class)

We also have a large percentage of students who place developmental in English who do not get on an English path their first semester. Data for this is given later in this document in section 9.

Math

Currently 100% of those who place developmental have a one-semester or two-semester path available to them to get through a gateway math course. In fact, for those just needing MTH101 Quantitative Literacy,

	100% of students have a one-semester path available by taking MTH041 and MTH101 together as a co-requisite class. **Past success that led to scaling up:** Harper College started co-requisite versions of Elementary Statistics (MTH165 and MTH085) and Quantitative Literacy (MTH101 and MTH081) starting in the fall of 2016. We decided to start with the non-STEM paths first since those paths needed less of the algebra material from beginning and intermediate algebra. Those co-requisite sections were successful. Students in the MTH101 Quantitative Literacy co-requisite pathway had a higher success rate than those placing directly into MTH101. The success rate in the MTH165 Elementary Statistics co-requisite path was lower than the success rate of those placing directly into MTH165, but overall more students were getting through MTH165 than they were before since the prerequisite class that they used to have to take, MTH080 Intermediate Algebra, was weeding out about 50% of the students each semester. The department wanted to collect two years of data on the non-STEM co-requisite courses before proceeding with a co-requisite path for MTH103 College Algebra. After two years of successful co-requisites in non-STEM paths, in the fall of 2018, the math department launched a co-requisite path for MTH103 with a MTH083 support course. With all three of these corequisite models in place, we found too many students were still opting to take the stand-alone development class MTH080 Intermediate Algebra that was still being offered at that time, so starting in the fall of 2023, we removed that course from our catalog. **More scaling up needed to happen:** With these three co-requisite paths that the college had for math, only about 60% of students who placed developmental were able to take a co-requisite class their first semester based on the placement scores that were being used at the time to get into them. To increase that to at least 80%, the math department piloted a co-requisite version of Quantitative Literacy with 3 contact hours (2 credit hours) of additional support that any student could take, regardless of placement (they could even opt out of placement). In the fall of 2023, 54.8% of those students got a C or above and in spring 2024, 39.7% of those students got a C or above. This made for an overall success rate of 47.5% for FY24. (Data Source: Grades Dashboard, Filter on MTH041) Although that percentage seems low, these were students that in the past almost never got to even take MTH101 because of all of the levels of developmental math that they had to take prior. For this percentage of students who came to Harper with no placement scores or extremely low placement scores to have been able to successfully complete a college-level math course in one semester was fantastic! The department considered this pilot a success and it was scaled up in fall 2024.

What is being implemented and scaled in AY24/25:
Currently, with the existing paths, 100% of incoming students have a one-semester or two-semester path through a gateway math course available to them.

In addition, any student who just needs MTH101 (Quantitative Literacy) has a one-semester option available with MTH101 and MTH041. Fall 2024 grades are due December 17, 2024. We will continue to look at the success rate in the new MTH041/101 co-requisite path for Quantitative Literacy to see if we can do something similar in the future for the Elementary Statistics and College Algebra paths.

Data of paths taken:
Below is a table of the number of seats filled in each of the developmental and co-requisite paths for math in AY23 and AY24. The addition of the new co-requisite version of Quantitative Literacy (MTH041/101) has helped us move from 46% of developmental students taking a math co-requisite course to 61%.

	Type	AY23 Fall 22 - Spr 23		AY24 Fall 23 – Spr 24	
		Seats Filled	% of each type	Seats Filled	% of each type
MTH065 Alg Modeling	Dev ed	540	53.9%	367	39.4%
MTH041/101 Quant Lit	Co-req, no placement	NA	46.1%	142	60.6%
MTH081/101 Quant Lit	Co-req	184		130	
MTH083/103 Col Alg	Co-req	72		111	
MTH085/165 Elem Stats	Co-req	206		182	
		1002 total		932 total	

(Data Source: Scheduling Analysis Dashboard, Seats Filled, Filter on each class)

While the state does not mandate math courses or specific math levels for AAS degrees, Harper College's Academic Standards Committee does. At Harper, all AAS students must either demonstrate *Math Competency*—defined as one level below college-level math—or complete a designated math course for their program.

Many AAS students initially place below this level and are therefore required to take developmental math courses to reach Math Competency. Currently, most of these students enroll in MTH065: Algebraic Modeling**.** Upon successfully completing this course, co-requisite math pathways become available to them. However, since a college-level math course is not required for their degree, students often choose not to pursue these pathways. We also have a large percentage of students who place developmental in math who do not get on a math path their first semester. Data for this is given later in this document in section 9.

4.Explain how your institution's plan described above is intentional in your focus on **closing achievement gaps and increasing completion rates for Black students.**	**Equitable Placement Practices** Harper College uses multiple placement measures, including high school GPA, standardized test scores, and internal assessments, to ensure fair and accurate placement. This approach minimizes unnecessary placement in lower-level courses, helping Black students progress more quickly to college-level coursework. Additionally, an ICCB grant proposal aims to develop a guided placement process for students without multi-measure data points, reducing the barrier of placement test anxiety. Harper's own institution English placement test has consistently shown equitable placement across racial lines. Traditional placement tests in mathematics are known for placing Black students into long pipelines of developmental classes. With the corequisite models that are at scale in the mathematics department, all students can now bypass placement testing and go directly into a corequisite class. **Benefits of the Co-Requisite Model** Combining placement measures decreases over placement in developmental courses, benefiting historically underrepresented groups. Harper's co-requisite model allows students to complete gateway courses in a single semester with embedded support. This structure is particularly beneficial for Black students, who gain early access to college-level content with additional in-class support. **Data-Driven Interventions** The Success 360 Dashboard at Harper College enables the tracking of student success metrics over time, aligned with various college initiatives. This tool monitors key momentum points in students' journeys, such as: meeting with their assigned advisor, developing an electronic academic plan in Degree Works, accumulating sufficient credits, completing gateway English and math courses in their first year, selecting an area of interest by the end of their first semester, and successfully completing a Start Smart class within their first year. Additionally, the dashboard tracks other student success initiatives, including 8-week scheduling, Open Educational Resources (OER), and learning communities. It also provides disaggregated data by factors such as age, gender, race/ethnicity, and Pell eligibility. This granular view allows the college to gain real-time insights into the progress and course success of Black students and other groups. By regularly engaging with the data, Harper College can implement targeted interventions and adjust instruction to support equity and

close achievement gaps. Monitoring persistence and completion rates further helps the college refine its strategies to ensure student success.

Positive Trends in Persistence and Gateway Completion

English:

Over the past three years, fall-to-spring persistence rate for Black students in the ENG095 co-requisite course has increased from 80% to 92%, and the fall-to-fall persistence rate for Black students has increased from 50% to 75%.

(Data Source: Success 360 Dashboard, Success Metrics, Overview, Filter: Black and ENG095)

In looking at completion of gateway English in the first year, the first table is for all new students at Harper College and the second table is for Black students. These tables track from the fall 2017 cohort to the fall 2023 cohort:

All students:

	2017	2018	2019	2020	2021	2022	2023
Completed Gateway ENG by end of 1st year	59%	58%	61%	63%	58%	58%	57%

(Data Source: Success 360 Dashboard, Path for Success, All Milestones, All new students, Filter: None)

Black students:

	2017	2018	2019	2020	2021	2022	2023
Completed Gateway ENG by end of 1st year	43%	51%	49%	50%	50%	49%	47%

(Data Source: Success 360 Dashboard, Path for Success, All Milestones, All new students, Filter: Black)

The gap in gateway English completion in the first year was 16% for the fall 2017 cohort and is now down to a 10% gap in the fall 2023 cohort.

Math:

Over the past three years, fall-to-spring persistence rate for Black students in MTH065 has increased from 71% to 92%, and the fall-to fall persistence rate has increased from 53% to 62%.
(Data Source: Success 360 Dashboard, Success Metrics, Overview, Filter: Black and MTH065)

For the new Quantitative Literacy corequisite path that started in fall of 2023 for MTH041 and MTH101, the fall-to-spring persistence rate was 75% and the fall-to-fall persistence rate was 50%.
(Data Source: Success 360 Dashboard, Success Metrics, Overview, Filter: Black and MTH041)

For the other corequisite paths, the fall-to-spring persistence rate of Black students has been relatively flat at around 77%, but the fall-to-fall persistence rate has dropped from 77% to 54%. This is definitely something the math department needs to look into to see if those students are transferring to other schools or dropping out of college altogether.
(Data Source: Success 360 Dashboard, Success Metrics, Overview, Filter: Black and MTH081, 083, 085)

In looking at completion of gateway math in the first year, the first table is for all new students at Harper and the second table is for Black students. These tables track from the fall 2017 cohort to the fall 2023 cohort:

All new students:

	2017	2018	2019	2020	2021	2022	2023
Completed Gateway MTH by end of 1st year	43%	43%	49%	56%	50%	49%	47%

(Data Source: Success 360 Dashboard, Path for Success, All Milestones, all new students, Filter: none)

Black students:

	2017	2018	2019	2020	2021	2022	2023
Completed Gateway MTH by end of 1st year	19%	24%	28%	37%	37%	26%	32%

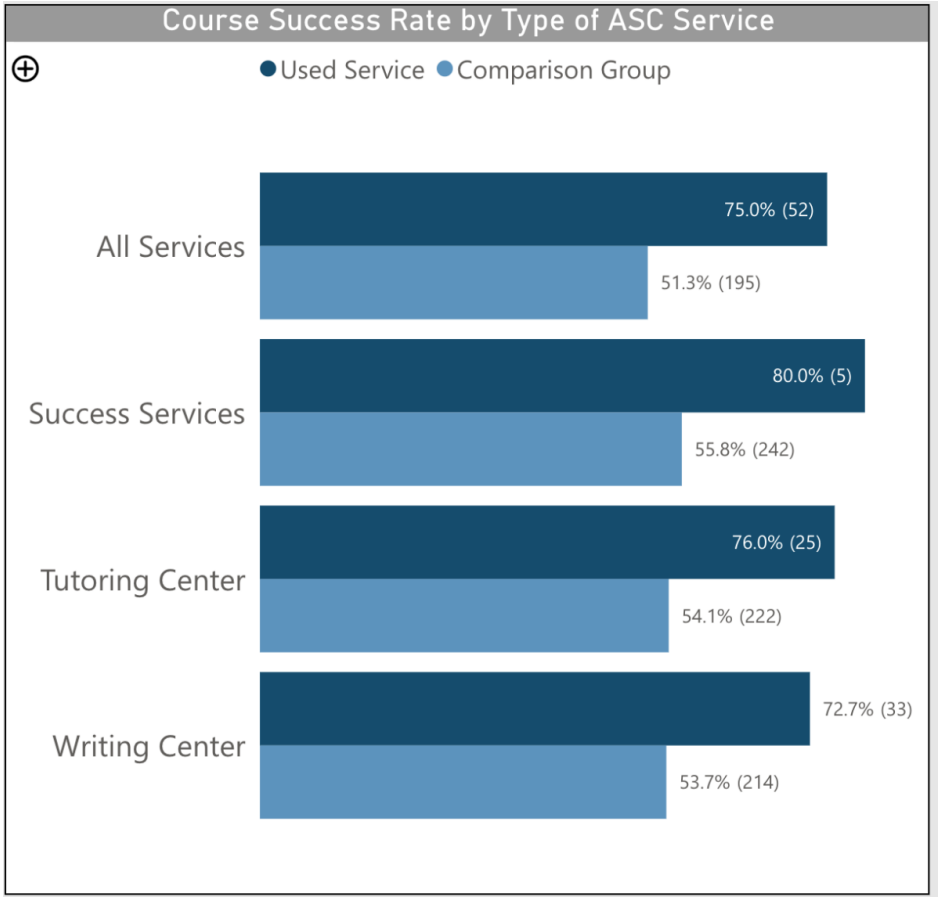
(Data Source: Success 360 Dashboard, Path for Success, All Milestones, all new students, Filter: Black)

The gap in gateway math completion in the first year was 24% for the fall 2017 cohort and is now down to a 15% gap in the fall 2023 cohort.

Academic Support Center

English:

The graphic below shows the success rates of Black students in developmental and co-requisite English courses, highlighting the impact of various services offered through Harper's Academic Support Center by comparing students who utilized these services to those who did not.

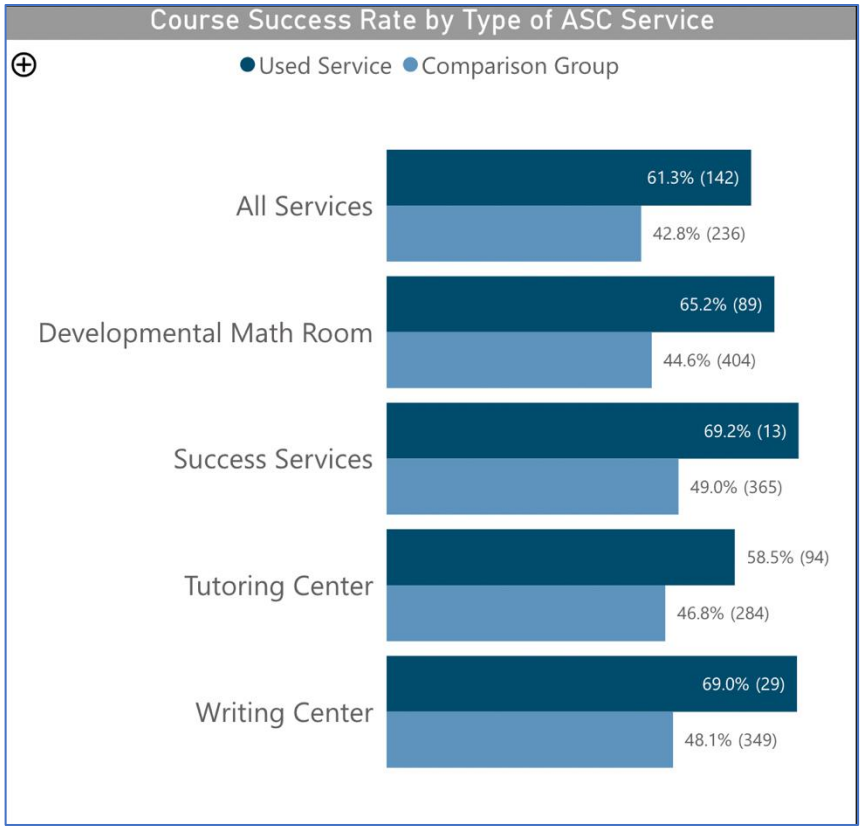


(Data Source: Success 360 Dashboard, ASC Overview, Course Success Rate, 5 Fiscal Years, Filter: Sections ENG 094, 095, 096/100, Demographic: Black)

Black students who are using these support services are far more successful in their developmental and co-requisite English courses than the comparison group of students who is not.

Math:

The graphic below shows the success rates of Black students in developmental and co-requisite math courses, highlighting the impact of various services offered through Harper's Academic Support Center by comparing students who utilized these services to those who did not.

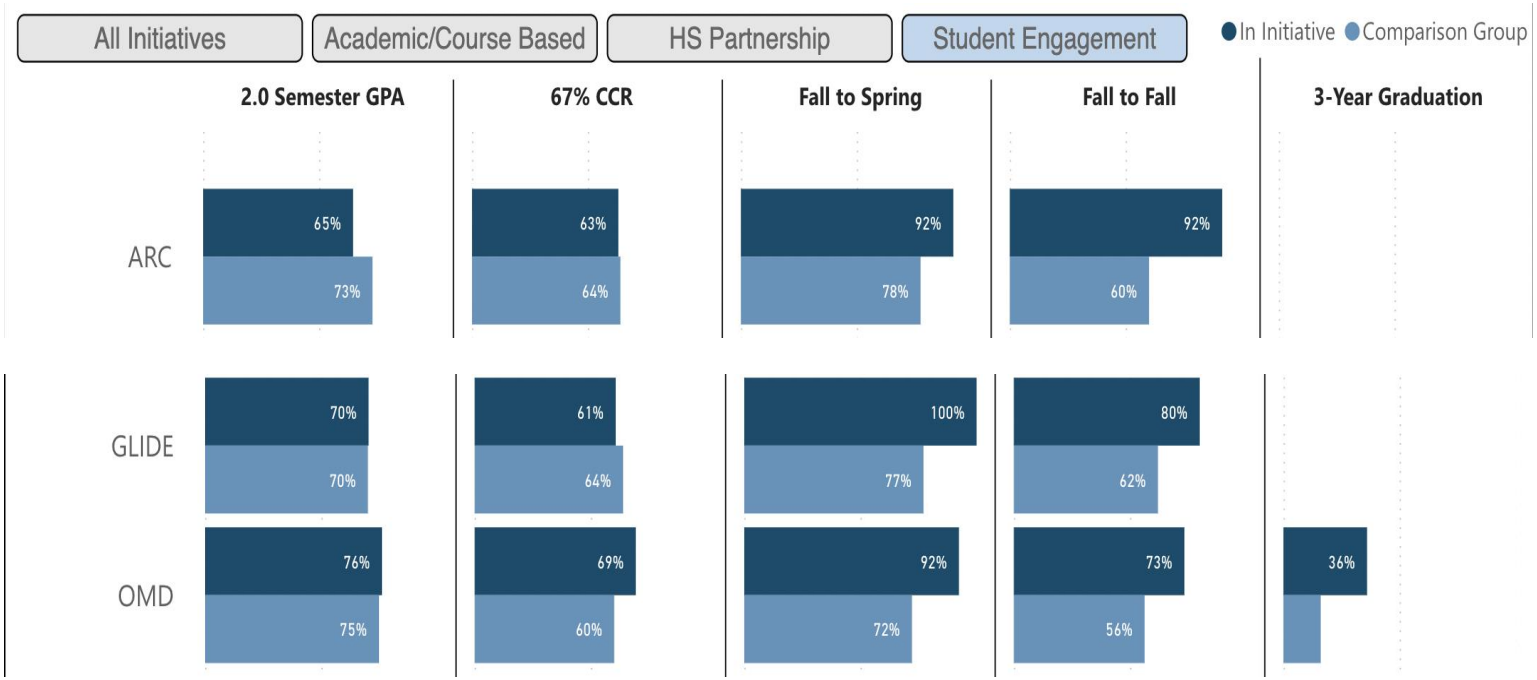


(Data Source: Success 360 Dashboard, ASC Overview, Course Success Rate, 5 Fiscal Years, Filter: Sections MTH065, 041, 081, 083, 085, Demographic: Black)

Black students who are using these support services are far more successful in their developmental and co-requisite math courses than the comparison group of students who is not.

Comprehensive Support Programs

Below are data tables to compare key metrics on GPA, course completion rates, persistence rates and graduation rates for Black students for the following three comprehensive support programs where Black students were part of the target audience: One Million Degrees (OMD), Guiding Learners to Intentionally Develop Efficacy (GLIDE) and Advance Retention through Connected Advising (ARC).



(Data Source: Success 360 Dashboard, Initiatives Overview, Student Engage, 5 Fiscal Years, Filter: Black)

Professional Development and Faculty Diversity

Faculty and staff participate in ongoing professional development focused on cultural competency and equity in the classroom. Recent campus-wide workshops have emphasized creating action plans to reduce equity gaps for students of color. These efforts foster inclusive learning environments and deepen faculty understanding of Black students' challenges. Harper College's Leveraging Equity in Academia through Diversity (LEAD) Faculty Fellowship further supports diversity by bringing an additional faculty member of color to the English department, strengthening student-faculty representation.

5.Please provide baseline data and benchmarks for progress, including at minimum:

1) Enrollment in credit-bearing English language or mathematics

2) Data on movement from developmental courses to credit-bearing courses and the number of semesters required for movement

3) Rates of successful completion of introductory college-level English or mathematics courses

4) College credit accumulation

ENROLLMENT IN PATHS OF CREDIT-BEARING ENG AND MTH

ALL STUDENTS:

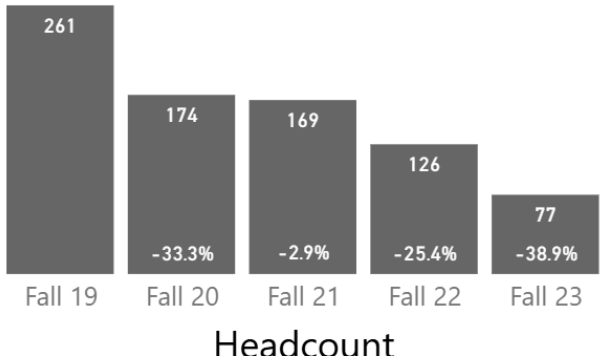
ENGLISH:

ICCB Data File:

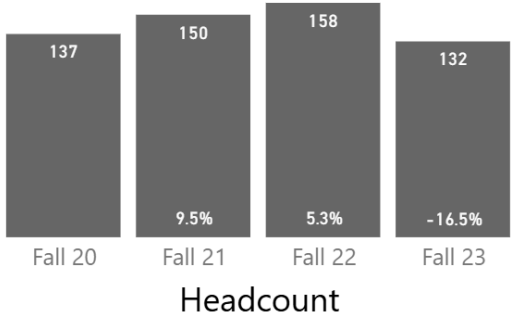
Model Taken by Dev Ed Students	Fall 2020	Fall 2021	Fall 2023	Totals
Traditional	17	33	40	90
Co-requisite	68	80	83	231
Total	85	113	123	321

Harper Data:

Traditional Dev Ed



Co-Requisite (NA in Fall 2019)



(Data Source: Harper Enrollment Dashboard, filter ENG 095 & then ENG 096/100)

5) Graduation Rate (graduation at 150% catalog time) by Model

Institutions should disaggregate data by student demographic including data on gender, race, ethnicity, Pell status, full or part-time status.

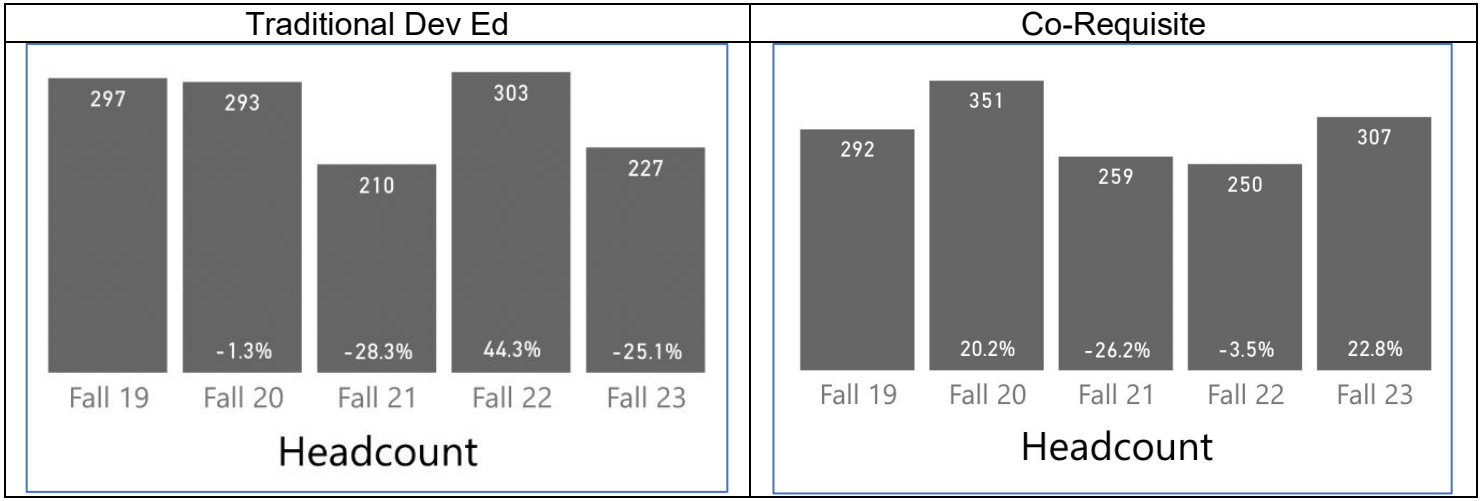
Additional data for benchmarks may be included as needed, for example age, parental status, transfer, certificate, or degree-seeking.

MATH:

ICCB Data File:

Model Taken by Dev Ed Students	Fall 2020	Fall 2021	Fall 2022	Totals
Traditional	126	122	113	361
Co-requisite	114	108	117	339
Total Dev Ed Students	240	230	230	700

Harper Data:



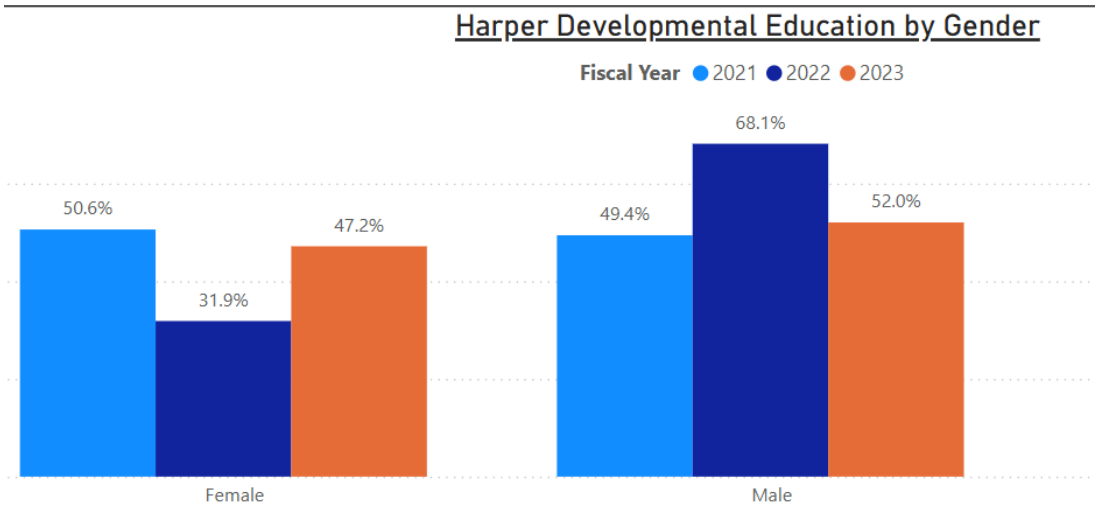
(Data Source: Harper Enrollment Dashboard, filter MTH065 and then 041/081/083/085)

<u>DISAGGREGATED BY GENDER:</u>

ENGLISH:

ICCB Data File:

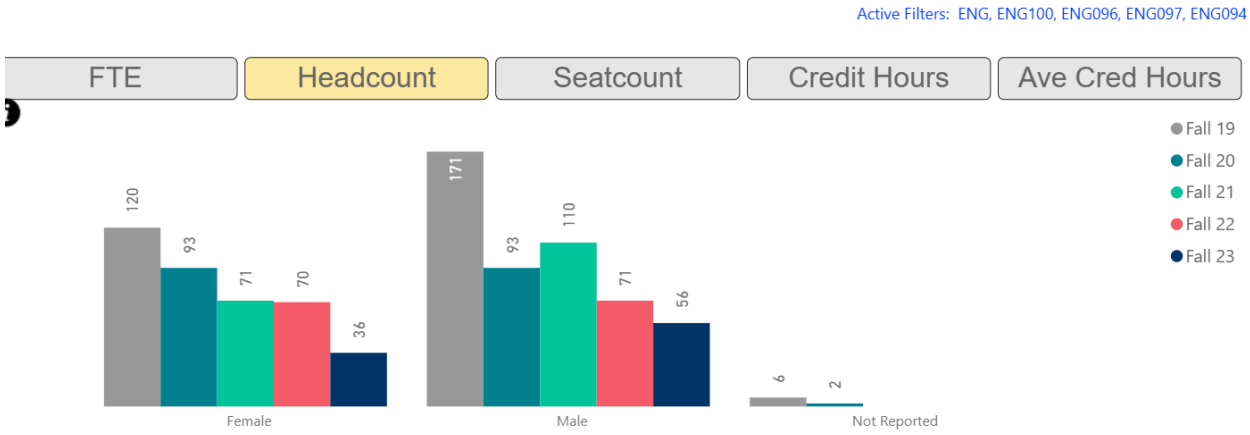
Model taken	Fall 2020		Fall 2021		Fall 2022		Totals	
	Female	Male	Female	Male	Female	Male	Female	Male
Traditional	7	10	11	22	24	16	42	48
Co-requisite	36	32	25	55	34	48	95	135
Total Students	43	42	36	77	58	64	137	183



(Source: Harper ICCB DERA Dashboard)

Harper Data:

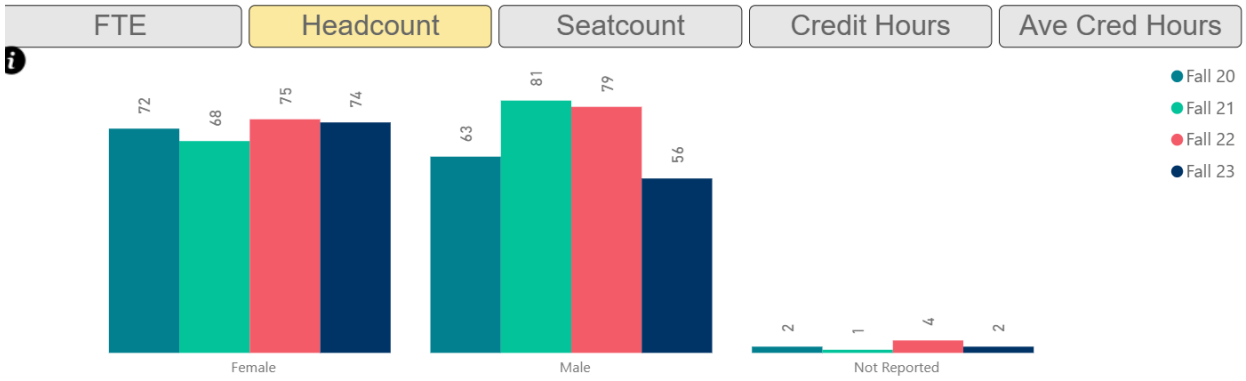
Enrollment in the stand-alone developmental English courses for Fall 2019 to Fall 2023 by gender:



Gender	Fall 19	Fall 20	Fall 21	Fall 22	Fall 23
Female	120	93	71	70	36
Male	171	93	110	71	56
Not Reported	6	2			
Total	**297**	**188**	**181**	**141**	**92**

(Data Source: Harper Enrollment Dashboard, filter ENG 094, 096, 097,100)

Enrollment in the co-requisite English courses for Fall 2019 to Fall 2023 by gender:



Gender	Fall 20	Fall 21	Fall 22	Fall 23
Female	72	68	75	74
Male	63	81	79	56
Not Reported	2	1	4	2
Total	**137**	**150**	**158**	**132**

(Data Source: Harper Enrollment Dashboard, filter ENG 095)

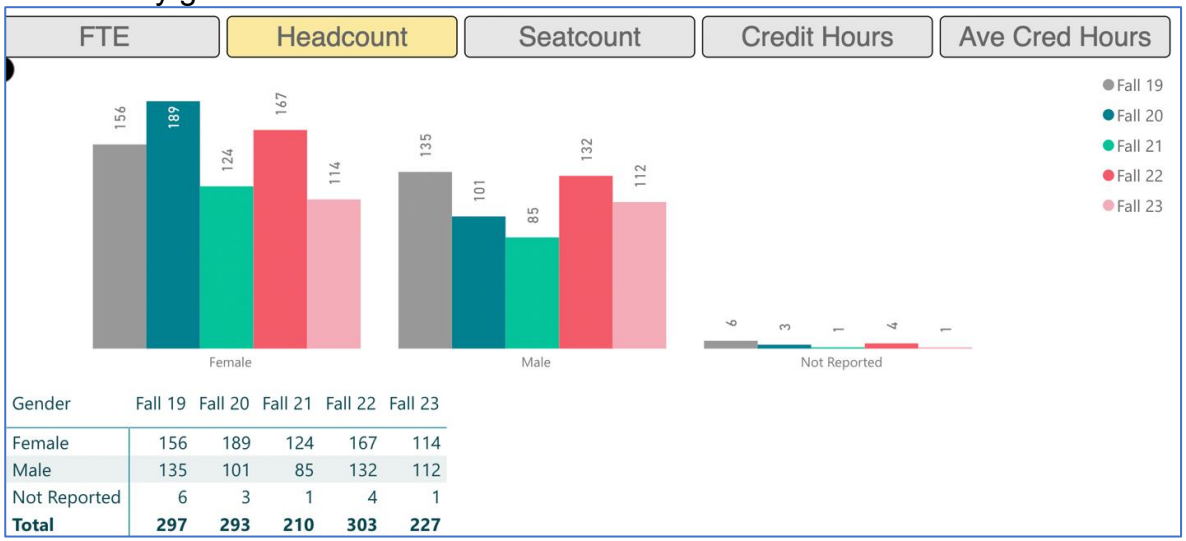
MATH:

ICCB Data File:

Model taken	Fall 2020		Fall 2021		Fall 2022		Totals	
	Female	Male	Female	Male	Female	Male	Female	Male
Traditional	63	63	59	63	52	60	174	186
Co-requisite	57	57	44	64	59	57	160	178
Total Students	120	120	103	127	111	117	334	364

Harper Data:

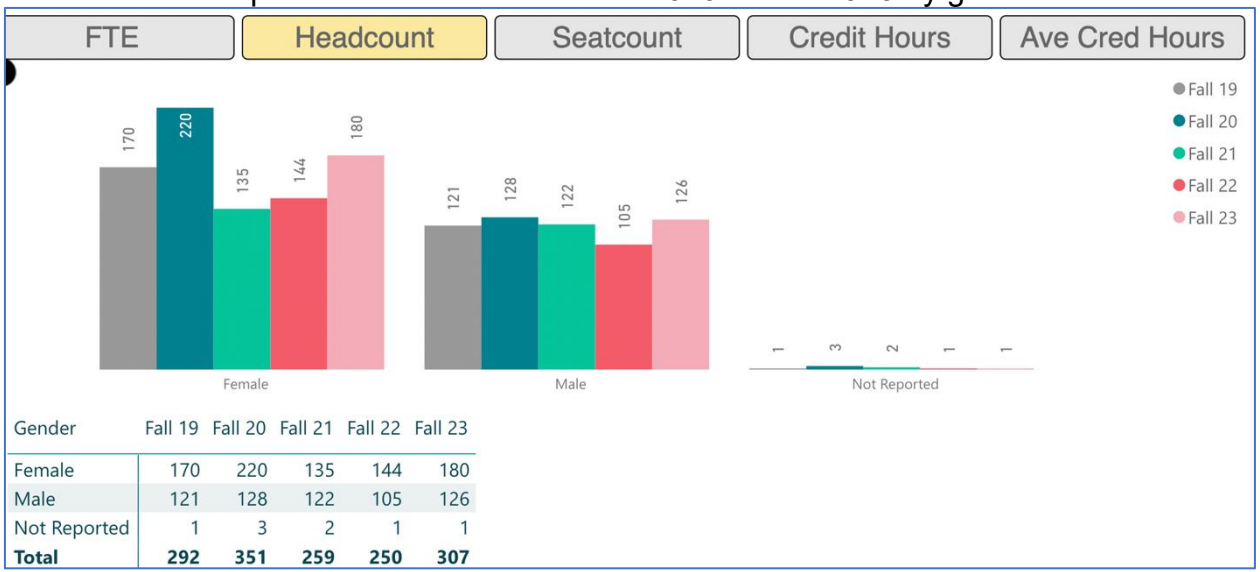
Enrollment in the one stand-alone developmental math course (MTH065: Algebraic Modeling) for Fall 2019 to Fall 2023 by gender:



Gender	Fall 19	Fall 20	Fall 21	Fall 22	Fall 23
Female	156	189	124	167	114
Male	135	101	85	132	112
Not Reported	6	3	1	4	1
Total	**297**	**293**	**210**	**303**	**227**

(Data Source: Harper Enrollment Dashboard, filter MTH065)

Enrollment in the co-requisite math courses for Fall 2019 to Fall 2023 by gender:



Gender	Fall 19	Fall 20	Fall 21	Fall 22	Fall 23
Female	170	220	135	144	180
Male	121	128	122	105	126
Not Reported	1	3	2	1	1
Total	**292**	**351**	**259**	**250**	**307**

(Data Source: Harper Enrollment Dashboard, filter MTH041, 081, 083, 085)

DISAGGREGATED BY RACE/ETHNICITY:

ENGLISH:

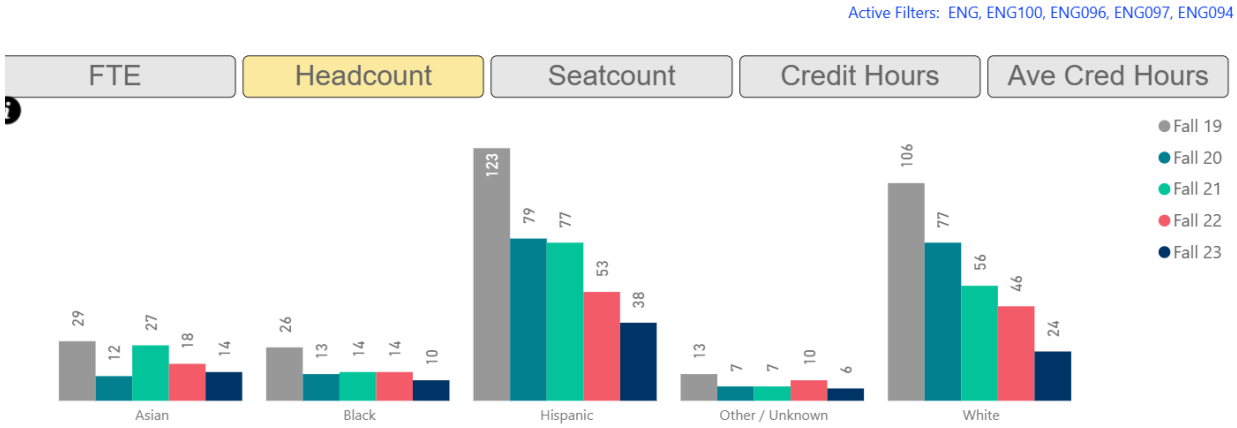
ICCB Data File:

Model	Fall 2020			Fall 2021			Fall 2022		
	Trad	Co-req	Total	Trad	Co-req	Total	Trad	Co-req	Total
Asian	8	7	15	7	10	17	6	7	13
Black	1	4	5	1	3	4	3	6	9
Latine	1	31	32	6	39	45	11	32	43
Other	1	1	1	10*	1	0	12*	7	3
White	5	23	28	9	27	36	8	29	37
Total	17	68	85	33	80	113	40		123

*- Traditional Other appears as nonresident Alien in 2021 and 2022

Harper Data:

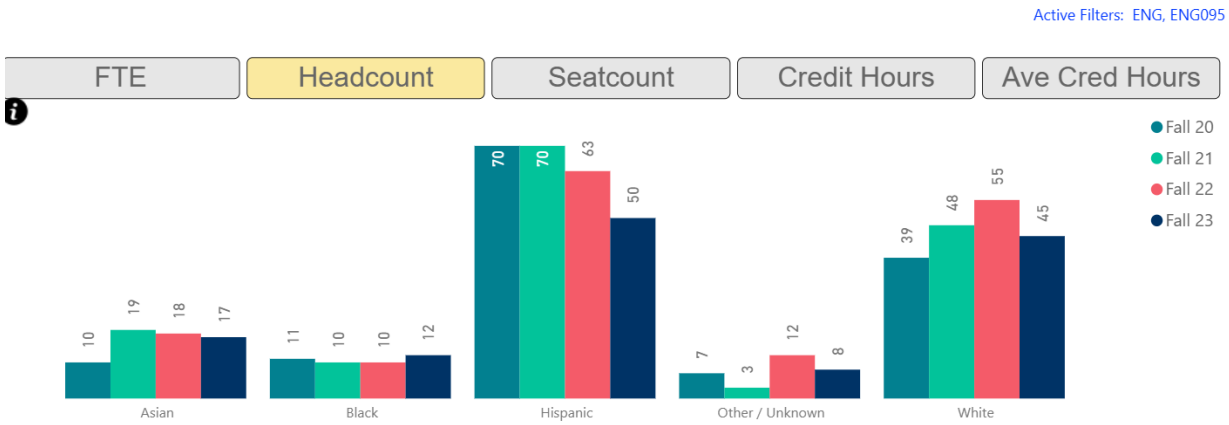
Enrollment in the stand-alone developmental English courses for Fall 2019 to Fall 2023 by ethnicity:



Ethnicity	Fall 19	Fall 20	Fall 21	Fall 22	Fall 23
Asian	29	12	27	18	14
Black	26	13	14	14	10
Hispanic	123	79	77	53	38
Other / Unknown	13	7	7	10	6
White	106	77	56	46	24
Total	**297**	**188**	**181**	**141**	**92**

(Data Source: Harper Enrollment Dashboard, filter ENG 094, 096,097,100)

Enrollment in the co-requisite English courses for Fall 2019 to Fall 2023 by ethnicity:



Ethnicity	Fall 20	Fall 21	Fall 22	Fall 23
Asian	10	19	18	17
Black	11	10	10	12
Hispanic	70	70	63	50
Other / Unknown	7	3	12	8
White	39	48	55	45
Total	**137**	**150**	**158**	**132**

(Data Source: Harper Enrollment Dashboard, filter ENG 095)

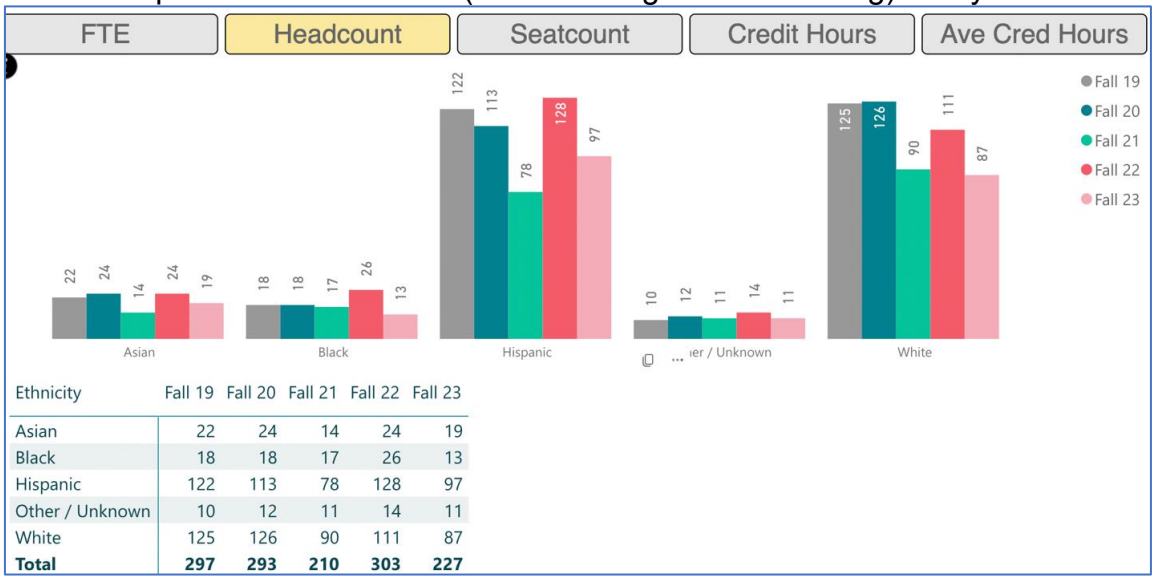
MATH:

ICCB Data File:

	Fall 2020			Fall 2021			Fall 2022		
	Trad	Co-req	Total	Trad	Co-req	Total	Trad	Co-req	Total
Asian	10	12	22	9	18	27	12	16	28
Black	6	5	11	7	4	11	8	2	10
Latine	53	34	87	51	25	76	43	35	78
Other	4	8	12	5	7	12	6	8	14
White	53	55	108	50	54	104	44	56	100
Total	126	114	240	122	108	230	113	117	230

Harper Data:

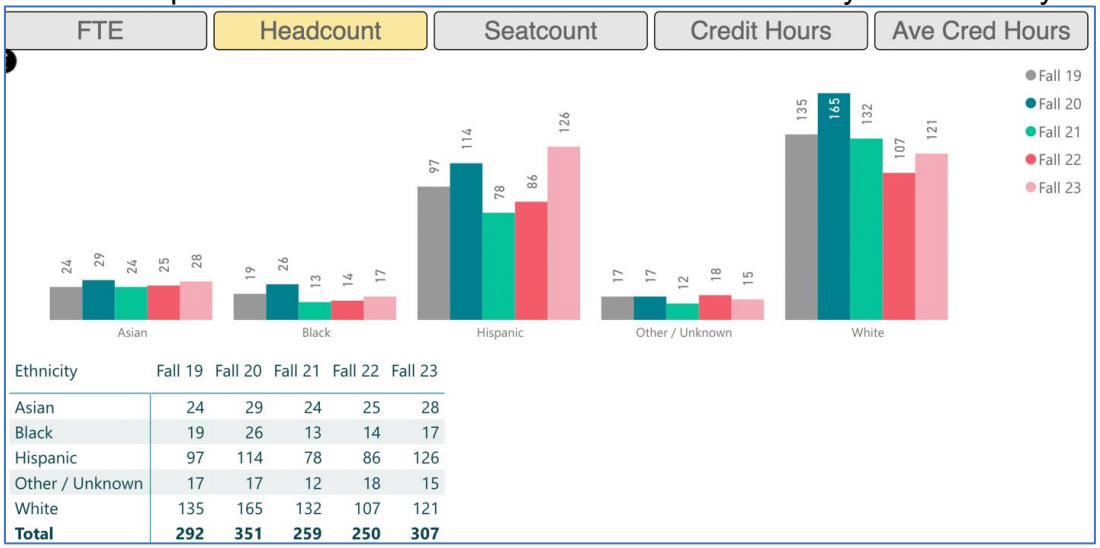
Enrollment in developmental math course (MTH065: Algebraic Modeling) for by race/ethnicity:



Ethnicity	Fall 19	Fall 20	Fall 21	Fall 22	Fall 23
Asian	22	24	14	24	19
Black	18	18	17	26	13
Hispanic	122	113	78	128	97
Other / Unknown	10	12	11	14	11
White	125	126	90	111	87
Total	**297**	**293**	**210**	**303**	**227**

(Data Source: Harper Enrollment Dashboard, filter MTH065)

Enrollment in the co-requisite math courses for Fall 2019 to Fall 2023 by race/ethnicity:



Ethnicity	Fall 19	Fall 20	Fall 21	Fall 22	Fall 23
Asian	24	29	24	25	28
Black	19	26	13	14	17
Hispanic	97	114	78	86	126
Other / Unknown	17	17	12	18	15
White	135	165	132	107	121
Total	**292**	**351**	**259**	**250**	**307**

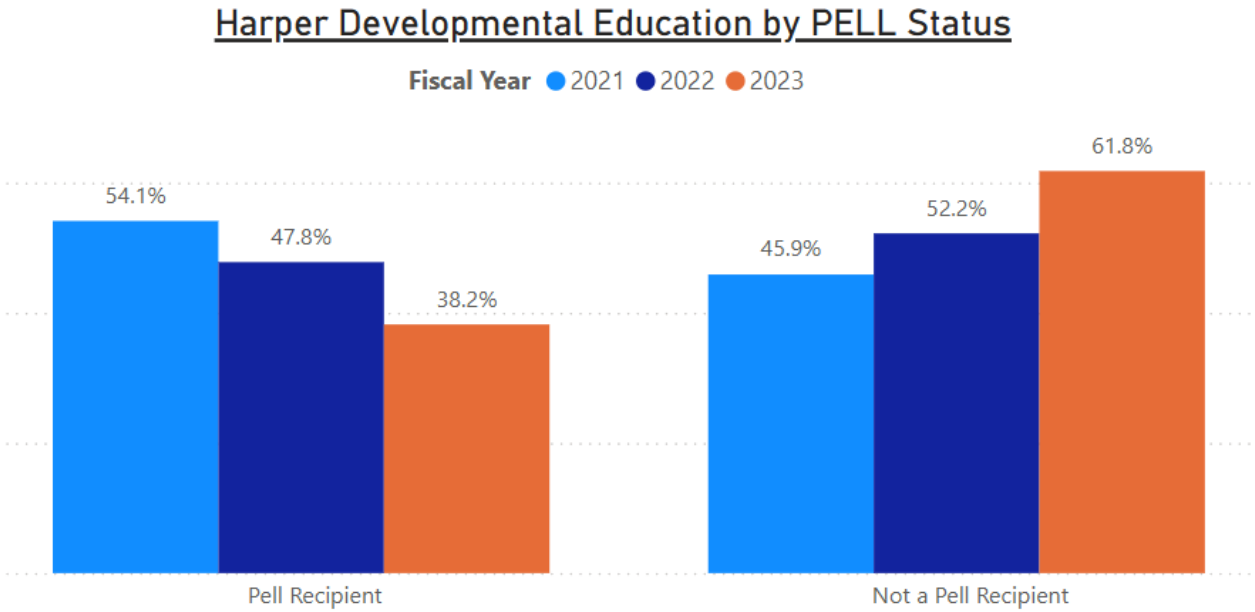
(Data Source: Harper Enrollment Dashboard, filter MTH041, 081, 083, 085)

DISAGGREGATED BY PELL STATUS:

ENGLISH:

ICCB Data File:

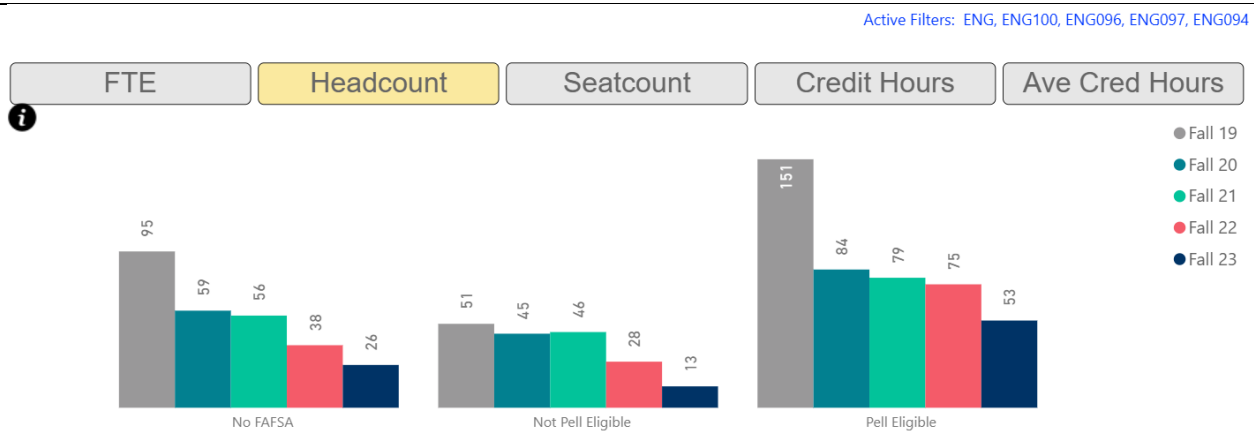
Model taken	Fall 2020		Fall 2021		Fall 2022		Totals	
	Not Pell	Pell	Not Pell	Pell	Not Pell	Pell	Not Pell	Pell
Traditional	6	11	23	10	28	12	57	33
Co-requisite	33	35	36	44	48	35	117	114
Total Students	39	46	59	54	76	47	174	147



PELL Status	2021	2022	2023	**Total**
Pell Recipient	46	54	47	**147**
Not a Pell Recipient	39	59	76	**174**
Total	**85**	**113**	**123**	**321**

Harper Data:

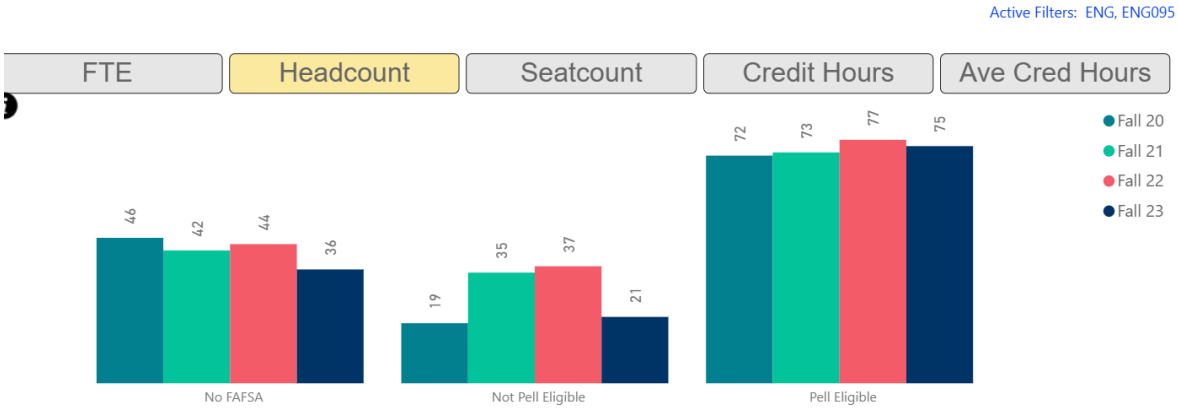
Enrollment in the stand-alone developmental English courses for Fall 2019 to Fall 2023 by Pell:



Pell Eligible	Fall 19	Fall 20	Fall 21	Fall 22	Fall 23
No FAFSA	95	59	56	38	26
Not Pell Eligible	51	45	46	28	13
Pell Eligible	151	84	79	75	53
Total	**297**	**188**	**181**	**141**	**92**

(Data Source: Harper Enrollment Dashboard, filter ENG 094, 096,097,100)

Enrollment in the co-requisite English courses for Fall 2019 to Fall 2023 by Pell:



Pell Eligible	Fall 20	Fall 21	Fall 22	Fall 23
No FAFSA	46	42	44	36
Not Pell Eligible	19	35	37	21
Pell Eligible	72	73	77	75
Total	**137**	**150**	**158**	**132**

(Data Source: Harper Enrollment Dashboard, filter ENG 095)

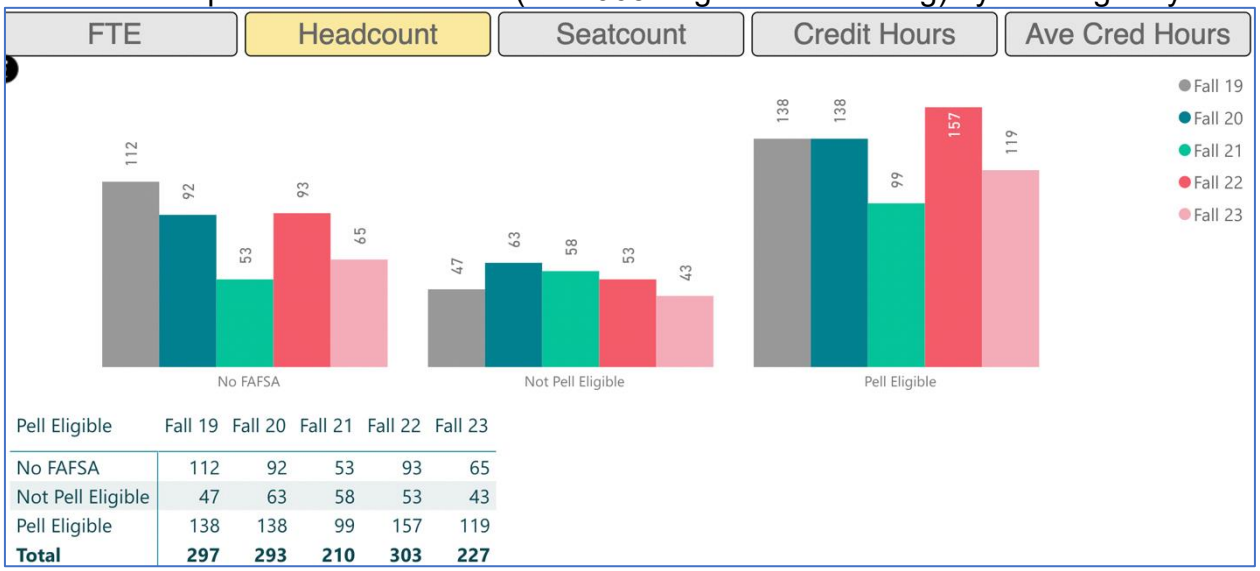
MATH:

ICCB Data File:

Model taken	Fall 2020		Fall 2021		Fall 2022		Totals	
	Not Pell	Pell	Not Pell	Pell	Not Pell	Pell	Not Pell	Pell
Traditional	63	63	64	58	58	55	185	176
Co-requisite	80	34	69	39	70	47	219	120
Total Students	143	97	133	97	128	102	404	296

Harper Data:

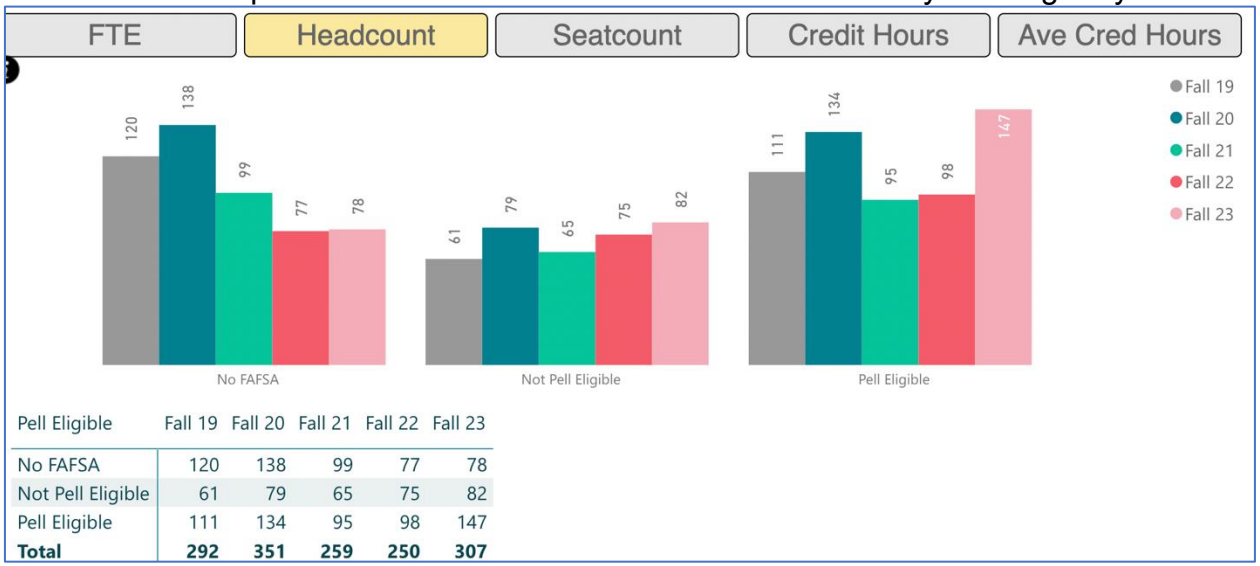
Enrollment in developmental math course (MTH065: Algebraic Modeling) by Pell eligibility:



Pell Eligible	Fall 19	Fall 20	Fall 21	Fall 22	Fall 23
No FAFSA	112	92	53	93	65
Not Pell Eligible	47	63	58	53	43
Pell Eligible	138	138	99	157	119
Total	**297**	**293**	**210**	**303**	**227**

(Data Source: Harper Enrollment Dashboard, filter MTH 065)

Enrollment in the co-requisite math courses for Fall 2019 to Fall 2023 by Pell eligibility:



Pell Eligible	Fall 19	Fall 20	Fall 21	Fall 22	Fall 23
No FAFSA	120	138	99	77	78
Not Pell Eligible	61	79	65	75	82
Pell Eligible	111	134	95	98	147
Total	**292**	**351**	**259**	**250**	**307**

(Data Source: Harper Enrollment Dashboard, filter MTH041, 081, 083, 085)

DATA ON MOVEMENT FROM DEVELOPMENTAL COURSES TO CREDIT-BEARING COURSES AND THE NUMBER OF SEMESTERS REQUIRED FOR MOVEMENT:

ENGLISH:

ICCB Data File:

Below is a table showing how many developmentally-placed students successfully completed gateway English in year 1 and in year 1 or 2:

Model taken	Fall 2020		Fall 2021		Fall 2022		Totals	
	Yr 1	Yr 1 or 2	Yr 1	Yr 1 or 2	Yr 1	Yr 1 or 2	Yr 1	Yr 1 or 2
Traditional	3	11	6	14	NA	NA	9	25 so far
Co-requisite	41	45	41	49	NA	NA	82	94 so far
Total Students	44	56	47	63	NA	NA	91	119 so far

Harper Data:

English		Fall registration	# Fall Success	Spring registration	# Spring Success	TOTAL complete gateway in 1 or 2 semester
Fall 2020 3271 All New Students	281 Placed Dev Ed	123 Took Dev Ed in Fall	63	45 took gateway in spring	26	26
		118 Took Co-req in Fall	67	Of the 51 who did not succeed, 17 took English in spring	4	71
Fall 2021 3325 All New Students	383 Placed Dev Ed	130 Took Dev Ed in Fall	72	58 took gateway in spring	13	13
		133 Took Co-req in Fall	61	Of the 72 who did not succeed, 24 took English in spring	9	70
Fall 2022 3390 All New Students	371 Placed Dev Ed	97 Took Dev Ed in Fall	57	43 took gateway in spring	27	27

		121 Took Co-req in Fall	61	Of the 60 who did not succeed, 16 took English in spring	5	66
Fall 2023 3522 All New Students	425 Placed Dev Ed	65 Took Dev Ed in Fall	36	23 took gateway in spring	15	15
		102 Took Co-req in Fall	70	Of the 32 who did not succeed, 13 took English in spring	9	79

(Data Source: Success 360 Dashboard, Path for Success, Dev Pipeline)

This data table underscores a significant issue: many students are not enrolling in an English pathway during their first semester. Students cannot complete a gateway English course in two semesters if they don't get on a path.

MATH:

ICCB Data File:

Below is a table showing how many developmentally-placed students successfully completed gateway math in year 1 and in year 1 or 2:

Model taken	Fall 2020		Fall 2021		Fall 2022		Totals	
	Yr 1	Yr 1 or 2	Yr 1	Yr 1 or 2	Yr 1	Yr 1 or 2	Yr 1	Yr 1 or 2
Traditional	4	13	2	16	2	NA	8	29 so far
Co-requisite	67	72	70	77	75	NA	212	149 so far
Total Students	71	85	72	93	77	NA	220	178 so far

Harper Data:

		Fall registration	# Fall Success	Spring registration	# Spring Success	TOTAL complete gateway in 1 or 2 semester
Fall 2020 3271 All New Students	592 Placed Dev Ed	207 Took Dev Ed in Fall	81	34 took co-req in spring	21	21
		118 Took Co-req in Fall	57	Of the 61 who did not succeed, 14 took math in spring	5	62
Fall 2021 3325 All New Students	616 Placed Dev Ed	173 Took Dev Ed in Fall	79	27 took co-req in spring	13	13
		95 Took Co-req in Fall	59	Of the 36 who did not succeed, 9 took math in spring	1	60
Fall 2022 3390 All New Students	703 Placed Dev Ed	187 Took Dev Ed in Fall	100	47 took co-req in spring	23	23
		79 Took Co-req in Fall	51	Of the 28 who did not succeed, 11 took math in spring	4	55

Fall 2023 3522 All New Students	736 Placed Dev Ed	136 Took Dev Ed in Fall	81	45 took co-req in spring	23	23
		131 Took Co-req in Fall	76	Of the 55 who did not succeed, 15 took math in spring	1	77

(Data Source: Success 360 Dashboard, Path for Success, Dev Pipeline)

This data table underscores a significant issue: many students are not enrolling in a math pathway during their first semester. Students cannot complete a gateway math course in two semesters if they don't get on a path.

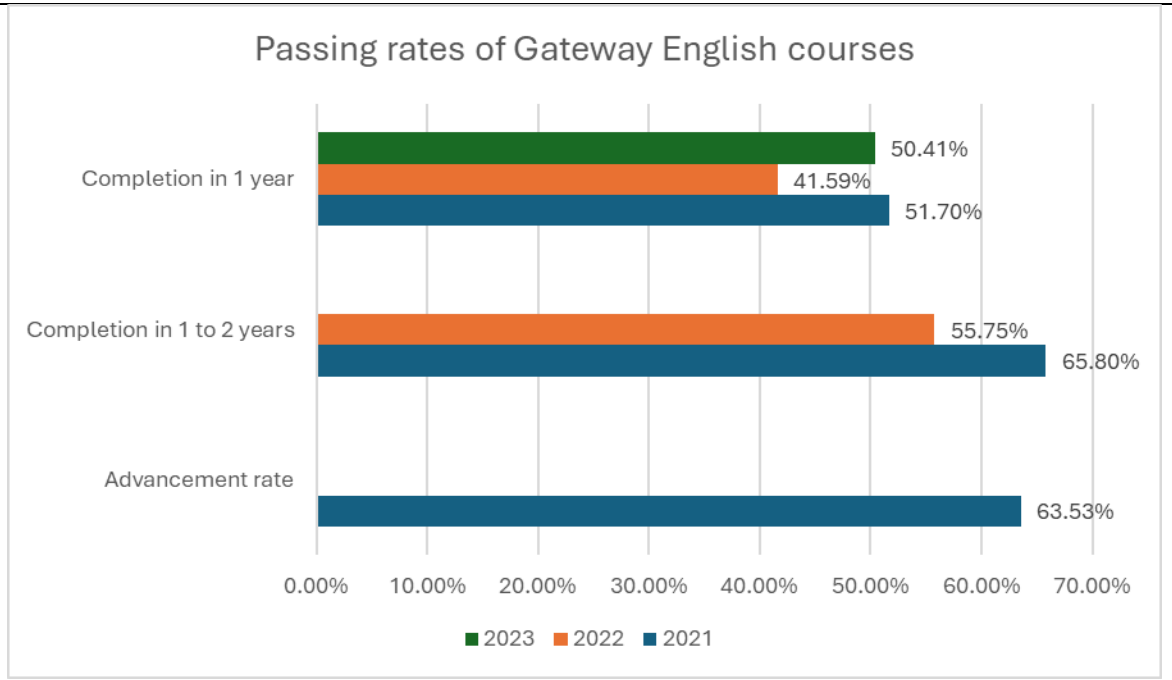
RATES OF SUCCESSFUL COMPLETION OF INTRODUCTORY COLLEGE-LEVEL MATHEMATICS COURSES FOR DEVELOPMENTALLY-PLACED STUDENTS BY THE END OF YEAR 1 AND BY THE END OF YEAR 1 OR 2:

ENGLISH:

ICCB Data File:

Model taken	Fall 2020		Fall 2021		Fall 2022	
	Yr 1	Yr 1 or 2	Yr 1	Yr 1 or 2	Yr 1	Yr 1 or 2
Traditional	17.6%	64.7%	18.2%	42.4%	32.5%	NA
Co-requisite	60.3%	66.2%	51.3%	61.3%	59.04%	NA

Below shows the overall completion rate by year from the ICCB data file



Harper Data:

Below is the data table for the percentage of all new students who placed developmental who completed gateway English by the end of the 1st year.

Entry	1st Fall	1st Year	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Completed Gateway English by end of 1st Year			25%	27%	30%	36%	30%	25%	26%

(Data Source: Success 360 Dashboard, All New Students, Path for Success, All Milestones, Filter: Academics, Developmental English Placement)

MATH:

ICCB Data File:

Model taken	Fall 2020		Fall 2021		Fall 2022	
	Yr 1	Yr 1 or 2	Yr 1	Yr 1 or 2	Yr 1	Yr 1 or 2
Traditional	3.17%	10.32%	1.64%	13.11%	1.77%	NA
Co-requisite	58.77%	63.16%	64.81%	71.30%	64.10%	NA

Harper Data:

Below is the data table for the percentage of all new students who placed developmental who completed gateway math by the end of the 1st year.

(Data Source: Success 360 Dashboard, All New Students, Path for Success, All Milestones, Filter: Academics, Developmental Math Placement)

Notice these percentages are much smaller than the ICCB data file numbers because ICCB has the data for those students who engaged in math their first year. The Harper data is for all new students. We still have an overwhelming percentage of students who need math who are not taking it their first year.

COLLEGE CREDIT ACCUMULATION BY MODEL:

ENGLISH:

ICCB Date File:

Below is the number and percentage of students who earned 24+ credits by model.

	FY21		FY22		FY23	
	# Earned 24+ Credits	% Earned 24+ Credits	# Earned 24+ Credits	% Earned 24+ Credits	# Earned 24+ Credits	% Earned 24+ Credits
Traditional	4	23.53%	2	6.06%	3	7.5%
Co-Requisite	27	39.71%	28	35%	27	32.53%

Below is the average number of credits earned by students in their first year by model.

Model taken	Fall 2020	Fall 2021	Fall 2022
Traditional	12.82 cr	11.45 cr	11.98 cr
Co-requisite	19.59 cr	19.10 cr	19.83 cr

MATH:

ICCB Data File:

Below is the number and percentage of students who earned 24+ credits by model.

	FY21		FY22		FY23	
	# Earned 24+ Credits	% Earned 24+ Credits	# Earned 24+ Credits	% Earned 24+ Credits	# Earned 24+ Credits	% Earned 24+ Credits
Traditional	16	12.7%	12	9.84%	9	7.96%
Co-Requisite	52	45.61%	43	39.81%	48	41.03%

Below is the average number of credits earned by students in their first year by model.

Model taken	Fall 2020	Fall 2021	Fall 2022
Traditional	14.71	14.05	14.96
Co-requisite	21.89	21.06	21.23

GRADUATION RATE (GRADUATION AT 150% CATALOG TIME) BY MODEL

This only applies to the Fall 2020 cohort. Not enough time had passed for the other cohorts by the time files were submitted to ICCB.

ENGLISH:

ICCB Data File:

Model taken	Fall 2020 Cohort	
	Grad Rate	Adv Rate
Traditional	35.3%	64.71%
Co-requisite	25%	63.24%

MATH:

ICCB Data File:

Model taken	Fall 2020 Cohort	
	Grad Rate	Adv Rate
Traditional	13.49%	60.32%
Co-requisite	35.09%	74.56%

6.Please provide detailed plans for scaling reforms and improving outcomes for *all* students placed in traditional developmental education models or models with comparable introductory college-level course completion rates. **In addition to addressing outcomes for all students, this plan must provide details about the expected improvements in educational outcomes specifically for Black students as result of the proposed reforms.**	Harper College is committed to expanding and enhancing its developmental education models to support all students, particularly those in traditional developmental pathways. Our approach focuses on scaling evidence-based models that have demonstrated effectiveness in accelerating student progress toward college-level coursework and improving success rates. **Scaling Effective Models to Reach More Students** To ensure equitable access to college-level coursework, Harper College is expanding its **co-requisite and accelerated pathways** in both English and math. These models allow students to engage with college-level content while receiving additional academic support, enabling faster completion of gateway courses. By offering co-requisite options across various placement levels, we aim to reach at least 80% of students needing developmental education to only have to take one semester to get through gateway English and gateway math, thus minimizing the need for multi-semester sequences. Presently, the English department is exploring adding a 2-credit co-requisite course that might improve success rates of those who are placing in the co-requisite level. The department is also hoping to broaden the placement band to include more students in the co-requisite so that we reach the goal of 80% of developmental students being in a co-req rather than the approximately 50% we place now. The English department is also looking to re-design the lowest level courses (ENG 096 and ENG 094) potentially into a combined course, thereby eliminating the lowest level of the pathway. In scaling these models, Harper College will increase the availability of co-requisite sections, ensuring that 80% of students have access to a one-semester path through introductory college-level coursework. Math has already done this by providing a one-semester option for any students regardless of placement with 3 contact hours (2 credit hours) of additional support in MTH101: Quantitative Literacy. The math department also recently got ICCB approval for decreasing the credit hours of MTH101 from 4 credits to 3 credits which will save students time and money in completing this pathway. Faculty and staff will receive training in effective co-requisite teaching practices, with a focus on integrating supplemental instruction and creating supportive, inclusive learning environments. **Strategies for Improving Outcomes for All Students** Harper College is dedicated to improving outcomes by implementing structured support systems tailored to students' unique needs. Our developmental education models include embedded tutoring in some scenarios, early intervention programs, and proactive advising to keep students on track. Through our **Success 360 Dashboard**, we monitor key metrics such as course completion rates, persistence, and credit accumulation, enabling timely interventions for students who may be struggling. We have recently added a standing work

group to regularly monitor success of developmentally-placed students to our shared governance structure. This group will focus on assessment of action plans and closing equity gaps for our students of color.

Specific Focus on Improving Outcomes for Black Students

To close achievement gaps and increase completion rates for Black students, Harper College will implement additional support structures that address known barriers to success. Black students in developmental education will have access to **culturally responsive advising** and **targeted mentoring services** designed to foster a sense of belonging and academic confidence. We are working on a comprehensive advising and mentoring program called Rise Up Scholars (tentatively) that combines the successful components of our current Advanced Retention through Connected Advising (ARC), Guiding Learners to Intentionally Develop Efficacy (GLIDE) and One Million Degrees (OMD) programs. This comprehensive program will automatically opt in all Black students who place in developmental course work so that they have faculty and peer mentors, tuition assistance, and wrap around services such as food, textbooks, and emergency aid. Faculty development initiatives will emphasize equity-minded instruction, empowering instructors to create learning environments that affirm and support Black students. We recently applied for a grant to create a Community of Practice to support and develop faculty teaching the English co-requisite course. This group will research, collaborate, and innovate with strategies designed to increase success and close equity gaps.

Furthermore, our data dashboard allows us to track metrics specifically for Black students, helping us evaluate the impact of these targeted reforms. By disaggregating data, we can identify trends, monitor persistence, and refine our approach to address any remaining gaps in outcomes.

In looking at graduation rates for our Black students, the most recent cohort with a 3-year graduation rate is the group that began in Fall 2021, achieving a graduation rate of 31%. However, when Black students achieve five key milestones (select a program of study, develop a personalized academic plan and pass a Start Smart course by the end of first semester; complete college-level English and math, and attain 24 credits (12 if part-time) by the end of the first year), data show that improves to 74%.

(Data Source: Student Success Dashboard, Graduation Equity)

(Data Source: Success 360 Dashboard, Path for Success, Path Overview, last 3 years, All New Students, Filter: Black)

Expected Improvements in Educational Outcomes

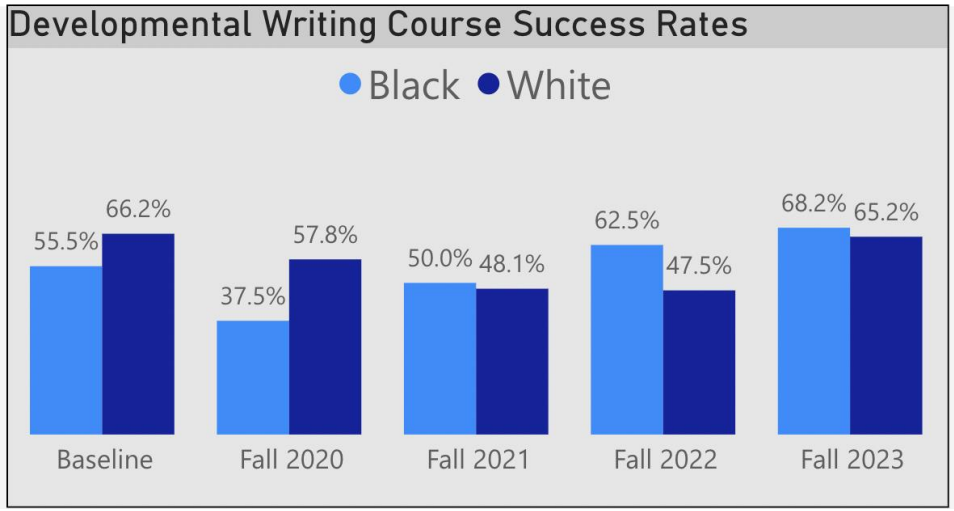
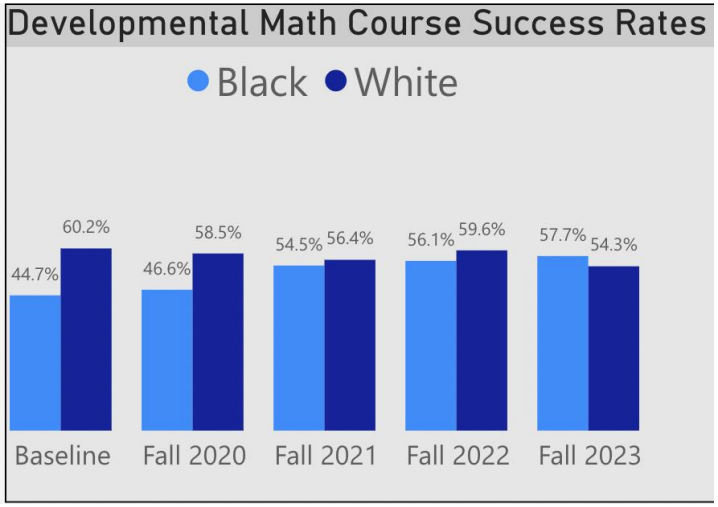
As a result of these scaling efforts and targeted supports, Harper College anticipates improvements in Black students' educational outcomes, including:

- **Increased course completion rates** in gateway English and math courses

	• **Higher persistence rates** from fall to spring and fall to fall semesters • **Greater credit accumulation**, supporting overall progress toward degree completion These initiatives align with Harper College's broader equity goals, contributing to a more inclusive educational environment where Black students can succeed at rates comparable to their peers. By scaling effective developmental education models and making proven student success models inescapable for all students, but especially students for whom data show it is most impactful for, Harper College is committed to closing achievement gaps and fostering a pathway to success for all students.
7.Please describe how your DERA plan aligns with your institution's Equity Plan priority and focus.	Harper College's DERA plan aligns closely with the institutional Equity Plan by addressing systemic barriers in developmental education and fostering equitable outcomes for underrepresented students, including Latine and Black students. While the Equity Plan does not include specific goals for developmental education, it emphasizes key objectives that developmental education reform directly supports: **1. Reducing Stop-Out Rates** The DERA plan's focus on co-requisite models and accelerated pathways enables students to complete college-level coursework faster, reducing the time spent in developmental education. By streamlining this process, the plan directly supports the Equity Plan's goal of decreasing stop-out rates by 15%, particularly for Latine and Black students, who often face prolonged pathways in traditional developmental sequences. **2. Increasing Graduation Rates** By ensuring that more students successfully transition from developmental education to credit-bearing coursework or start in credit-bearing coursework with support, the DERA plan contributes to the Equity Plan's goal of increasing graduation rates by 5% for Latine students and 8% for Black students. Developmental education is often a key barrier to graduation, and reforming these models ensures students progress toward their academic goals without delay. **3. Boosting Credit Accumulation** Through improved placement strategies and embedded support within co-requisite courses, the DERA plan facilitates faster and more consistent credit accumulation. This aligns with the Equity Plan's aim to increase average credit accumulation by 4% for Latine students and 6% for Black students. By integrating support mechanisms like embedded tutoring and proactive advising, the overrepresentation of BIPOC students in

	the Rise Up Scholars program, the DERA plan ensures students have the tools they need to succeed in their coursework. Harper College's DERA initiatives reflect a commitment to equity by centering reforms on measurable outcomes that address the unique needs of underrepresented students. By prioritizing faster pathways to success and embedding support within these pathways, the DERA plan operationalizes the Equity Plan's broader priorities, contributing to institutional efforts to close achievement gaps and improve outcomes for all students.

8.Please describe how your institution expects to support continuous improvement concerning developmental education. How does the institution support efforts that continuously review data, progress of students, completion rates, credit accumulation (among other variables) that ensure that the institution continues to scale developmental educational supports that maximize the probability that a student will be placed in and successfully complete	***1. Comprehensive Data Review and Analysis***
	
	• Harper College utilizes its **Success 360 Dashboard** to regularly track and analyze critical metrics, including student placement, course completion rates, credit accumulation, and persistence. All of these metrics are tracked for each of the student success initiatives on campus by using the data for students in the initiative and a comparison group of students who are not. Data can be disaggregated by demographics such as race, ethnicity, and Pell Grant status, enabling the college to identify equity gaps and target interventions for underrepresented groups.
	• Faculty, advisors, and administrators engage in periodic data reviews to monitor trends and evaluate the effectiveness of developmental education initiatives. This ensures that any declines in student outcomes are promptly addressed with evidence-based solutions. For example, the English department has an annual Data Day meeting in the summer where they look deeply at the data and then make action plans for the upcoming school year.
	
	2. Iterative Program Assessment and Institutional Effectiveness Measures
	
	• The college conducts ongoing evaluations of its developmental education models, including co-requisite courses and guided placement processes. This includes:
	  ○ Reviewing success rates and persistence metrics with a focus on success in the gateway course and subsequent courses in the sequence. (i.e. ENG 101 and 102, MTH 101, 103 and 165)
	  ○ Gathering qualitative feedback from students and faculty through course surveys and focus groups.
	  ○ Benchmarking against state and national best practices to ensure Harper remains at the forefront of developmental education reform.
	  ○ Course level assessments to monitor areas where students need additional support meeting the outcomes of the course.

introductory college-level English language or mathematics coursework within two semesters at the institution?	• All departments submit a Program Analysis Worksheet every fall that looks at disaggregated success rates to engage faculty yearly in how they are progressing in closing equity gaps. • These evaluations inform adjustments to curriculum design, support services, and instructional practices. • Below are graphics to illustrate the closing of these equity gaps in both developmental math and developmental English success rates:  (Data Source: Student Success Dashboard, Developmental Writing Equity)  (Data Source: Student Success Dashboard, Developmental Math Equity)

3. Collaborative Governance and Stakeholder Engagement

- Harper's Developmental Math and English Standing Work Group, operating under the shared governance structure, will play a critical role in reviewing progress, analyzing data, and making recommendations for continuous improvement. This group will include faculty, staff, and administrators who will meet quarterly to assess the impact of developmental education reforms. While this happens presently tangentially in our Testing & Placement committee, the creation of this work group will sharpen and expand this focus.
- The group will report findings and recommendations to leadership, ensuring that institutional priorities remain aligned with student success goals.

4. Scaling and Refining Effective Models

- Harper College is scaling its successful co-requisite and accelerated pathways to ensure that all students who place developmental can complete a gateway math and English course within two semesters and at least 80% of them can complete gateway math and English in one semester. This involves:
    - Expanding the availability of co-requisite course sections to include a variety of parts of term, modalities, and times of day.
    - Providing professional development to faculty on effective teaching strategies and equity-focused practices.
    - Embedding supports such as tutoring, supplemental instruction, and proactive advising to enhance student success.

5. Leveraging External and Internal Partnerships

- The institution collaborates with external partners, such as high schools offering transitional math and English courses, to align preparation with college readiness standards.
- The college has a dashboard where it has been tracking students who matriculate to Harper who had successfully completed a transitional math or English course in high school. Success rates in the next college-level course are tracked based on high school and grade in the high school transitional math and English courses. This data is shared regularly with the districts and in the annual meetings with the high school teachers who are teaching those transitional courses.

- Internally, Harper's **Academy for Teaching Excellence** supports faculty through workshops, resources, and Communities of Practice (CoP) to share innovations and refine developmental education practices.

6. Sustainability and Continuous Scaling

- Harper ensures sustainability by embedding developmental education improvement efforts into existing institutional structures, such as its shared governance framework and strategic planning processes. This approach ensures that reforms are not one-time initiatives but part of a long-term commitment to student success.
- Regular reporting to the Illinois Community College Board (ICCB) and internal stakeholders keeps developmental education reforms aligned with institutional goals and state requirements.

By combining data-informed decision-making, robust stakeholder engagement, and a commitment to scaling effective practices, Harper College ensures that its developmental education supports are continuously improved, fostering equitable outcomes and maximizing students' success in achieving their academic goals.

9.What is your institution's plan for students who may not be able to complete the developmental education sequence within two semesters?

Harper College recognizes that while many students successfully complete gateway math and English within two semesters, some may require additional time or support. To address this, the institution has implemented multiple strategies to ensure these students remain on track to achieve their academic goals.

Improved Outcomes for Co-requisite Students

English:

Below is information on success rates and persistence rates for different paths for English:

	Success Rates			Fall-to-Spr Persistence Rates			Fall-to-Fall Persistence Rates		
	FY22	FY23	FY24	FY22	FY23	FY24	FY22	FY23	FY24
ENG094 (Dev)	NA	68%	55%	NA	73%	67%	NA	53%	57%
ENG096 (prior 100) (Dev)	55%	55%	64%	67%	73%	73%	51%	61%	52%
ENG095 (Co-req)	52%	55%	65%	68%	74%	84%	56%	61%	68%

(Data Source: Success 360 Dashboard, Success Metrics, Overview, Five Fiscal Years, Filter: Sections, ENG094, then ENG096/100, and then ENG095)

Passing rates for co-requisite students have improved significantly over the years, demonstrating the effectiveness of this model. Students in the co-requisite paths have success rates that are the same as or higher than those students in the stand-alone developmental paths.

Math:

Below is information on success rates and persistence rates for the different paths for math:

	Success Rates			Fall-to-Spr Persistence Rates			Fall-to-Fall Persistence Rates		
	FY22	FY23	FY24	FY22	FY23	FY24	FY22	FY23	FY24
MTH065 (Dev)	54%	56%	57%	71%	76%	79%	62%	61%	57%
MTH041 (Co-req no placement)	NA	NA	48%	NA	NA	84%	NA	NA	84%
Other Co-req paths	59%	64%	57%	78%	83%	88%	65%	71%	74%

(Data Source: Success 360 Dashboard, Success Metrics, Overview, Five Fiscal Years, Filter: Sections, MTH065, then MTH041, and then MTH081, 083, 085)

Students in the co-requisite paths have success rates that are the same or higher as those students in the stand-alone developmental path (except for the new path that requires no placement scores). The success rates in the math paths are not where we would like them to be yet, but the students are persisting at higher rates with these newer paths and those persistence rates have increased dramatically over the past three years.

Data tracking and analysis have been instrumental in identifying these trends and informing our approach to supporting students who may need additional attempts to succeed.

Options for Students Who Do Not Pass the Co-requisite Course

For students who do not successfully complete the co-requisite course within two semesters, Harper College provides the following pathways. We allow advisors to work with students in this scenario to determine if repeating the co-requisite is best so the student has continued added support, or if the student might be successful by directly enrolling in the college-level class which allows students to focus exclusively on college-level coursework without the additional support structure.

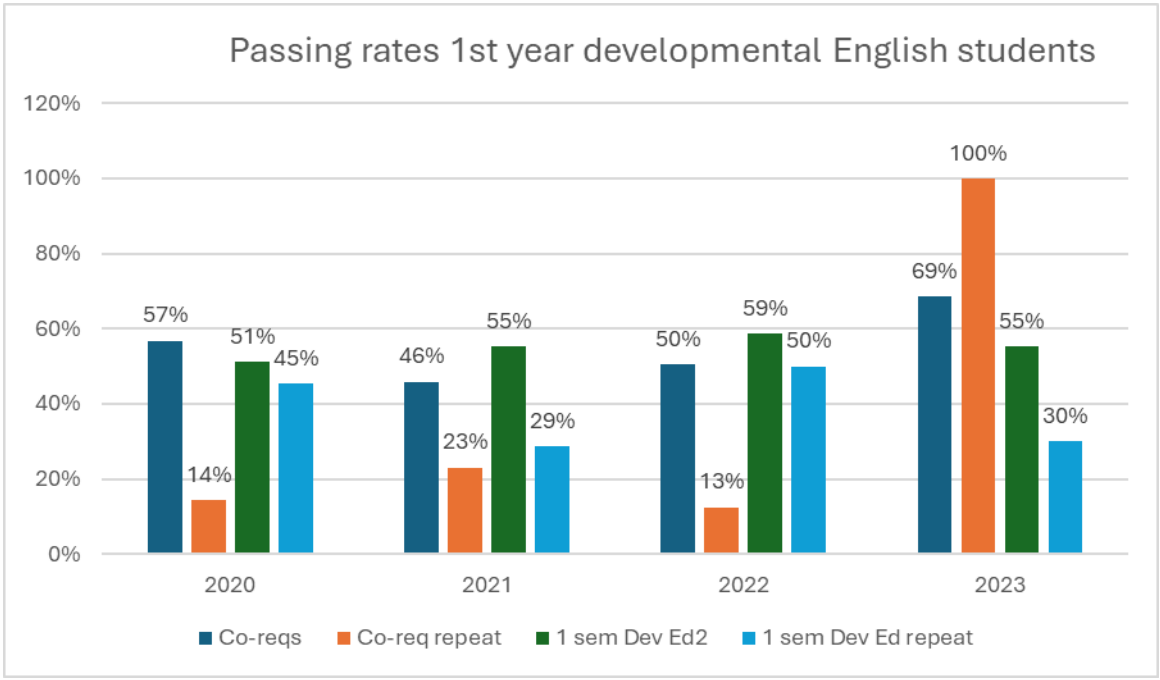
1. Repeating the Co-Requisite Course

Students may re-enroll in the co-requisite course, continuing to receive the additional support needed to engage with college-level materials.

- Of the 44 students in the last 5 years of new fall cohorts who repeated the co-requisite English course, 27.3% of them successfully passed the co-requisite class the second time.
- Of the 38 students in the last 5 years of new fall cohorts who repeated the co-requisite math course, 31.6% of them successfully passed the co-requisite class the second time.

(Data Source: Success 360 Dashboard, Path for Success, Dev Pipeline, All New Students, no Filters)

English in particular has seen recent success with student retaking the co-requisite course as shown in this graphic below:



	2. Enrollment in Non-Co-Requisite Course (Direct Enrollment in College-Level Gateway Course) Students who do not pass the co-requisite course also have the option to enroll directly into a regular college-level gateway course. • Of the 42 students in the last 5 years of new fall cohorts who failed the co-requisite English course in the fall and then enrolled directly into the college-level course in the spring, 47.6% of them successfully passed the college-level English course. • Of the 30 students in the last 5 years of new fall cohorts who failed the co-requisite math course in the fall and then enrolled directly into the college-level course in the spring, 26.7% of them successfully passed the college level math course. (Data Source: Success 360 Dashboard, Path for Success, Dev Pipeline, All New Students, no Filters) English students have a higher success rate by going directly into the college-level course the second semester instead. Math students seem to still need the additional support that the co-requisite course offers. **3. Enrollment in Specialized Co-Requisite Courses** If an instructor or the student believes that a non-passing student would benefit from an ELL support co-requisite, they would have the option to enroll in ESP 095, which is taught by the ESL faculty. ***Supporting Student Success Beyond Two Semesters*** To ensure students who require additional time receive the support they need, Harper College also provides: • **Tutoring**: Students repeating the sequence have access to tutoring services designed to reinforce their skills and build confidence in their coursework. This includes our Writing Center, Developmental Math Center, tutoring center and embedded tutors or supplemental instructors in some sections. • **Proactive Advising and Mentoring**: Assigned advisors and mentors work closely with students to evaluate their progress, explore alternative pathways, and develop personalized plans for success. • **Supplemental Workshops**: Writing workshops are available to help students strengthen specific skills before re-enrolling in a course or attempting ENG 101 again. • **Prep and Learning Modules**: Prep and learning modules are available through ALEKS to help students refresh lost skills in mathematics and they can retake the placement exam multiple times.

- **Career and Academic Counseling**: For students who face persistent challenges, counselors help them explore alternative pathways, including certificate programs or adult education options that do not require gateway math and/or English.

Monitoring and Continuous Improvement

Harper College remains committed to monitoring the outcomes of students who extend beyond two semesters to complete their developmental education sequence. Using data from the Success 360 Dashboard, the institution identifies trends, assesses the effectiveness of support measures, and makes adjustments as needed to improve outcomes for this group of students.

Getting Students on a Path

It is great that all students now have one- and two-semesters paths available to get through gateway English and math, however, the biggest problem we are still having is getting students to get on a path. Below are tables for students who are degree-seeking who need college-level English and math (math one omits AAS students) to complete their program of study.

English:

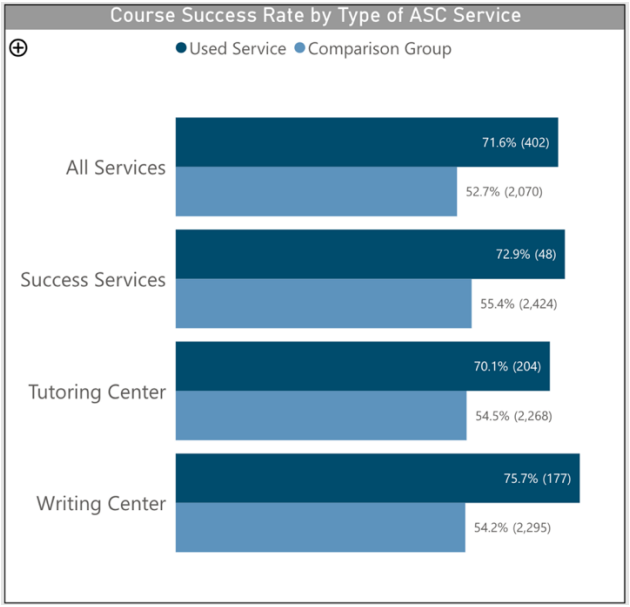
	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Placed Dev Ed	425	232	297	275	317
Took no ENG in fall	94	23	80	94	175
% not taking ENG in fall	22.1%	9.9%	26.9%	34.2%	55.2%

The percentage of students who place developmental in English who are not getting on a path right away has been increasing since the Fall 2020 with 55.2% of the Fall 2023 cohort not taking advantage of these new shortened pathways.

Math:

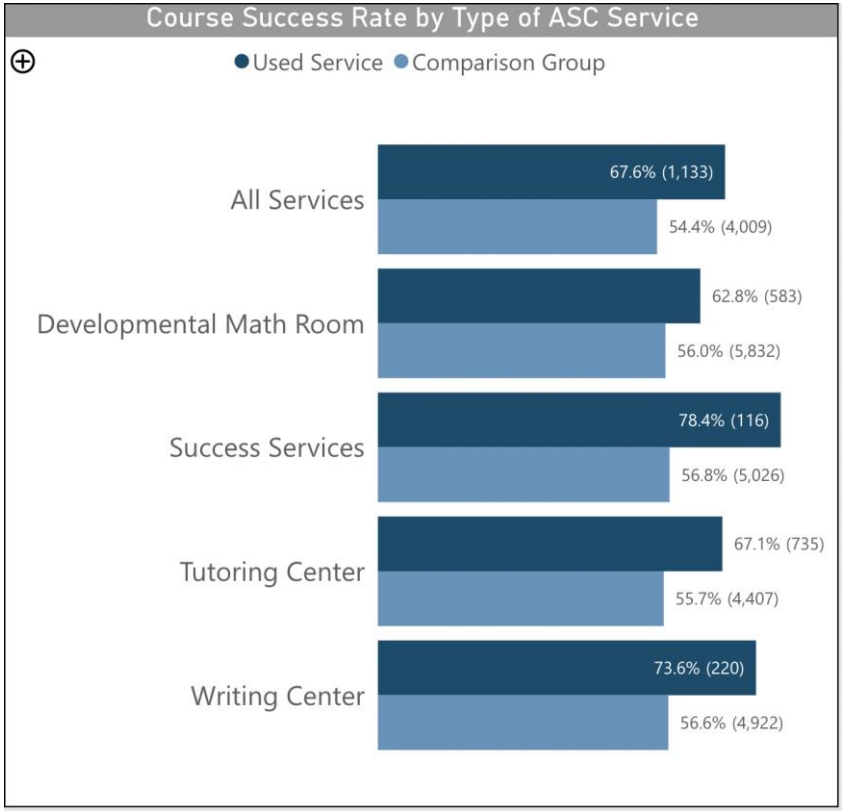
	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Placed Dev Ed	555	346	361	391	426
Took no MTH in fall	301	128	178	194	231
% not taking MTH in fall	54.2%	37.0%	49.3%	49.6%	54.2%

The percentage of students who place developmental in math who are not getting on a path right away has been increasing since the Fall 2020 with 54.2% of the Fall 2023 cohort not taking advantage of these new shortened pathways.

10. Please describe the current direct student supports **specifically focused on supporting developmental education students** at your institution (for example, embedded tutors or paired support programs).	Harper College offers a variety of direct supports tailored to meet the needs of developmental education students, ensuring they have access to the resources and guidance necessary for academic success. These supports include: ***1. Academic Support Center*** Developmental education students have access to many academic support service centers on campus, where they can receive personalized academic support. These centers offer assistance with course content, writing skills, and general study strategies, providing a critical resource for students outside of class hours. Online options are also available for flexibility for all students. **English:** The graphic below compares the success rates of students enrolled in developmental and co-requisite English courses over the past five fiscal years, highlighting the outcomes for students who utilized various services provided by Harper's Academic Support Center versus those who did not.  (Data Source: Success 360 Dashboard, ASC Overview, Course Success Rate, 5 Fiscal Years, Filter: Sections ENG094, 095, 096, 100)

Students who are using these support services are far more successful in their developmental and co-requisite English courses than the comparison group of students who is not.

Math:
The graphic below compares the success rates of students enrolled in developmental and co-requisite math courses over the past five fiscal years, highlighting the outcomes for students who utilized various services provided by Harper's Academic Support Center versus those who did not.



(Data Source: Success 360 Dashboard, ASC Overview, Course Success Rate, 5 Fiscal Years, Filter: Sections MTH065, 041, 081, 083, 085)

Students who are using these support services are far more successful in their developmental and co-requisite math courses than the comparison group of students who is not.

2. Mentoring Program: Rise Up Scholars

- Harper College is transitioning to a comprehensive mentoring program called **Rise Up Scholars**, which will provide developmental education students with targeted guidance, support, and a sense of belonging. This program aims to foster academic and personal growth, helping students navigate their educational journey.

3. Early Alert System: Starfish

- The college uses **Starfish**, an early alert system, to monitor students' progress and address potential challenges. Faculty regularly update the system to notify advisors about attendance, academic performance, or engagement concerns, enabling proactive interventions to keep students on track.

4. First Year Experience (FYS) Courses

- Workshops and study skills seminars are embedded into **First Year Experience (FYS)** courses, which are often paired with developmental coursework. These courses focus on building essential academic skills, time management, and college-readiness competencies, providing a strong foundation for students in their first year.

5. Proactive Academic Advising

- Developmental education students work closely with their assigned advisors who specialize in supporting students through the transition to college-level coursework. These advisors use Starfish data and regular check-ins to create personalized academic plans and address individual barriers to success.

6. Access to Technology and Academic Resources

- Through a free technology loan program, Harper College ensures that developmental education students have access to necessary tools such as laptops, software, hotspots, and calculators to support their coursework. The college also offers textbook assistance programs to reduce financial barriers. Many classes also incorporate OER resources and electronic textbooks available through Library holdings.

<table>
<tr><td></td><td>By offering these targeted supports, Harper College helps developmental education students build the skills and confidence needed to succeed in their coursework and transition to college-level classes.</td></tr>
<tr><td>11. If there is any area for which you would like to provide extended information or any additional data not already provided, please provide the information here.</td><td>Although the English and math departments have worked hard to put these new one- and two-semester paths is place for students, we have not seen large gains in the completion of gateway math and English in the first year. We still have far too many students who are putting off getting started on their path.

The percentage of students entering Harper who are college-ready in math and English has grown substantially over the years as seen in the table below:

Entry | 1st Fall | 1st Year
<table><tr><th></th><th>Fall 2017</th><th>Fall 2018</th><th>Fall 2019</th><th>Fall 2020</th><th>Fall 2021</th><th>Fall 2022</th><th>Fall 2023</th></tr><tr><td>Entered College-Ready in English</td><td>74%</td><td>72%</td><td>76%</td><td>83%</td><td>79%</td><td>79%</td><td>77%</td></tr><tr><td>Entered College-Ready in Math</td><td>54%</td><td>55%</td><td>66%</td><td>74%</td><td>72%</td><td>68%</td><td>67%</td></tr></table>(Data Source: Student 360 Dashboard, Path for Success, All Milestones, IPEDS: All Cohorts, no filters)

Unfortunately, the percentage of students completing gateway English and math in their first year has not grown substantially as seen in the table below:

Entry | 1st Fall | 1st Year
<table><tr><th></th><th>Fall 2017</th><th>Fall 2018</th><th>Fall 2019</th><th>Fall 2020</th><th>Fall 2021</th><th>Fall 2022</th><th>Fall 2023</th></tr><tr><td>Completed Gateway English by end of 1st Year</td><td>63%</td><td>62%</td><td>67%</td><td>70%</td><td>65%</td><td>65%</td><td>66%</td></tr><tr><td>Completed Gateway Math by end of 1st Year</td><td>44%</td><td>43%</td><td>52%</td><td>62%</td><td>55%</td><td>54%</td><td>53%</td></tr></table>(Data Source: Student 360 Dashboard, Path for Success, All Milestones, IPEDS: All Cohorts, no filters)

More students are entering college ready and a majority of students have one-semester options available through a co-requisite course, but students seem to now have the impression that math and English can wait since the path to complete is not very long. If we want to see the percentages of students completing gateway math and English in the first year increase to the levels where they should be, we need to look at a policy to make sure students start right away on their math and English pathways.</td></tr>
<tr><td>12.Did your institution engage external partners and/other community colleges to scale developmental</td><td>Harper College has established several partnerships with external organizations and peer institutions to advance and scale developmental education reform. These collaborations focus on aligning resources, refining curriculum, and ensuring student success through shared best practices.</td></tr>
</table>

education reform? If so, list the partners and describe the work of the partnerships.	***1. High School Partnerships for Transitional English & Math*** English: • Harper College's English Department meets each semester with high school faculty teaching **Transitional English** to align curricula and ensure student success at the college level. • These collaborative efforts have yielded positive results: students from the 2023 Transitional English cohort passed ENG 101 at a rate of 73%, compared to 70% for their peers who placed directly into ENG 101. (Data Source: Transitional Courses Dashboard) • The partnership currently focuses on addressing **neurodiversity** and **ELL needs** in Transitional English courses, with discussions on extending support for these students at the community college level. Harper is also considering **direct placement into co-requisite courses** for students who do not meet all Transitional English outcomes, including placement into **ESP 080**, a co-requisite option designed for students with ongoing ELL needs. Math: • Harper College's Math Department meets each fall with high school faculty teaching Transitional math to discuss challenges and share data on those students who matriculate to Harper College. • These collaborative efforts have decreased the gap in success rates in MTH101 or MTH165 at Harper College between those who used their transitional math course grade as placement and those who used some other placement score. For the high school graduation class of 2020, 49% who used their transitional math grade as placement passed MTH101 or MTH165 compared to 69% of those students who used some other placement score. For the high school graduation class of 2023, 50% who used their transitional math grade as placement passed MTH101 or MTH165 compared to 66% of those students who used some other placement score. (Data Source: Transitional Courses Dashboard) • Students who received an A or a B in the transitional math course in high school are doing very well in MTH101 and MTH165 with passing rates of 76% and 54% respectively. Less than 40% of the students who received grade of C in the high school transitional math course passed MTH101 or MTH165 at Harper College their first year. (Data Source: Transitional Courses Dashboard) • When Harper faculty met in fall of 2024 with the high school teachers teaching the transitional math class, data was shared on the very low success rates in MTH101 and MTH165 for the students who got a C in the transitional math course in high school. This led to some discussion about how the course points are currently structured for a student to get a C in the high school course. We also discussed

	students being able to opt into being able to enroll in a co-requisite math course at Harper to get the extra support they may need instead of the directly enrolling in MTH101 or MTH165 without support. (Data Source: Transitional Courses Dashboard) ***2. Statewide Collaboration through ILCCAEP*** • Faculty in Harper's **Academic ESL** program meet each semester with colleagues from other Illinois community colleges as part of the **Illinois Community College Adult ESL and Academic ESL Partnership (ILCCAEP)**. This group focuses on curriculum development, placement practices, progression into gateway English, and topics related to the Developmental Education Reform Act (DERA). These meetings facilitate the sharing of strategies to better support ELL students as they transition to college-level coursework. ***3. State-Level Partnerships with ICCB*** • Harper College actively participates in statewide initiatives led by the **Illinois Community College Board (ICCB)** to align developmental education reforms with state requirements. Through ICCB webinars and workshops, Harper collaborates with peer institutions to refine placement processes, expand co-requisite models, and implement evidence-based strategies for student success. ***4. Regional Collaboration with Peer Institutions*** • Harper College regularly engages with other community colleges in Illinois to exchange insights and best practices for scaling developmental education reforms. This collaboration often focuses on co-requisite implementation, data sharing, and faculty professional development to ensure consistent quality and equity across institutions. We hope to be a part of any upcoming cohorts working with the Partnership for College Completion on developmental education reforms. Through these partnerships, Harper College ensures its developmental education reforms are informed by diverse perspectives, evidence-based practices, and collaborative innovation. These efforts contribute to the scaling of effective models and the enhancement of student outcomes, particularly for those in need of additional support.
13.Describe any challenges your	Harper College has made significant strides in reforming developmental education, but the process has not been without its challenges. Some of the key issues encountered include:

institution has faced scaling developmental education reform.	***1. Faculty and Staff Resistance to Change*** • Transitioning from traditional developmental sequences to co-requisite and accelerated models has required a significant cultural and pedagogical shift. Some faculty and staff have expressed concerns about the effectiveness of new models, particularly for students who may require additional foundational support. There is also some challenge in helping advisors understand the possible sequences and supports available to students so that students are encouraged to complete the developmental courses early in their academic pathway. ***2. Resource Limitations*** • Scaling developmental education reforms often requires additional resources, including increased faculty training, expanded co-requisite course sections, and enhanced student support services. Balancing these needs with limited budgets and staff availability has been a persistent challenge. We believe direct financial incentives to students could bolster course taking patterns and persistence, but resources are limited. ***3. Student Preparedness and Support Needs*** • Some students enter Harper College with significant academic gaps or challenges such as neurodiversity, language barriers, or limited college readiness skills. Ensuring these students thrive in accelerated or co-requisite models requires tailored interventions and supports, which can be difficult to scale effectively. It also requires deep, ongoing collaboration between relevant stakeholders at the college. ***4. Data Collection and Analysis*** • While Harper College utilizes a robust dashboard for tracking student progress, disaggregating and analyzing data to identify specific equity gaps or measure the long-term impact of reforms can be time-consuming and complex. Ensuring data-informed decision-making remains a priority amidst competing demands poses an ongoing challenge. Keeping data and reference points consistent can be challenging.

	5. Equity Gaps and Targeted Support • Addressing persistent equity gaps, particularly for Black, Latine, and ELL students, has proven challenging. While reforms have improved outcomes for many, the college continues to work on scaling culturally responsive practices and targeted supports to close these gaps further. This often requires guidance from outside entities or consultants to help us professionally develop. It is also difficult to ensure that these efforts are applied consistently across all instructors and sections. ***6. Integration of External Partnerships*** • While partnerships with high schools, other community colleges, and community organizations have been beneficial, ensuring alignment in curriculum, goals, and outcomes across these groups requires consistent communication and collaboration. Managing these relationships at scale can be resource-intensive. ***7. Placement Challenges*** • Implementing multiple measures for placement has reduced reliance on standardized tests but has introduced complexities in determining the most effective placement pathways for students, particularly those without clear indicators of college readiness. This has required continuous refinement of placement processes. We are exploring additional measures and placement methods continuously. ***8. Sustainability of Reforms*** • Scaling reforms sustainably over the long term remains a challenge, particularly when grant funding or external support is finite. Embedding these changes into institutional structures while maintaining quality and consistency is an ongoing concern.
14.What additional support from ICCB and other partners does your institution need to successfully scale developmental	Academic ESL educators around Illinois are united in opposition to applying this law to academic ESL. Whereas Academic ESL is facilitating the process of language acquisition for language minority students and their transition into college courses, the concern is that the bill fails to address several key points which directly affect Academic ESL programs: 1) More research is needed on the effectiveness of different models for credit ESL. 2) Credit ESL needs a longer time for completion. 3) The intent of the law is not to eliminate credit ESL (See attached action memo). Recognition of this by ICCB and related partners would help.

education reform? Please be as specific as possible.	Harper along with its sister institutions has been discussing the rise of students identifying as neurodiverse. This student population is well represented in developmental courses, and there are concerns about how to best support these students. Further support, resources, and research are needed with guidance from ICCB on how to navigate students and systems to successful outcomes.
15.Please provide a link to the institution's public posting of its placement policy that is accessible to students and prospective students.	https://www.harpercollege.edu/testing/collegereadyatharper.php

Please provide additional graphs or charts below: