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1 SENATE JOINT RESOLUTION NO. 41

2 (As Amended by Senate Amendment No. 1)

3 WHEREAS, The State has a vested interest in maximizing the
4 number of students who complete credit-bearing certificate
5 programs and two-year or four-year degree programs and enter
6 into high-skill, high-wage occupations; and

7 WHEREAS, 46% of Illinois high school graduates who enroll
8 in community college are placed into developmental coursework
9 in at least one subject; and

10 WHEREAS, Inconsistent and inadequate approaches to
11 placement have resulted in too many students being placed into
12 developmental education who could succeed in college-level
13 coursework; and

14 WHEREAS, The traditional developmental education model
15 costs students time, money, and financial aid; and

16 WHEREAS, Developmental education does not count as college
17 credit and can be a barrier to retention, persistence,
18 transfer, and certificate or degree completion, particularly
19 for Black, Latino, first generation, and low-income students;
20 and

1 WHEREAS, There are instructional models of developmental
2 education that have demonstrated improvement in college-level
3 course completion compared to traditional models, including
4 but not limited to corequisite remediation, accelerated
5 coursework, emporium models, and Preparatory Mathematics for
6 General Education (PMGE); and

7 WHEREAS, Colleges and universities have invested
8 significant time, resources, and money into these different
9 developmental education models; and

10 WHEREAS, The legislature has made significant investments
11 to improve college preparedness; and

12 WHEREAS, The Illinois Council of Community College
13 Presidents, the Illinois Chief Academic Officers, the Illinois
14 Chief Student Services Officers, and the Illinois Math
15 Association of Community Colleges have already agreed upon a
16 common, multiple measures framework for placement that is
17 currently being implemented; and

18 WHEREAS, To ensure all models of developmental education
19 are maximizing students' likelihood of success, the State must
20 inventory and evaluate all developmental education
21 instructional models offered in the State; and

1 WHEREAS, The Illinois Community College Board and Illinois
2 Board of Higher Education are well positioned to improve
3 placement practices and fully scale developmental education
4 reforms across all State public institutions; therefore, be it

5 RESOLVED, BY THE SENATE OF THE ONE HUNDRED FIRST GENERAL
6 ASSEMBLY OF THE STATE OF ILLINOIS, THE HOUSE OF REPRESENTATIVES
7 CONCURRING HEREIN, that the Illinois Community College Board
8 (ICCB) and the Illinois Board of Higher Education (IBHE) shall
9 establish a joint advisory council to provide a benchmarking
10 report to the General Assembly on or before April 1, 2020, that
11 shall include:

12 (1) An inventory of all instructional models and
13 developmental course sequences employed by Illinois'
14 public colleges and universities for students placed into
15 developmental education or otherwise determined to need
16 additional skills development in math or English;

17 (2) An analysis of all instructional models employed by
18 Illinois' public colleges and universities for students
19 placed into developmental education or otherwise
20 determined to need additional skills development in math or
21 English, including, at a minimum, the number and percentage
22 of students completing gateway courses within their first
23 two semesters under each model; and

24 (3) An inventory and analysis of developmental
25 education placement practices and policies (including cut

1 off scores) employed at all public colleges and
2 universities in the State; and be it further

3 RESOLVED, That on or before July 1, 2020, the advisory
4 council must deliver to ICCB, IBHE, and the General Assembly, a
5 detailed plan for scaling developmental education reforms,
6 such that institutions improve developmental education
7 placement measures and such that, within a timeframe to be set
8 by the advisory council, all students who are placed in
9 developmental education are enrolled in a developmental
10 education model that is proven to maximize their likelihood of
11 completing a college-level course within their first two
12 academic semesters; and be it further

13 RESOLVED, That for the purposes of this resolution,
14 "improved placement measures" is defined as measures that give
15 greater opportunities to enroll directly into college-level
16 classes, reducing the overall percent of students placed into
17 developmental education, preferably through decreased reliance
18 on high-stakes tests and increased use of high school GPA as a
19 determining measure; and be it further

20 RESOLVED, The implementation plan should include specific
21 benchmarks and an estimate of funding required to meet
22 established benchmarks that institutions must meet to stay on
23 track to full-scale implementation on the timeframe set by the

1 advisory council; and be it further

2 RESOLVED, That the advisory council should include similar
3 representation from two-year and four-year institutions and,
4 at a minimum, include the following:

5 (1) One member representing ICCB to act as chair of the
6 council;

7 (2) One member representing IBHE to act as co-chair of
8 the council;

9 (3) One member from the Illinois Senate to act as
10 co-chair of the council;

11 (4) One member from the Illinois House of
12 Representatives;

13 (5) Two public university employees recommended by the
14 IBHE Academic Leadership group;

15 (6) One public university employee recommended by a
16 statewide organization representing public university
17 employees;

18 (7) A community college employee recommended by a
19 statewide organization representing the City Colleges of
20 Chicago;

21 (8) A community college employee recommended by a
22 statewide organization representing a suburban Chicago
23 community college;

24 (9) A community college employee recommended by a
25 statewide organization representing a downstate community

1 college;

2 (10) One member representing a higher education
3 advocacy organization focused on closing equity gaps in
4 college completion from low-income and first generation
5 college students, and students of color;

6 (11) One member representing a statewide advocacy
7 organization focused on improving educational and
8 employment opportunities for women and adults;

9 (12) One member representing each of the following
10 entities:

11 (a) Illinois Council of Community College
12 Presidents (ICCCP) appointed by ICCCP;

13 (b) Illinois public university presidents
14 appointed by IBHE;

15 (c) Illinois Community College Chief Academic
16 Officers (ICCCAO) appointed by ICCCAO;

17 (d) Illinois Community College Student Services
18 Officers (ICCCSSO) appointed by ICCSSO;

19 (e) Illinois public university student services
20 administrators appointed by IBHE;

21 (f) Illinois public university provosts appointed
22 by IBHE;

23 (g) Illinois Community College Trustee Association
24 (ICCTA) appointed by ICCTA;

25 (h) Illinois public university trustees appointed
26 by IBHE; and

1 (13) One member to be appointed by the Governor; and be
2 it further

3 RESOLVED, That, of the appointed community college and
4 university employees, at least one must be an English faculty
5 member participating in the Illinois Articulation Initiative
6 and one must be a member of the Illinois Mathematics
7 Association of Community Colleges (IMACC); and be it further

8 RESOLVED, That the chairs of the advisory council shall be
9 responsible for scheduling meetings, setting meeting agendas,
10 ensuring the development and delivery of the final report and
11 implementation plan, and other administrative tasks, in
12 consultation with advisory council members; and be it further

13 RESOLVED, The Council shall produce a final report by
14 January 1, 2021 and upon the filing of this report is
15 dissolved; the report should include, at a minimum, an update
16 on the implementation of corequisite remediation and
17 alternative evidence-based developmental education models at
18 every college and university, and include data on enrollment
19 and throughput, defined as the percent of students initially
20 enrolled who have progressed through gateway-level courses, by
21 institution and disaggregated by race, ethnicity, gender, and
22 Pell status; and be it further

1 RESOLVED, That suitable copies of this resolution be
2 delivered to the ICCB and IBHE.