**Section 1501.314 Multiple Measures Placement**

a) Use of Multiple Measures. The college shall individually accept each of the multiple measures listed in subsection (a)(2) and (a)(3) *to determine placement of a student in introductory college-level English language or mathematics coursework and shall use the scores set forth in recommendations approved by the Illinois Council of Community College Presidents on June 1, 2018,* as published on the ICCB's official website. [110 ILCS 175/100-15(a)] Colleges may accept scores lower than those set forth in these recommendations at their discretion.

1) *"College-level English language or mathematics course" or "college-level English language or mathematics coursework" means a course that bears credit and fulfills English language or mathematics credit requirements for a baccalaureate degree, a certificate, or an associate degree from a postsecondary educational institution.* [110 ILCS 175/100-10]

2) Mathematics

A) A student's cumulative high school grade point average.

B) A student's successful completion of an ICCB approved high school transition course in mathematics including any one of the following:

i) TM 001 - STEM

ii) TM 002 – Quantitative Literacy and Statistics

iii) TM 003 – Technical Math (Career and Technical Education

C) A student's successful completion of a developmental mathematics education course appropriate to the course pathway.

D) A student's successful completion of an introductory college-level mathematics course at another regionally accredited postsecondary educational institution.

E) In determining the placement of a student in introductory college-level mathematics coursework, a community college shall consider the standardized test scores provided by the student for placement in an introductory college-level mathematics course.

F) Any other single, individual measures that the college deems appropriate if the student has not already placed into college-level courses through the previously listed measures.

3) English

A) A student's cumulative high school grade point average.

B) A student's successful completion of an appropriate, ICCB approved high school transition course in English including TE 001 – ELA Transitional English.

C) A student's successful completion of a developmental English education course appropriate to the course pathway.

D) A student's successful completion of an introductory college-level English language course at another regionally accredited postsecondary educational institution.

E) In determining the placement of a student in introductory college-level English language a community college shall consider the standardized test scores provided by the student for placement in an introductory college-level English language course.

F) Any other single, individual measures that the college deems appropriate if the student has not already placed into college-level courses through the previously listed measures.

b) Revisions to recommendations of Illinois Council of Community College Presidents approved June 1, 2018. *If the Illinois Council of Community College Presidents approves any revised recommendations for determining the placement of students in introductory college-level English language or mathematics courses in response to changes in scoring systems, the introduction and use of additional measures, or evidence that demonstrates the inaccuracy in the use of scores in previous recommendations, then, within one year after the date of the adoption of those revised recommendations,* colleges shall utilize the most current revised recommendations to determine placement pursuant to subsection (a). [110 ILCS 175/100-20]

c) Public posting of placement policy. Each college *shall publicly post its placement policy* on the college's website *in a manner that is easily accessible to both students and prospective students.* [110 ILCS 175/100-25(a)]

d) Reporting requirements. Each college shall submit, in a format prescribed by ICCB, their institutional plan for scaling evidence-based developmental education reforms by December 30 of each year. At a minimum, the plan shall include all the following:

1) *A description of the current developmental education models offered by the* college.

2) *A description of the developmental education models that will be implemented and scaled* or modified for improvements in the upcoming academic year. The college shall include *the basis of the evidence and associated data that the college considered in making the decision to scale each model*.

3) *Baseline data and benchmarks for progress, including, but not limited to,*

A) *enrollment in credit-bearing English language or mathematics courses,*

B) *rates of successful completion of introductory college-level English language or mathematics courses, and*

C) *college-credit accumulation.*

4) Plans for i*mproving outcomes for all students placed in traditional developmental education models or models with comparable introductory college-level course completion rates. The plan shall provide details about the expected improvements in educational outcomes for Black students as result of the proposed reforms.* [110 ILCS 175/100-30(a)]

(Source: Added at 48 Ill. Reg. 10170, effective June 25, 2024)