

ILLINOIS COMMUNITY COLLEGE BOARD

FY 2025 DERA Scaling and Assessing Developmental Education Grant Reporting Template

(Q3) July 1-Sept. 30, 2025

Due October 30, 2025

Submit completed report to: iccb.studentservices@illinois.gov

ICCB.grantpayments@illinois.gov

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Project Overview and Summary

- Briefly summarize the main activities carried out during this reporting period.
- Highlight any major accomplishments and milestones achieved.

The DERA Community of Practice finalized its plans for the department's new co-req support course, ENG093, which will be introduced in Fall '26. Working from research the CoP completed in the spring, the team developed a sample syllabus for the class, which will be a 3-credit support course co-req'd with ENG101. This course will serve students who are now placed in ENG096, which is the last of two remaining gateway developmental English classes in the Harper catalog. ENG096 will now be phased out, and Spring '26 is the last semester it will be offered.

With the syllabus and the plan for the new course in place, the CoP then worked with the college's Curriculum Committee to create a Course Outline for ENG093. Members of the CoP also met with Harper's Outcomes Assessment and Institutional Effectiveness Office to review course outcomes for the new course. ENG093 is now making its way through the curriculum approval process, and members of the CoP will be presenting the outline of the course at the Curriculum Committee's next meeting on November 13 to secure final approval.

In addition to this work on ENG093, the CoP revised the course numbering sequence for what will be the department's final remaining gateway course, ENG094. That course will now be numbered ENG087, as it will be a pre-req for ENG093. ENG093 will join ENG095 as the department's second ALP (Accelerated Learning Program) support course. Next year, members of the DERA CoP will begin working on revisions of both ENG095 and ENG087, with two goals: to update course materials for ENG095 to align with the work and research done to create ENG093, and to transform ENG087 into a co-req support course. These additional changes have been made possible by the research and discussions the CoP conducted in the first half of this year.

The DERA Placement Interviews Committee has begun scaling up the placement interviews that were introduced this summer. The committee decided to re-name the placement interviews as Placement Discussions, in order to make them more broadly appealing and accessible to students. The Committee has also expanded its mission, and has begun an overhaul of the entire English placement process. This work will continue in the Spring of '26, and will include an update to the placement test process, as well as additional training for faculty interested in conducting Placement Discussions in spring and summer of the coming year. The

goal for the Placement Interviews Committee is to begin phasing out the placement test, in favor of other measures, including but not limited to the Placement Discussions, in order to remove obstacles for students looking to begin their academic journey at Harper by taking first-year composition courses.

Members of the DERA CoP and the DERA Placement Interviews Committee have played key roles in planning the department's DERA Symposium, which will take place on Friday, October 24. The Symposium will include a keynote address from Dr. Jessica Nastal from the College of DuPage, whose edited collection, *Writing Placement in Two-Year Colleges*, has guided the work of the CoP. The Symposium will also include shorter presentations from members of the CoP and Harper's high school Dual Credit faculty on subjects ranging from curricular re-design to AI in college composition classes.

Progress on Objectives

For each selected objective from the grant (choose the applicable objective(s) below):

Objective 1: Expansion of Data Capacity and Knowledge

- Description of activities related to data collection, analysis, or dashboard creation.
- Staffing updates (e.g., new hires, consultant engagements, training sessions).
- Key findings from data analysis and their implications.

- Members of the DERA Placement Interviews Committee have begun planning additional trainings for faculty interested in conducting the Placement Discussions in spring and summer of '26.
- Members of the CoP have begun speaking with faculty who currently teach ENG095, the department's existing ALP support course, to gather information and feedback that will be used to revise and update that course next year. The revisions of ENG095 will be guided by the research into best practices that was conducted by the CoP as it was developing the new ENG093 support course.
- In November, the DERA CoP is planning to hold a follow-up, online session with Dr. Jessica Nastal to discuss and to reflect on ideas shared in her keynote address at the DERA Symposium on October 24. This virtual meeting and discussion with Dr. Nastal will give members of the CoP the chance to reflect on the curricular reform work they've done this year in developing the ENG093 course.

Objective 2: Regional Training Opportunities and Partnerships

- List of professional development events hosted (virtual/in-person).
- Number of participants and institutions engaged.
- Summary of training content and participant feedback.

- Three members of the DERA CoP and the DERA Placement Interviews Committee attended the Two-Year College English Association Midwest (TYCAMW) conference at the College of DuPage on Friday, October 17. The three members who attended TYCAMW spoke very highly of the sessions, which included discussions of AI in the composition classroom; the key role of department leadership in initiating developmental education reform; how best to strengthen relationships with faculty and counseling staff at feeder high schools; and best practices on scaling efforts to revise placement tools and dev ed course offerings. The keynote speaker for the department's DERA Symposium on Oct. 24, Dr. Jessica Nastal, helped to organize TYCAMW at DuPage, so the members of the CoP and the Interviews Committee are looking forward to continuing these conversations with her at the CoP's event on Oct. 24.
- The department's DERA Symposium will take place on Friday, October 24. The decision was made to keep this a smaller, in-house Symposium, in order to give CoP and Interviews Committee members the opportunity to reflect on their work, while also sharing ideas with each other and with Dr. Nastal. The Symposium is open to all faculty and staff on campus, and faculty and staff from District 211 will also be in attendance. Colleagues from D211 will present on their work in developing Dual Credit English courses whose focus on multiple literacies has served as an inspiration for the CoP's development of ENG093.
- Members of the DERA CoP are now working with Deana Schenk from the ICCB to host the FY26 DERA Northern Illinois Convening for English and Math faculty. The Convening will take place on Friday, February 27 at Harper's Wojcik Conference Center. Members of the CoP began working closely with Deana in September '25 to begin planning for this event, which will be open to colleagues from other two-year colleagues in the northern region of the state.

Objective 3: Assessing and Scaling Reform Efforts

- Description of scaling efforts and related institutional changes.
- Summary of data-driven assessment results.
- Updates on partnerships and stakeholder involvement.

- Based on the promise shown by the Placement Discussions that were conducted this summer, conversations have begun in the college's Testing and Placement Committee about doing away with placement tests for English composition courses. The department is looking to scale up the use of Placement Discussions, not just for prospective Harper undergrads, but also for students interested in taking Dual Credit ENG101 and ENG102.
- The development of ENG093 has given the department the opportunity to begin revisions of its entire dev ed sequence which, as of Fall '26, will consist of ENG087 (the last remaining gateway dev ed reading and writing course), ENG093, and ENG095. Members of the CoP are planning to revitalize ENG095, and next year will begin work on ENG087 with the goal of transforming that class into a co-req support course for ENG101.

These reforms have created a strong foundation for another of the department's more long-term goals, the updating and reimagining of ENG102, which is the final course in the composition sequence at Harper after ENG101.

Performance Indicators and Outcomes

Provide measurable outcomes aligned with the proposed objectives, as available.

	Qtr. 1	Qtr. 2	Qtr. 3	Qtr. 4
Number of students served, retention rates, success rates in developmental education).				
Institutional impact (e.g., curriculum changes, faculty engagement, policy revisions).			ENG093 is now making its way through the curriculum approval process. Additional faculty are being trained to conduct Placement Conversations next year.	
Other Key indicators you would like to mention			The department is taking what it has learned from the CoP's development	

			of ENG093 to revitalize its other dev ed offerings, including ENG094 and ENG095.	
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Challenges and Solutions

- Identify any obstacles encountered during implementation.
- Outline the steps taken to address these challenges.
- Request for any technical assistance or guidance from ICCB, if needed

The development of ENG093 necessitated a change in the numbering sequence of the department's dev ed courses. The existing ENG096 is in fact a pre-req for the department's ENG095 support course, so the introduction of ENG093 required that the numbering for all of the courses be revised. What was once ENG094, ENG095, and ENG096 (which, again, is in fact a pre-req for ENG095) has now been revised to ENG087, ENG093, and ENG095. ENG096 will be phased out after next semester.

The CoP's discussions about the content and contact hours for ENG093 were productive but challenging, as CoP members worked to create a course that will best serve students. The CoP decided that ENG093 will be a 3-credit support course for ENG101. The next challenge will be in scheduling the new course for Fall '26. Questions that have arose include, What modalities will best serve students? Should the department create ENG093 courses in asynch, blended, and fully face-to-face modalities? Should, for example, an online synchronous 093 be paired with an in-person ENG101, or an asynch ENG101 be paired with an in-person or blended ENG093? The college strives to offer a variety of modalities that respond to the needs of students, so one possibility is that faculty now teaching ENG096 or ENG095 will poll current students to get a better sense of what modalities might be most effective for the new course.

Additional Comments

What else would you like to share with us?

Attachments to this Q3 Report include the following:

DERA CoP Fall '25 Meeting #1 Notes

DERA CoP Fall '25 Meeting #2 Notes

Harper College English Department DERA Symposium Program (Oct. 24, 2025)

DERA Symposium Schedule and Biographies

Reporting Schedule for the FY2025 DERA Grant		
Quarter	Period	Date Due
1Q	January 1, 2025-March 31, 2025	April 30, 2025
2Q	April 1, 2025-June 30, 2025	July 30, 2025
3Q	July 1, 2025-September 30, 2025	October 30, 2025
4Q	October 1, 2025-December 31, 2025	January 30, 2026
Final	January 1, 2025 – December 31, 2025	February 28, 2026