



Sen. Pat McGuire

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1 AMENDMENT TO SENATE BILL 446

2 AMENDMENT NO. _____. Amend Senate Bill 446 by replacing
3 everything after the enacting clause with the following:

4 "Section 1. Short title. This Act may be cited as the
5 Alternative Remedial Coursework Act.

6 Section 5. Definitions. In this Act:

7 "Accelerated model of developmental education" means a
8 model of developmental education in which a student enrolls and
9 completes a developmental and credit-bearing, college-level
10 course in the same subject area within the same semester, but
11 not concurrently.

12 "College-level coursework" means a course that bears
13 credit and fulfills any credit requirements for mathematics or
14 the English language for a baccalaureate degree, a certificate,
15 or an associate degree from a postsecondary institution.

16 "Community college" means a public community college

1 governed by the Public Community College Act.

2 "Co-requisite support" means a developmental education
3 delivery approach in which students enroll in credit-bearing,
4 college-level coursework concurrently with required
5 individual, group, or class support services in the same
6 subject area.

7 "Developmental course" or "developmental coursework" means
8 a course or a category of courses in which students are placed
9 based on an institution's finding that a student does not have
10 the proficiencies necessary to succeed in a college-level
11 mathematics or English language course.

12 "Dual credit" means a college course taken by a high school
13 student for credit at both the college and high school level.

14 "IBHE" means the Board of Higher Education.

15 "ICCB" means the Illinois Community College Board.

16 "Multiple measures for placement" means a community
17 college or university that provides multiple options by which
18 students may demonstrate proficiency for college-level English
19 language or mathematics coursework.

20 "Non-degree seeking student" or "non-certificate seeking
21 student" means a student who takes courses for the purpose of
22 personal or professional enrichment without the intent of
23 accumulating credits toward a degree or certificate.

24 "Placement exam" means an exam administered by a
25 postsecondary institution to assess a student's level of
26 literacy and numeracy with the aim of placing him or her in

1 appropriate courses, including, but not limited to, the ASSET
2 test, the ACCUPLACER test, the ALEKS placement exam, or any
3 other proprietary placement exam.

4 "Postsecondary institution" or "institution" means a
5 public community college or university in this State.

6 "Remedial coursework" means a developmental education
7 delivery approach in which students enroll in
8 non-credit-bearing courses that must be completed before a
9 student may enroll in college-level coursework for an
10 applicable subject.

11 "University" means a public university in this State.

12 Section 10. Placement framework.

13 (a) Each postsecondary institution must maximize the
14 probability that a student will enter and successfully pass
15 college-level coursework in both the English language and
16 mathematics within the student's first 2 semesters at the
17 institution, which need not be consecutive. To achieve this
18 goal, a postsecondary institution must offer a student multiple
19 measures for placement in college-level English language and
20 mathematics courses; however, the institution is not prevented
21 from offering additional placement options or lower cut-off
22 scores. At a minimum, the measures must include all of the
23 following:

24 (1) A student's cumulative high school grade point
25 average that is consistent with the grade point average

1 adopted by ICCB and IBHE, in consultation with colleges
2 and universities, under Section 20.

3 (2) A student's successful completion of a
4 transitional mathematics or English language course,
5 consistent with the requirements of the Postsecondary and
6 Workforce Readiness Act.

7 (3) A student who has earned college credit in
8 mathematics or the English language through mechanisms
9 provided for in the College and Career Success for All
10 Students Act, dual credit courses, or other methods for
11 earning college credit.

12 (4) A student's successful completion of an
13 appropriate developmental course in mathematics or the
14 English language at another regionally accredited
15 postsecondary institution.

16 (5) A student's cumulative or subject-area
17 standardized test score on the ACT or SAT college
18 admissions test.

19 (6) Other measures as determined by ICCB and IBHE, in
20 consultation with colleges and universities.

21 A postsecondary institution must apply each measure to each
22 student enrolled in the institution, and a student who meets
23 the performance standards of one or more of the measures must
24 be allowed to bypass any remediation.

25 (b) Except for a student who does not qualify for
26 college-level coursework, a postsecondary institution may not

1 administer a placement exam to assess a student's developmental
2 course placement using any measure other than those under
3 subsection (a).

4 (c) A student who is eligible to enroll in college-level
5 coursework under a postsecondary institution's policy
6 established before the effective date of this Act, with the
7 exception of placement exam scores for institutions that no
8 longer require them, may not be placed in developmental
9 coursework after the establishment of measures under this
10 Section.

11 (d) If a postsecondary institution requires a student to
12 enroll in non-credit bearing remedial coursework, the
13 institution must inform the student of all available support
14 and afford the student an opportunity to meet with an advisor
15 to develop an individualized plan for taking college-level
16 coursework.

17 (e) If a student's high school transcript data is difficult
18 to obtain, logistically problematic to use, or not available, a
19 postsecondary institution must use a student's self-reported
20 high school grade point average.

21 (f) A postsecondary institution may not use the measures
22 required under this Section or the results of any measures as a
23 condition of admission to the institution.

24 Section 15. Co-requisite support framework.

25 (a) Each postsecondary institution must develop and

1 implement co-requisite support as an alternative to remedial
2 coursework in the timeframe established under subsection (c)
3 for degree programs that require completion of a college-level
4 mathematics or English language course. The support must be
5 established in a way that supports a student's learning
6 outcomes in the targeted college-level course and that best
7 fits the conditions and culture of the institution, the
8 respective academic department, and the degree program or
9 course of study.

10 (b) A postsecondary institution may exempt from the
11 requirements of subsection (a) (i) non-degree-seeking
12 students, (ii) non-certificate-seeking students, and (iii)
13 students enrolled in one-semester accelerated models of
14 developmental education.

15 (c) IBHE and ICCB must ensure each institution complies
16 with the requirements of this Section according to the
17 following schedule:

18 (1) For the 2021-2022 academic year, at least 25% of
19 the institution's students who are enrolled in
20 developmental coursework must be enrolled in co-requisite
21 support.

22 (2) For the 2022-2023 academic year, at least 50% of
23 the institution's students who are enrolled in
24 developmental coursework must be enrolled in co-requisite
25 support.

26 (3) For the 2023-2024 academic year and each academic

1 year thereafter, at least 75% of the institution's students
2 who are enrolled in developmental coursework must be
3 enrolled in co-requisite support.

4 Section 20. Implementation of Act; rules; report.

5 (a) IBHE and ICCB must co-manage the implementation,
6 oversight, and evaluation of this Act and must adopt rules to
7 implement this Act.

8 (b) Once every 3 years, IBHE and ICCB may review and revise
9 grade point average or standardized test score standards or any
10 other measure adopted under Section 10.

11 (c) Beginning with the 2022-2023 academic year and each
12 academic year thereafter, IBHE and ICCB shall jointly prepare a
13 report on the implementation and outcomes of this Act during
14 the previous academic year. IBHE and ICCB must submit the
15 report no later January 1 of each year to the Governor, General
16 Assembly, and Illinois P-20 Council, which must include, at a
17 minimum, all of the following, disaggregated by each student's
18 race, ethnicity, age, and federal Pell grant status:

19 (1) A description of the co-requisite models employed
20 at each institution.

21 (2) The number and percentage of students who received
22 co-requisite support and the number and percentage of
23 students who completed those courses.

24 (3) The number and percentage of students who were
25 placed in traditional models of developmental education

1 and the number and percentage of students who completed
2 those courses.

3 The report may not disaggregate data to a level that may
4 disclose personally identifying information of individual
5 students. The sharing and reporting of student data under this
6 subsection must be in accordance with the requirements under
7 the federal Family Educational Rights and Privacy Act of 1974
8 and the Illinois School Student Records Act. All parties must
9 preserve the confidentiality of the information as required by
10 law.

11 (d) IBHE and ICCB may, in consultation with postsecondary
12 institutions, ensure the development and delivery of
13 professional development to assist with the implementation of
14 this Act.

15 (e) IBHE and ICCB shall, subject to a separate
16 appropriation made for such purposes, provide funding to
17 postsecondary institutions to assist with implementation of
18 this Act. Beginning with Fiscal Year 2021, IBHE and ICCB shall
19 create a budget line item for such purposes.

20 Section 99. Effective date. This Act takes effect July 1,
21 2020."