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ABSTRACT

This report continues for a second-year analysis of progress made in implementing Illinois State Board of Higher Education policy on secondary education requirements for college admission and improving undergraduate education in Illinois. In particular this report examines the preparation of students for college and their achievement in their first year in college. The first section examines recent trends in high school completion in Illinois and in various standard measures of the preparation of high school students for college. The second section examines trends in freshman enrollment and achievement in Illinois. The final section draws conclusions and suggest issues for further study. The report concludes that students completing the required units of a subject in high school scored higher on national achievement tests and that more Illinois high School students are completing a core college-preparatory curriculum. The information presented is drawn from (1) the individual public university and community college undergraduate education review reports that were submitted in summer 1993, (2) the Board of Higher Education's Fall Enrollment Surveys, (3) the public universities' High School Feedback System, (4) state reports from the American College Testing program and the College Board, and (5) State Board of Education data systems. Some comparative national data are also provided. (JB)

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ED 367 217

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

UNDERGRADUATE EDUCATION: ACCESS AND PREPARATION REEXAMINED

In the last half of the 1980s, the Board of Higher Education adopted two sets of policies designed to improve undergraduate education statewide. In November 1985, the Board adopted a set of high school courses required for freshman admission to baccalaureate programs in public universities and baccalaureate-transfer (Associate in Arts and Associate in Science) programs in public community colleges. Then, in September 1986, the Board adopted a series of policies that affirmed the priority of improving undergraduate education from admission through graduation. These undergraduate education policies were revised and expanded in September 1990. The Board's policies on admission and on student access, preparation, and retention are found in Appendix A.

The purpose of this report is to examine the preparation of students for college and their achievement in their first year in college. The first section of this report examines recent trends in high school completion in Illinois and in various standard measures of the preparation of high school students for college. The second section examines trends in freshman enrollment and achievement in Illinois. The final section draws conclusions and suggests issues for further study. A previous report on these topics, *Undergraduate Education: Access and Preparation*, was presented to the Board in March 1992. This report extends the previous analysis.

The information presented in this report is drawn from the individual public university and community college undergraduate education review reports that were submitted in summer 1993. Information is also drawn from the Board of Higher Education's Fall Enrollment Surveys, the public universities' High School Feedback System, state reports from the American College Testing program and the College Board, and State Board of Education data systems. Some comparative national data are also provided.

High School Completion and Student Preparation

This section examines recent trends in high school completion in Illinois and trends in various measures of student preparation for college, and describes the efforts by public universities and community colleges to improve student preparation. Among the measures of student preparation examined are trends in high school course-taking patterns and trends in college entrance examination scores and other standardized achievement tests.

High School Completion in Illinois

The undergraduate education applicant pool comes from two sources. The traditional pool comprises recent high school graduates who are typically between 17 and 19 years of age. A newer pool consists of older adults who, for various reasons, did not enter college immediately after high school graduation or who may have dropped out of high school and later earned a high school equivalency diploma through passage of the General Educational Development (GED) tests.

Table 1 shows the number of Illinois high school completers from 1985-86, the year the Board adopted the high school course requirements for college admission, through 1990-91. The table shows that the number of graduating high school seniors peaked in 1987-88 and that the number of high

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Table 1

TRENDS IN HIGH SCHOOL COMPLETION IN ILLINOIS

School Year	High School Graduation: Public Schools	High School Graduation: Nonpublic Schools	High School Graduation: Sub-total	High School Graduation: Annual Percent Change	GED Completion: Certificates Issued	GED Completion: Annual Percent Change	Grand Total	Annual Percent Change
1985–86	114,319	18,453	132,772	(2.4)%	15,997	—	148,769	—
1986–87	116,075	18,453 *	134,528	1.3	16,166	1.1 %	150,694	1.3 %
1987–88	119,090	18,575	137,665	2.3	14,803	(8.4)	152,468	1.2
1988–89	116,660	17,237	133,897	(2.7)	16,281	10.0	150,178	(1.5)
1989–90	108,119	15,645	123,764	(7.6)	15,127	(7.1)	138,891	(7.5)
1990–91	103,329	14,821	118,150	(4.5)	12,607	(16.7)	130,757	(5.9)
1985–86 to 1990–91 Change	(10,990)	(3,632)	(14,622)	(11.0)%	(3,390)	(21.2)%	(18,012)	(12.1)%

* Data not collected; 1985-86 used.

Sources: State Board of Education, *Educational Statistics* and *Education Daily*, June 25, 1992

school graduates declined by 11 percent over this six-year period. However, the decline in number of high school graduating seniors is projected to bottom out in 1994 and increase each year thereafter through the remainder of the century. Table 1 also shows the number of GED completion certificates issued in Illinois in each of these six years. While the number of GED completers fluctuated from year to year, there was an overall six-year decline of 21 percent. Although the number of GED completers declined, the *1992 Annual Statistical Report* published by the GED Testing Service indicated that an all-time high of 61 percent of GED candidates in 1992 planned further study.

Trends in High School Course-Taking Patterns

In adopting high school course requirements for public college and university admission, the Board of Higher Education believed that students could improve their chances of success in college by taking those high school courses that serve as the foundation for the general education curriculum. The Board also noted preliminary studies by the College Board that showed a positive correlation between the completion of a college-preparatory curriculum and scores on the SAT. In turn, colleges and universities found that higher scores on college entrance exams were correlated with successful completion of the freshman year which is mainly comprised of general education courses.

In their recent study of the *American High School Curriculum, 1945-1990*, David Angus (University of Michigan) and Jeffrey Mirel (Northern Illinois University) challenged conventional accounts of "sharp pendulum swings" in the high school curriculum, finding instead "a steady drop in the academic share of [high school] subject enrollments that begins in 1928 and continues unabated until at least 1961" (p. 11). Further, they found that the decline in academic enrollments "was not matched by increases in vocational enrollments," as most people have assumed, but rather by "increases in such 'personal development' courses as health, physical education, and driver's training" (p. 12). From 1960-61 through 1982, they found that science and math enrollments, in particular, showed a trend toward an increasingly "split level" education, with "increases in enrollments in the rigorous science and math courses...matched and even outpaced by increases in less intellectually challenging courses" (p. 23). For example, Table 7 in their report showed that 46.5 percent of high school enrollment in 1960-61 was in college-preparatory math courses and 17.4 percent in non-college-preparatory math. In 1978-82, the percentage of enrollment in college-preparatory math had increased to 49.8 percent and in non-college-preparatory math to 28.2 percent.

Since the current school reform movement began in the mid-1980s, Angus and Mirel concluded that "serious attention is being given to the old idea that all students should follow the same curriculum...and that to fail to require this is to deny equal educational opportunity" (p. 29). Supporters of this philosophy "assert forthrightly that some subjects are inherently more important than others" (p. 29). The six National Education Goals adopted by the nation's governors and President Bush in 1989 support this philosophy as do the Illinois *State Goals for Learning* promulgated by the State Board of Education in accordance with the School Reform Act of 1985 and the Board of Higher Education's high school course requirements for college admission, as well as the policies on preparation of the workforce.

In its July 1993 undergraduate education report, the University of Illinois at Urbana-Champaign, which has specified high school courses required for admission for many years, reported "a notable increase in the college-preparatory courses taken by entering students." The university reported that 96 percent of the fall 1992 freshmen had completed four years of English compared to 84.5 percent ten years earlier, 98.5 percent in fall 1992 completed three years of math compared to 95.2 percent in 1982, 98.3 percent completed two years of social studies compared to 88.6 percent, 98.7 percent completed two years of laboratory science compared to 92.9 percent, and 95.6 percent completed two years of a single foreign language compared to 89.6 percent in 1982. Similarly, the American College Testing (ACT) program reported that 45.5 percent of Illinois ACT test takers in 1993 completed a core college-preparatory curriculum of four or more years of English and three or more years each

of math, science, and social studies--a curriculum equivalent to the high school subjects required for admission to Illinois public colleges and universities in 1993--compared to only 19.8 percent of the Illinois ACT test takers in 1987. These changes in high school course patterns reported by both the University of Illinois at Urbana-Champaign and by the ACT suggest that the course requirements for college admission may be beginning to have an influence on high school students.

Trends in College Entrance Examination Scores

The two nationally recognized college entrance examinations are the ACT administered by the American College Testing program in Iowa City and the SAT developed for the College Board and administered by the Educational Testing Service in New Jersey. Both exams were developed to assist college admissions officers in comparing the academic achievement of applicants since course titles and grading standards differ from one high school to another. Because the exams were designed to permit comparison, scores on both exams are "norm-referenced" rather than "criterion-referenced," which means that the score indicates how well a test taker responded compared to all other test takers rather than whether the test taker meets (or exceeds) established learning standards. The ACT is more common in the Midwest, and the SAT more common in the East.

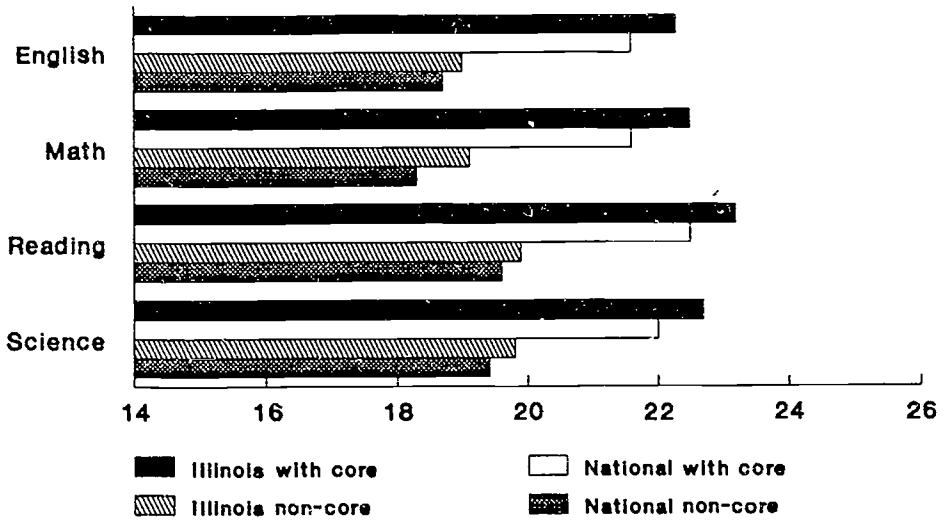
The ACT measures student achievement in English, mathematics, reading, and science reasoning, with a composite score based on the scores on these four subsections of the test. Scores are reported on a scale of 1 to 36, with 18 representing the arithmetic mean. In 1993, 78,718 Illinois students--approximately 70 percent of 1993 graduates--took the ACT, earning an average composite score of 21.0 compared to a national average composite score of 20.7. The average Illinois composite score has not changed significantly over the past five years.

Students' scores on the ACT subtests--and, hence, their composite scores--correlate highly and positively with the number of years of college-preparatory courses taken in high school. Figure A shows the mean scores on each of the four ACT subtests for Illinois students who completed the core curriculum compared to Illinois students who did not complete the core curriculum and compares Illinois mean scores to national averages. Students who completed the core scored, on average, three points higher on each of the subtests than did students who did not complete the core. For example, Illinois students who completed the core curriculum scored an average of 22.3 on the English subtest, while students who did not complete the core scored an average of 19.0. For each subtest, Illinois students scored higher, on average, than the national average, with the greatest differential seen in the mathematics subtest.

Figure B shows that the higher mean scores for students completing the core curriculum in high school holds true for each racial/ethnic group both in Illinois and nationally. White Illinois students who completed the core curriculum had a mean composite score of 23.4 compared to 20.7 for those who did not complete the core curriculum. Black Illinois students who completed the core had a mean composite score of 18.6 compared to 16.6 for those who did not. Although mean composite scores differed among racial/ethnic groups, in each group the mean score of students who completed the core curriculum exceeds both the mean score of those who did not and the test's arithmetic mean of 18.

While Figures A and B showed the scores of all Illinois ACT test takers in 1993, Table 2 shows the mean ACT composite score of first-time freshmen who actually enrolled in Illinois public universities in academic years 1991-92 and 1992-93. Table 2 contrasts the mean ACT composite score and high school percentile rank for first-time freshmen who completed the core curriculum in English, math, and science with those who did not. For each subject--English, math, and science--those freshmen who completed the number of years required for admission had higher ACT composite scores and higher high school percentile ranks than did those who did not complete these core requirements in high school. The data in Figures A and B and in Table 2 reaffirm the relationship between completion of a college-preparatory curriculum in high school and higher ACT scores.

Figure A
1993 ACT Mean Subscores



Illinois N = 78,718

Figure B
1993 ACT Composite Score by Race

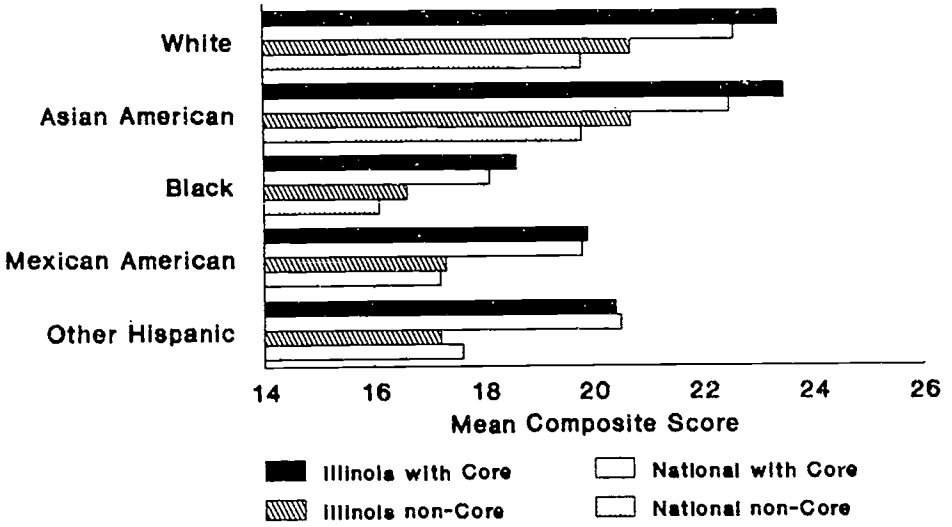


Table 2

MEAN ACT COMPOSITE SCORE AND HIGH SCHOOL PERCENTILE RANK OF FIRST–TIME FRESHMEN[1] BY HIGH SCHOOL COURSE PATTERNS

	Took 4 Years of High School English	Less Than 4 Years of High School English
ACT Composite Score	22.3	21.1
High School Percentile Rank	70.3	63.6

	Took 3 Years of High School Mathematics	Less Than 3 Years of High School Mathematics
ACT Composite Score	22.7	20.1
High School Percentile Rank	72.2	58.5

	Took 3 Years of High School Science	Less Than 3 Years of High School Science
ACT Composite Score	23.1	21.2
High School Percentile Rank	73.4	62.9

[1] Based on first–time freshmen enrolling at public universities in academic years 1991–92 and 1992–93.

Source: Public Universities' High School Feedback System

The College Board's SAT reports two scores for each student: a verbal score and a mathematics score, with each ranging from 200 to 800 and an arithmetic mean of 500. Only 17,212--approximately 15 percent--of the 1993 Illinois graduating seniors took the SAT at some time during high school. Figure C shows the mean SAT verbal and SAT math scores for Illinois students in selected years between 1981 and 1993. The mean SAT verbal score increased from 459 in 1981 to 475 in 1993, while the mean SAT math score increased from 508 in 1981 to 541 in 1993.

Illinois students who take the SAT differ significantly from both Illinois ACT test takers and from SAT test takers nationally. The majority of Illinois SAT test takers were high school juniors rather than seniors, were relatively affluent (family incomes of $50,000 or higher), and ranked in the top 20 percent of their high school graduating class, while fewer than half of the national test takers were in these categories. Given these differences, it is not surprising that the mean Illinois scores of 475 verbal and 541 math exceed the national means of 424 verbal and 478 math.

Figure C
Trends in Illinois SAT Scores, 1981-1993

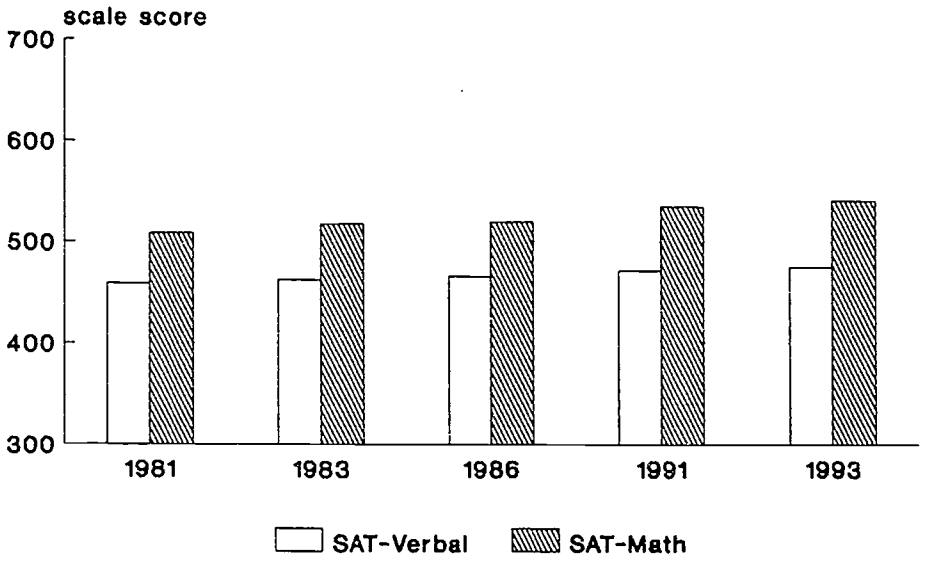
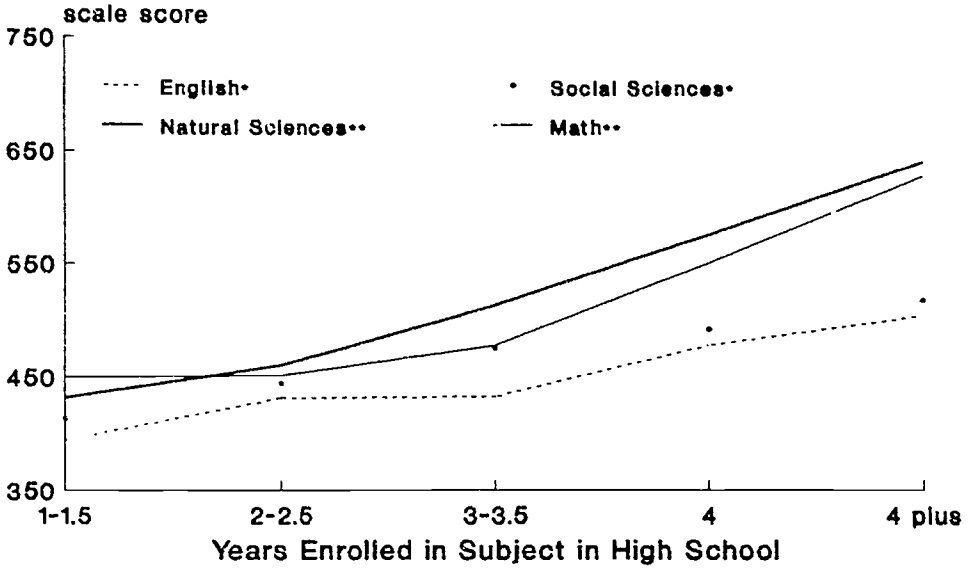


Figure D
1993 Illinois Mean SAT Scores by Subject



• SAT-Verbal ••SAT-Math
N = 17,212

Figure D shows that SAT scores, like ACT scores, are also highly correlated with the number of years particular subjects were studied in high school. For example, the mean SAT verbal score for Illinois students who completed less than two years of English in high school was 394 compared to the mean SAT verbal score of 504 for Illinois students who completed more than four years of high school English. Similarly, the mean SAT math score for Illinois students who completed less than two years of math in high school was 450 compared to the mean SAT math score of 627 for Illinois students who completed more than four years. In all, 97 percent of the Illinois test takers reported taking three years or more of English, 95 percent reported taking three years or more of math, 87 percent reported taking three or more years of science, and 82 percent reported taking three or more years of social sciences in high school.

Other Standardized Achievement Tests

In addition to the SAT, the College Board also offers standardized Achievement tests in 14 specific subjects, with scores reported on the same 200 to 800 scale. Since Achievement test scores are required for admission by only a few very selective colleges and universities nationally, students who take them tend to be particularly high academic achievers in high school. Table 3 shows the number of Illinois Achievement test takers and their mean scores in 1991 and 1993. In both years, students took an average of three tests each, usually the English composition test, one test in math, and one additional test. Table 3 shows that there was essentially no difference in mean scores between 1991 and 1993. What is noteworthy is the increase in the number of students who took the more advanced math test (Math II) and the significantly higher mean scores in both years on the Math II test compared to the Math I test. The higher mean scores in chemistry and physics compared to the mean scores in the more interpretive subjects of history and literature are also noteworthy.

The other national program that provides comparative information on the academic achievement of high school students is the Advanced Placement (AP) program, which is also administered by the College Board. The AP program makes available to high schools for advanced students a curriculum of 29 introductory college-level courses in 16 subjects and culminating standardized examinations. Exam scores are reported on a scale of 1 to 5, with many colleges and universities across the country--and internationally--granting either course credit or advanced standing in a subject to students scoring at level 3 or higher. Figure E presents graphically the tremendous growth in the number of Illinois students taking the AP tests, from slightly more than 6,000 in 1980 to 16,318 in 1992, an increase of 154 percent. In 1992, 379 Illinois high schools (slightly more than a third) offered one or more AP courses. In 1992, Illinois ranked 14th among the 50 states and the District of Columbia in the number of AP exams per 1,000 high school juniors and seniors, as shown in Figure F. At 101 exams per 1,000, Illinois slightly exceeds the national average of 98 exams per 1,000. Both Virginia (at 170 per 1,000) and Utah (at 211 per 1,000) require every high school or high school district to offer AP courses, while nine other states and the District of Columbia pay the testing fees for one or more AP exams.

Table 4 shows the number of Illinois students taking the 14 most frequently taken AP exams, their mean scores, and the percent earning qualifying scores of 3 through 5 in 1991 and 1992. Except for the mean score on the Physics B test, which increased from 2.90 to 3.22, changes in mean scores for the remaining 14 tests were small. As was seen also in the average scores on the Achievement tests (Table 3), the highest mean scores were in the more advanced Physics C and Calculus BC tests, while the lowest mean scores were in U.S. history and English language and composition.

Efforts to Improve Student Preparation

The Board's policies on improving undergraduate education indicate that colleges and universities should not only inform high schools of the progress and achievement of their recent graduates but also that this information should serve as the basis for establishing cooperative efforts between schools and colleges and universities to strengthen the preparation of high school students

Table 3

ILLINOIS ACHIEVEMENT TEST SCORES
1991 and 1993

	Number Tested		Mean Score	
	1991	1993	1991	1993
English Composition	3,036	2,915	569	567
Math II	1,689	1,746	706	704
Math I	1,373	1,231	585	590
Chemistry	732	766	617	614
American History	725	620	590	586
Biology	418	502	598	598
Physics	489	492	633	636
Spanish	541	445	567	565
Literature	401	438	571	574
French	442	284	560	562
European History	68	86	582	582
Latin	64	71	547	556
German	55	68	586	570
Modern Hebrew	11	28	458	668
Total Students Tested	3,275	3,163		
Total Tests Taken	10,044	9,692	599	601

Source: *Profile of SAT and Achievement Test Takers, Illinois Report*, 1991 and 1993

Table 4

ILLINOIS AP EXAMS, 1991 and 1992

	Number Tested		Mean Score		Percent Qualifying (Scores of 3,4, & 5)	
	1991	1992	1991	1992	1991	1992
U.S. History	4,130	4,331	2.89	2.97	58.5 %	61.8 %
English Literature & Composition	4,002	4,217	3.12	3.17	71.2	73.9
Calculus AB	3,066	3,393	3.05	3.13	68.8	69.4
Biology	1,561	1,862	3.24	3.22	69.6	67.9
English Language & Composition	1,466	1,624	2.92	2.95	62.3	63.6
European History	1,379	1,613	3.21	3.24	77.4	79.9
Chemistry	1,376	1,568	3.24	3.14	72.5	70.5
Calculus BC	1,336	1,405	3.64	3.60	82.3	80.9
Spanish Language	905	1,066	3.49	3.42	80.1	79.8
U.S. Government & Politics	644	659	3.24	3.15	78.3	74.5
Physics B	522	557	2.90	3.22	65.3	77.2
Physics C/Mechanics	488	568	3.77	3.76	86.1	87.0
Physics C/Electricity & Heat	411	502	3.69	3.62	79.6	77.7
French Language	501	495	2.94	3.04	64.3	66.5
Total Students Tested	15,010	16,318				
Total Tests Taken	24,290	26,634	3.14	3.18	69.5 %	71.1 %

Source: 1991 and 1992 *Advanced Placement Program: National and Illinois Summary Reports*

Figure E
Illinois Students Taking AP Tests

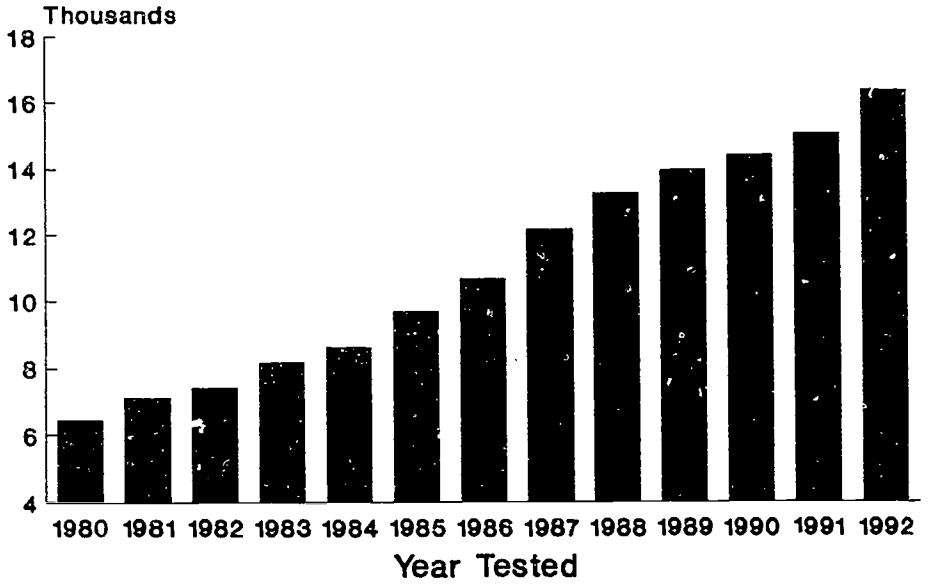
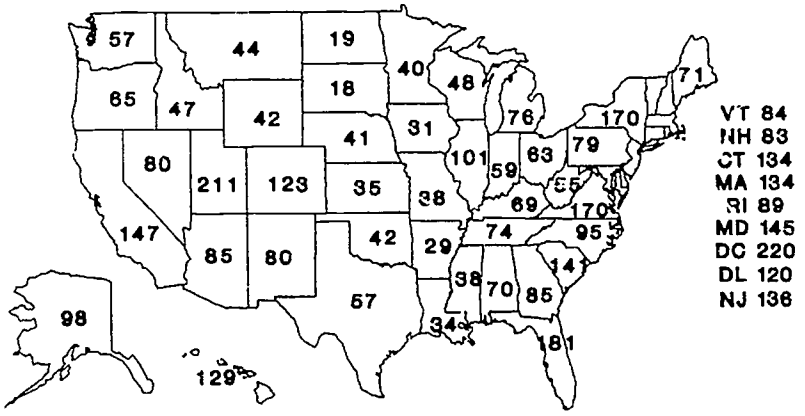


Figure F



Number of AP Exams Per 1000 Juniors and Seniors

National Average = 98

Source: The College Board

for college. As indicated in their undergraduate education review reports in summer 1993, Illinois public universities and community colleges have implemented a wide array of programs to reach out to elementary and secondary students and their families, on the one hand, and to work with elementary and secondary teachers and counselors, on the other.

All colleges and universities are involved in standard recruitment activities, including regularly scheduled visits to high schools to talk with counselors and prospective applicants and participation in more general college nights and career fairs. In addition, public universities and community colleges offer elementary and high school students a variety of activities that are of brief duration but repeated periodically. Among these are sponsored competitions, such as a creative writing competition, Future Farmers of America project judging, or the annual Junior Engineering Technical Society's design competition; science fairs, art fairs and exhibits, and open houses; observatory star-gazing "parties;" short courses to prepare for the ACT or SAT test; model United Nations programs; and band and choir contests and festivals.

Many colleges and universities also offer more comprehensive programs that require a longer commitment by both students and the institution. In general, these more comprehensive programs target a particular group. For example, both campuses of the University of Illinois, Southern Illinois University at Carbondale, Northern Illinois University, and Highland, Kankakee, and Triton community colleges, among others, receive funding from the federal Department of Education to operate Upward Bound programs, a year-round program designed to prepare low-income, first-generation students for college. Northern Illinois University, the University of Illinois at Chicago, the College of Lake County, and South Suburban College, among others, participate in the federally funded Educational Talent Search program that is designed to identify and encourage talented low-income, first-generation students to enter college.

Comparable on-campus summer programs for minority pre-college students are funded through Higher Education Cooperation Act (HECA) grants, including the Hispanic Mathematics-Science Education Initiative operated jointly by the University of Illinois at Chicago and Malcolm X College and the Percy Julian Program operated jointly by Eastern Illinois University and Lake Land College. HECA grants also fund academic year enrichment programs for pre-college minority students, such as the University Scholars program operated cooperatively by Northeastern Illinois and Roosevelt universities, Southern Illinois University at Edwardsville's Lansdowne Junior High School Mentoring program, and Harold Washington College's Real Men Program.

In addition, Western Illinois University operates the state's Job Training Partnership Act Youth on Campus program. Similar programs, such as the University of Illinois' Principals' Scholars program, Chicago State University's Chemistry Camp, and Illinois Eastern Community Colleges' STARS (Student Tutors Assisting Rural Students) program, combine institutional, local, and other external funding sources to help prepare students for college. More unique programs include the College of DuPage Kids on Campus After Hours activities program, the William Rainey Harper College football team's big brother program for elementary school boys, and Southeastern Illinois College's High School Summer Honors Program.

To prepare non-traditional and adult students for college work, all community colleges, as part of their mission, offer adult basic and secondary education programs, including General Educational Development test preparation and English as a second language instruction. In addition, depending upon local needs, community colleges provide adult literacy training, citizenship preparation classes, alternative high schools or early-school leavers programs for young high school drop outs, and on-site academic or vocational skills classes for local businesses and industries. The excerpts on the next page illustrate the range of public university and community college outreach programs to elementary and secondary students, schools, and adults in the community to better prepare potential students for college entry and success.

Examples of Outreach Activities

At **Prairie State College**, outreach to the community begins at the earliest level. The Family Literacy Institute provides cooperative programs with two elementary schools, two pre-kindergarten programs, and a community center. Most of the families served are low-income, minority families. Based on the belief that learning must be family based, parents and their children learn together. Over the past three years, the program has grown from 48 to 244 students.

The **Illinois State University**, Danville Public School System, and **Danville Area Community College** Partnership, if successful, will increase the number of minority graduates in the teaching profession. In fall 1991, the three partners identified Danville minority students seeking careers in teaching who intended to return to Danville to teach. Six students were admitted to the university in fall 1992: four from the high school and two from the community college. As of spring 1993, all six were still enrolled and in good academic standing.

To improve pre-college preparation of students interested in nursing, **Southern Illinois University at Edwardsville**'s School of Nursing's Project GAIN (Get Ahead In Nursing) established Future Nurses' Clubs in nine area high schools that serve minority and at-risk students. During the academic year, each club meets monthly, with specific programs focusing on health promotion, health maintenance, and disease prevention. A total of 257 students participate in the clubs. In addition, 40 students were selected to participate in the first Project GAIN Summer Nurse Camp, during which the students attend academic classes to improve their basic skills in reading, math, computer use, and algebra. Of the 40 camp participants in 1992, seven entered a university nursing program and four entered a community college nursing program, with all still enrolled. The program's strengths are the actual experiences and classes in nursing, involvement of parents, learning experiences in health care facilities, and leadership opportunities.

Kennedy-King College operates Benjamin E. Mays Academy, an alternative high school serving approximately 300 former high school dropouts. The Academy provides high school instruction enabling students to earn their diploma and pursue higher educational opportunities, qualify for military enlistment, or prepare to enter the job market. Capable students can enroll in college courses during their senior year.

In the Positive Alternatives Program, **Wilbur Wright College** works with the 14th and 15th Police District of the City of Chicago to help school-age minority youth succeed in school and avoid gangs and drugs. The program has become a model for Chicago's community policing efforts. To reach out to these students, classes are held in the local police stations and taught by volunteer police personnel. The college's major business outreach program is with Eli's Chicago Finest Cheesecake. In conjunction with Wright, Eli's created "Eli's University," an educational program to enhance skills of its employees. The program first offered on-site GED classes for employees who had not completed high school. Wright faculty taught the classes while Eli's provided work released time and volunteer tutors from among its corporate executives. The program has now evolved to teaching computer skills, statistical quality control, and management classes offered either on-site or at the college, depending on enrollment. In a recent visit, President Clinton cited the program for excellence.

The Pathways Program links **Olive-Harvey College** to local area high schools. Comprised of 15 high schools, Pathways focuses on recruiting graduating seniors. Through this program, college staff administer placement tests to seniors at each high school, provide orientations by financial aid, admissions, and counseling offices, and pre-register students, all within an environment familiar to the students--their high schools.

For the past four years, **Southern Illinois University at Carbondale's** Department of Foreign Languages and Literatures has led the "Academic Alliance" for area secondary and community college foreign languages teachers. The Alliance meets once per quarter at various locations throughout southern Illinois to discuss important issues related to the effective teaching of foreign languages. For example, a recent meeting involved a hands-on demonstration of newly-acquired hardware and software designed for foreign language instruction in the university's Language Media Center.

Besides working directly with pre-college students, public university faculties also provide in-service training courses and workshops for elementary and secondary teachers, interact with school personnel in placing and supervising student teachers and other education personnel, and work with schools in developing and implementing new curriculum materials and in conducting research on learning and teaching strategies. Although a few community colleges also offer in-service training for

teachers, community colleges reported more direct involvement with schools in articulating high school and college programs and courses. Tech Prep programs, in particular, are specifically designed to integrate and articulate academic and technical coursework in specific occupational areas beginning as early as ninth grade through receipt of the associate in applied science degree. Community colleges also host periodic meetings for high school and community college counselors and for faculty by discipline to discuss expectations and common practices. In addition, several community colleges offer summer school courses for area students whose high schools no longer provide this option.

College Admission and Freshman Performance

This section examines trends in freshman admission and achievement. First, the factors colleges and universities consider in making admission decisions are reviewed, and the high school course requirements for admission as of fall 1993 are summarized for all public colleges and universities. Then, trends in the number of first-time freshmen enrolled in Illinois institutions by sector are presented, and public institution efforts to orient, assess, and support freshman achievement are described. Finally, freshman achievement in public universities is analyzed.

Admission Requirements

For more than 20 years, colleges and universities have used multiple measures of prior student achievement to admit applicants. Common measures include: college entrance examination scores (ACT or SAT), high school grade point average, percentile rank in the graduating class, and narrative statements, such as an essay by the applicant and high school counselor or teacher recommendations. In combination, these measures have been used to predict the applicant's potential for success in the collegiate freshman year and, to the extent that it is known, in the applicant's chosen field of study. Continuing research has found that a combination of two or more of these measures is a valid and reliable predictor of freshman success. In addition, the combination for one applicant can be compared with the combination for other applicants to permit a fair ranking of applicants when there are more qualified applicants than available openings.

Reflecting a growing concern about the quality of high school preparation for college, in November 1985, the Board adopted a set of high school courses required for admission to public university baccalaureate programs and community college baccalaureate-transfer programs, in addition to any measures colleges and universities already used. As subsequently amended in Public Act 86-0954, these high school course requirements for admission became effective statewide with the freshmen entering public colleges and universities in fall 1993. The 15 units of high school courses required are: 4 years of English, emphasizing written and oral communication and literature; 3 years of social studies, emphasizing history and government; 3 years of mathematics, including introductory through advanced algebra, geometry, trigonometry, or fundamentals of computer programming; 3 years of laboratory science; and 2 years of electives selected from foreign language, music, vocational education, or art. However, Public Act 86-0954 permits institutions some flexibility in redistributing requirements among categories and also permits the admission of applicants who do not meet the requirements under specific circumstances. Tables B-1 and B-2 in Appendix B summarize the course requirements adopted by each public university and community college. The report, *Fall 1993 Admission Requirements for Public Universities and Community Colleges* (November 1992) provided additional detail on each institutions' freshman admission requirements for fall 1993 and after.

All public colleges and universities require students to satisfactorily complete four years of English in high school. Most also require three years of math, with many further stipulating that this three years should include both introductory and intermediate/advanced algebra and geometry. Both campuses of the University of Illinois and Southern Illinois University at Carbondale require a minimum of 3.5 years in math for admission to engineering and selected other programs. The University of Illinois at Urbana-Champaign also requires two years of a single foreign language in high

school, while several other colleges and universities stipulate that two years of a single foreign language must be completed if a student submits foreign language study within the 15 units required for admission. As described in the November 1992 report, each institution has established alternative methods by which students who did not complete the requirements in high school may demonstrate competence equivalent to the required high school units.

First-Time Freshman Enrollment

Table 5 shows the first-time freshman enrollment in Illinois colleges and universities by sector from fall 1986 through fall 1992. The table shows that first-time freshman enrollment first rose, peaked in fall 1988, and then fell through fall 1992, for an overall increase of less than one percent from fall 1986 to fall 1992. The fall 1988 peak corresponds to the high point in the number of recent high school graduates in 1987-88, as shown earlier in Table 2.

Table 5

TRENDS IN ILLINOIS FIRST-TIME COLLEGE FRESHMAN ENROLLMENTS

	1986	1987	1988	1989	1990	1991	1992	Percent Change
Public Community Colleges	39,637	40,243	43,450	44,763	45,514	45,093	43,540	9.8 %
Public Universities	25,990	26,029	25,055	24,512	24,086	22,747	22,141	(14.8)
Private Multi-Purpose	17,318	17,925	18,438	17,975	17,394	17,986	18,026	4.1
Limited Purpose & Proprietary	6,106	6,502	6,255	5,724	5,274	5,683	5,864	(4.0)
TOTAL	89,051	90,699	93,198	92,974	92,268	91,509	89,571	0.6 %

Source: IBHE Fall Enrollment Surveys

Trends in first-time freshman enrollment differ by sector. Between 1986 and 1992, first-time freshman enrollment in public universities declined by nearly 15 percent, or approximately 4,000 students, while first-time freshman enrollment at private multi-purpose institutions rose by 4 percent, or approximately 700 students. First-time freshman enrollment in community colleges increased by 10 percent, while first-time freshman enrollment in limited purpose and proprietary institutions declined by 4 percent. Public universities and private multi-purpose institutions draw high proportions of their undergraduates from among recent high school graduates, while community colleges, limited purpose, and proprietary institutions enroll higher proportions of older, non-traditional students. Although first-time freshman enrollment overall mirrors the changes in number of high school completers (graduate and GED), shifts among sectors suggest that factors other than simply the number of completers are influencing student access and college admission.

Freshman Orientation

For many students, entering college is a major life adjustment. To help students adjust to their new milieu and routine and to assure that entering students understand the institution's expectations for their academic achievement, as well as for their social behavior, most colleges and universities provide some form of orientation program for new students. Tables B-3 and B-4 in Appendix B describe the features of orientation programs at public universities and community colleges, respectively, while descriptions illustrating the variety of programs are provided on the next page.

Examples of Orientation Programs

Kishwaukee College enrolls a number of students with disabilities after their completion of high school. To assist students in making the transition from high school to college and to address the accommodations needed to increase their success, a college counselor meets with high school counselors and special education staff to facilitate the transition for each student. The counselor meets with parents and students to identify needed accommodations, orient students to college life and the campus' physical facilities, and provide academic advising. The counselor also informs faculty members of course accommodations that will be needed. These efforts have resulted in earlier identification of high school students with disabilities who plan to come to the college, fewer problems at the start of classes, and increased student access and success. The major difficulties are insufficient time to attend to the needs of increasing numbers of students and access to adaptive equipment.

Among the strengths of **Western Illinois University**'s new student orientation program are coordination of scheduling by a task force representing both academic affairs and student services; year-round programs to accommodate the needs of freshmen, transfers, and parents/guardians with a wide choice of dates; incorporating placement testing, academic advising, class schedule development, and registration into a single process; meaningful involvement of faculty, administrators, student leaders, and community members; and the inclusion of parents/guardians as vital parts of the process.

Kennedy-King College's New Student Program front-loads services to new students during their first two semesters in order to significantly raise their chances for successful transfer to four-year institutions, completion of a career program, and attainment of gainful employment. The program involves a broad-based assessment (including interest testing and career exploration), a structured link to a range of academic and personal support services, enrollment in Counseling 101, and on-going study skills classes.

Eastern Illinois University's Freshman Seminar is designed to develop student knowledge of the university's organization, traditions, and methods and provide a conceptual framework for engaging successfully in the university experience. Taught in sections of 25 students, this one-semester-hour course engages students in frank discussions of issues such as the classroom environment, study habits, time management, faculty expectations, roommate relations, financial resource management, recognizing and making difficult choices, etc. Each section is taught by a veteran faculty member who has volunteered for the assignment. Over 1,200 students have successfully completed this course since its inception in Fall semester 1990.

The most common format for orientation programs among public universities is to invite to campus small groups of admitted freshmen and their parents for one to two days in the summer. During their day or two on campus, the students participate in discussions and campus tours, take placement exams, meet with advisers to plan their academic programs, and pre-register for fall classes. Separate discussions and tours are scheduled for parents. Then, in the fall, most campuses schedule a series of social activities and events during the first week of class to orient students to campus life and student organizations. Six of the ten campuses that admit freshmen also offer a freshman seminar or course that further orients students to the mission and organization of the university, addresses salient campus life issues, and assists students in developing their study skills.

While some community colleges offer orientation programs in a similar format (e.g., William Rainey Harper College and Spoon River College), many community colleges combine a brief "basic information" orientation and placement testing into a single session, with academic advising, registration, and orientation to campus life and student organizations occurring as separate processes. Community colleges also often bring orientation, testing, and advising to the students either to high schools or to other off-campus sites, rather than requiring all students to come to campus. In addition, many community colleges tailor their orientation programs to address the specific needs of different student audiences, with different programs designed for full-time, often younger, day students compared with part-time, often older, evening students. Nearly half of the community colleges offer--as an option or a requirement--an orientation or "student success" course.

Examples of Summer Bridge Programs

The **University of Illinois at Chicago**'s Summer Bridge program serves about 100 primarily Latino and African-American students each summer. During the six-week program, students take regular math and English courses, as well as extensive academic skills courses. Longer and more intensive than the Orientation program, Summer Bridge enables the participants to become totally familiar with the campus and the many resources of the University, and it affords them the chance to get a head start on some of the basic courses they will need for a degree. Successful completion of the composition course leads to credit for English 160, the first required freshman writing course, and successful completion of the math component permits students to retake the math placement examination for possible placement in a more advanced math course. The academic skills courses teach students a wide variety of skills, including study skills, time-management skills, vocabulary development, test taking, note taking, and other aids that will contribute to a successful college experience. During the six weeks, students also learn to build their own networks and to form study groups. An employment component providing participants with on-campus jobs for four hours per day. To sustain these relationships, the program staff makes certain that these students are placed in the same course sections for the first semester.

Northeastern Illinois University's Summer Transition Program provides a bridge between high school and the university for academically at risk fall admits. This comprehensive eight-week program provides academic skill development and counseling in order to increase the students' chances for success. In summer 1992, 12 Asian, 30 black, 25 Hispanic, and 10 white students participated. Although the STP students had an ACT composite of 15.03, compared to 17.2 for all freshmen entering in fall 1992, as a result of the program, the STP students earned 5.6 credit hours with a 2.53 GPA compared to all entering freshmen who earned a 2.5 GPA in fall 1992. The strengths of the Summer Transition Program are a faculty and staff who demonstrate their commitment to and support of student development. The courses are taught following a tandem model wherein two instructors, one teaching in the content area and one teaching basic skills, collaborate closely in courses that complement one another. Student-faculty-staff bonding has resulted in an enhanced perception of the university.

At the **University of Illinois at Urbana-Champaign**, 50 students in the Transition Program each year are required to participate in a six-week, on-campus residential summer session prior to the fall semester of their freshman year. The summer program engages students in intensive coursework in mathematics, composition, and basic skills development, and participants are provided a variety of cultural enrichment activities, as well as orientation to university resources, support services, and campus living. Each Bridge participant must successfully complete all coursework with C or better before gaining admission for the fall semester. The Bridge experience offers students an invaluable opportunity to get a head start on their undergraduate education and to make important adjustments to the multiple demands of college life. Those students who have completed the Summer Bridge experience affectionately refer to it as "Boot Camp." While the demands are rigorous, each student learns the difference between "getting by" and "getting ahead." The Summer Bridge Experience is provided at no cost to the students, and each participant, except intercollegiate athletes, receives a modest weekly allowance.

The **University of Illinois at Urbana-Champaign**'s two-week Pre-calculus Summer Camp helps entering students improve their background in mathematics so it will not be necessary to enroll in algebra and trigonometry courses prior to taking calculus. The program begins with diagnostic tests that identify individual strengths and weaknesses in algebra and trigonometry. The results of the tests are important in planning the study program for each participant. Instruction is offered in small groups using both lecture and tutorial formats. Workbook-style text materials and tests are used to help the student and the instructional staff in assessing progress. The instructional setting is informal and flexible, and students are encouraged to ask questions and seek extra help when needed. Three exams are given during the camp and the instructors' evaluation of each students' progress determines fall course placement. Scheduled lectures and tutorial sessions occupy approximately six hours of each day, with individual tutoring available in the residence hall during the evening. In summer 1992, 72 students participated in the camp, after which 40 percent placed into beginning calculus and 40 percent gained a waiver of the first semester of calculus. Over the past several years, on average, over 70 percent of the camp participants have gained placement into beginning calculus or beyond. The total cost to the student for lodging, meals, text materials, and instruction for the camp is $320.

In addition to orientation programs for all new students, eight public universities and three community colleges offer one or more special transition programs during the summer between high school and college for at-risk freshmen. In general, summer bridge programs permit academically underprepared students to remediate deficiencies, begin critical freshman courses in math or English,

and become acclimated to the campus within a small, mutually supportive group. Descriptions of several summer bridge programs were provided on the previous page.

Entry Assessment and Remediation

The Board of Higher Education's policies on undergraduate education indicate that colleges and universities should identify the academic needs of all admitted students through institutionally established assessment programs. In addition, although the public community colleges have the primary responsibility for providing remedial programs in Illinois, the policies on undergraduate education affirm that all colleges and universities have an obligation to provide admitted students any remedial coursework or other academic support services needed "to maximize the opportunity for all students to succeed." All public universities and community colleges have adopted processes to assess the basic skills of reading, writing, and math of at least some portion of entering freshmen, and all public institutions provide some form of remedial or other support to help students succeed. Tables B-5 and B-6 in Appendix B present elements of the public university and community college basic skills assessment programs, respectively, including the types of tests used, results of testing, and remedial courses offered.

As Table B-5 shows, five public universities assess the skills of all entering students, freshmen and transfers, while two assess only freshmen and three assess only selected freshmen. All universities assess writing skills, nine of the ten assess math skills, and five assess reading skills. By far the most common method of assessing writing skills is to require students to write an essay. About half the universities assess math skills through institutionally developed tests and half through commercial standardized tests. Those who assess reading skills use either the Nelson-Denny Reading Comprehension Test or the Iowa Silent Reading Test. In addition, two universities assess listening skills, one university assesses speaking skills, and two universities assess students' knowledge in chemistry and in a foreign language for course placement when the student's selected major requires these subjects.

As Table B-6 shows, due to their much higher proportions of part-time students and due especially to the large number of students who plan to register for only one course, most community colleges assess only entering full-time students and any student who intends to register for an English or math course. The majority of community colleges adopted one of several commercial batteries of basic skills tests: the *ASSET* test series developed by ACT, the *Multiple Assessment and Placement Service (MAPS)* program developed for the College Board, or the new computerized placement testing service, *AccuPlacer*, also developed for the College Board. Twelve community colleges use an essay, either alone or in addition to other assessment, for placement in writing courses, and nine community colleges use the *Mathematics Placement Exam* developed by ACT in conjunction with the Illinois Mathematics Association of Community Colleges and the Illinois Section of the Mathematical Association of America.

Tables B-5 and B-6 also indicate the proportion of entering students placed into different levels of remedial courses as a result of each institution's entry assessment process. Within most public universities and community colleges, a higher proportion of the assessed entering students are placed into remedial math courses than are placed into remedial writing or reading courses. In part, the higher proportion of entering students requiring remediation in math may be a direct result of the high school course admission requirements that defined college-level math as beyond the second year of high school algebra. In addition, although the proportion of students placing into remedial courses differs widely from one institution to another, in general it appears that more students entering community colleges need remediation in one or more subjects than do entering public university freshmen.

Table 6 shows trends in the number of remedial credit hours generated at public community colleges, the state's primary providers of remediation, from fiscal year 1986 through fiscal year 1993. The table shows that the total number of remedial credit hours generated increased by 33 percent in this eight-year period. The highest growth was in remedial math credit hours at 57 percent, affirming that higher proportions of students enter community colleges underprepared in math. Part of this increase is due to a recent re-classification of both geometry and intermediate algebra as remedial math courses. In addition, studies have indicated that both math and writing skills deteriorate over time if not used regularly. With their higher proportion of adult students returning to school after an absence, many of whom may not have taken appropriate math courses in high school or may not have used their math skills in the interim, it is not surprising that a high proportion of entering community college students need remediation in math. Excerpts below from the 1993 undergraduate review reports describe the comprehensive reading program at Rock Valley College and illustrate the challenge community colleges face in serving large numbers of underprepared students.

All entering first-time students at **Rock Valley College** are assessed by two instruments: the *Nelson-Denny* for preliminary assessment and the *Degrees of Reading Power* for specific course placement. Students needing reading improvement place into one of three sequential course levels through which they progress before being allowed unrestricted registration. Each course is based on college-level course demands including text reading, notetaking, test application, and critical thinking strategies. The lowest level course uses a grade school world history text, the middle level course uses a high school psychology text, and the highest level course selects chapters from six to seven different texts currently used in college level courses. The reading teachers model a menu of study strategies that the students practice and apply to content material. In addition to performance-based instruction, the course enhances study behavior and commitment to goals; for example, time management is encouraged by a strict absence policy. Students who successfully complete the reading program are tracked into college-level courses and their grade point averages, pass/fail rates, and hours attempted/earned are compared to students who possessed adequate reading skills at entry. Seven years of data show that students entering with reading scores six grade levels below prepared students have competitive GPAs and pass rates after completing the reading program.

For **Lewis and Clark Community College**, a major challenge to institutional effectiveness is the underpreparedness of the majority of new learners who enter college without the basic skills needed for college-level work. Beginning spring 1993, the college piloted developmental writing, reading, and speech in one integrated course. It is hypothesized that new instructional strategies and a concentrated delivery of instruction will speed the rate of remediation, thus shortening the time that underprepared students spend in developmental courses. Methods for shortening the period of remediation in mathematics must also be found. However, services and developmental courses for at-risk, underprepared students are costly, and the rate of state funding for such courses is low. The college constantly seeks funds for student support services and to develop and implement innovations in instruction. Although the college has initiated several programs that have improved its responsiveness in the past few years, the challenge remains.

Student Support Services

In addition to providing remedial coursework, all public universities and community colleges also provide other academic support services to assist students to be successful in their academic work. Tables B-7 and B-8 in Appendix B list the types of programs and services offered by public universities and community colleges, respectively, beyond the standard services of academic advising, personal and career counseling, and student organizations that are offered by all colleges and universities.

The tables show that nearly all colleges and universities operate tutoring programs, often in a wide-range of subjects, and one or more open labs in which any enrolled student can receive assistance

Table 6

TRENDS IN REMEDIATION IN ILLINOIS PUBLIC COMMUNITY COLLEGES: CREDIT HOURS GENERATED BY SUBJECT AREA

	FY1986	FY1987	FY1988	FY1989	FY1990	FY1991	FY1992	FY1993	Percent Change
Reading	51,213	54,407	47,809	49,410	64,437	69,394	70,095	63,557	24.1 %
Writing	86,932	90,402	83,587	85,204	105,665	110,647	111,357	97,202	11.8
Mathematics	96,611	104,097	97,827	94,711	116,700	130,756	145,350	152,062	57.4
Total Remedial Credit Hours	234,756	248,906	229,223	229,325	286,802	310,797	326,802	312,821	33.3 %
Full-time Equivalent Students	7,825	8,297	7,641	7,644	9,560	10,360	10,893	10,427	33.2

Source: Illinois Community College Board Unit Cost Studies

in reading, writing, or math. Among public universities, these services tend to be decentralized and separate; that is, the math department operates the math lab, the English department the writing skills center, and individual colleges or departments provide tutoring services. Among community colleges, these services are often centralized within a single facility. In both community colleges and universities, assistance is provided by both professionals and by supervised and trained students who serve as "peer tutors." In many institutions, computer-aided instruction is also available. A recent innovation is to provide students support by targeting "high risk" courses (e.g., calculus, accounting, and beginning science and engineering courses) rather than "at risk" students for assistance. Support is then provided through either scheduled supplemental instruction or formalized study groups.

Although colleges and universities are making tutoring and open labs available to students, have initiated supplemental instruction programs, and organize class or subject study groups, many students who could benefit from these services fail to take advantage of the opportunity. To further assist in identifying students who need additional assistance, several colleges and universities have established formal Early Warning Systems. The description below illustrates how such systems work.

Example of an Early Warning System

Harry S Truman College's Early Warning System provides students with advanced notice of six "red flag" indicators of potentially poor academic performance: attendance, class participation, assignments, quiz results, lab performance, and language proficiency. Students are sent instructor evaluations in the 6th or 7th week of class: two weeks before mid-term examinations. In addition to listing the student's classes and the potential problem(s), the letter directs the student to the Special Needs Office where trained staff are prepared to provide assistance. The process is repeated again in the 12th week in order to notify students of potentially poor academic performance prior to final exams. Students are tracked to determine if they respond to the letter(s), take advantage of prescribed student support systems, and receive passing grades. During the past year, 34 percent of the students received warning letters in February 1993. By the second pass in March, the percentage of students receiving letters declined to 23 percent. Final grades for all course completers who had received warning letters reveal that 77 percent passed their courses, with 54 percent earning grades of C or above. Of those who failed, fully 20 percent did not take advantage of the system, neither contacting the Special Needs Office nor using the support services. These preliminary results indicate that, when "at-risk" students take advantage of the college's extensive array of supplemental support services, they can achieve academic success.

A number of colleges and universities also provide specialized support services for different student clienteles. For example, Proyecto Pa'Lante at Northeastern Illinois University, the Latino Service Center at Olive-Harvey College, and the Bilingual Assistance Center at Harry S Truman College provide special support services for Spanish-speaking students. University Resources for Women at Northern Illinois University and the Women's Resource Center at Richard J. Daley College provide special services for older women returning to college, and the Center for Students with Disabilities at William Rainey Harper College provides assistive services to students with disabilities. The colleges of engineering at both campuses of Southern Illinois University and at the University of Illinois at Chicago provide special academic support services for minority students enrolled in engineering.

Examples of the variety of student support programs offered by public universities and community colleges are provided on the next page. As several of the examples illustrate, many support programs are designed to assist students in adjusting to the rigors of academic work during the critical freshman year.

Illinois State University's Supplemental Instruction (SI) program aids the retention of at-risk students by targeting high-risk courses. The program employs students who have done well in a particular course as an SI leader for that course. To qualify as an SI leader, a student must have received an A or B in the targeted course taken from the instructor teaching the targeted section and must have an overall GPA of 3.0 or better on a 4.0 scale. SI leaders attend class, take notes, and read all materials. Leaders then hold out-of-class meetings three times per week. In SI sessions, leaders do not reteach the material, but rather review notes and concepts as they would in their own studying, organizing ideas for ease of comprehension. With the participants, they work out quizzes of the sort they would give themselves before a test and discuss ways to prepare for an exam. Thus, SI leaders model the behavior of a successful student in the subject for students currently enrolled in the course.

At the **University of Illinois at Chicago**, supplemental instruction is the Minority Engineering Recruitment and Retention Program's most crucial retention effort, with sessions offered throughout the year in mathematics, physics, chemistry, and in some engineering courses that have high rates of attrition. During SI sessions, students work together and assist each other to master course concepts. The SI strategy of concentrating on the crucial first two years has been successful. Students who regularly attend SI classes have earned GPAs significantly higher (0.94 for fall 1991) than those not attending. Of the 120 students currently on some form of probation, 85 took classes where SI was offered, but only four attended in a regular fashion and only 12 with some consistency.

Southern Illinois University at Edwardsville's School of Business operates a tutoring program and organizes student study groups. The major strengths of the tutoring program are the number and flexibility in hours, the breadth and depth of courses for which tutors are trained, and the familiarity of the tutors with classroom material. The principal weaknesses are turnover among tutors, most of whom are seniors, and convincing those who could benefit to seek help. In spite of efforts by instructors, the school has difficulty getting those who are earning grades below C to use the services and to do so early in the term before problems have accumulated—it is difficult to help a D-average student who sees a tutor a day or two before the final examination. The principal strength of the study groups are the mutual support and learning that takes place. Groups tend to persist beyond their original purpose and to include material beyond the focus course. An important outcome is the increase in student enthusiasm and persistence, resulting in a measurable improvement in student performance for participants compared with non-participants. Nevertheless, the students most in need of support are the least likely to participate.

Northeastern Illinois University's Writing Lab is staffed by a full-time director, two full-time tutors, and 14 trained part-time graduate assistants. Tutoring is available to any student who wants help with writing. Individual sessions (1,666) were scheduled for 311 students in the 1992-93 academic year. Non-native speakers of English represent 62 percent of the students served. Of the 52 students who were recommended for tutoring after failing the English Competence Exam, 91 percent passed the next time they took the test. A full-time tutor is available to serve evening students, and the Lab installed a FAX machine which allows the staff to hold phone conferences with students who cannot come to the lab.

The strengths of **Black Hawk College**'s tutoring and skill labs lie in the screening and training of the tutors and the accessibility of the services. Tutors must earn at least a B or better in their courses, be recommended by their instructor, pass the screening interview with the coordinator and complete a two-day training session, accredited by the College Reading and Learning Association. All tutors go through this rigorous screening and training whether the tutor works one-on-one with a long-term client or with walk-ins in the skills labs. Writing lab tutors also receive additional training in composition skills.

Western Illinois University's Community Connection Program establishes connections between African American students and African American families in the community in order to enlarge the number of minority resource persons and supplement the efforts of campus personnel at a predominantly white institution. Families serve as hosts, friends, and mentors for students; students, in turn, serve as friends and role models for minority children in Macomb. Although the program was designed to serve university students, its value as an early outreach partnership with young minority students is equally important.

Public University Freshman Performance

As a result of the Board's policies on improving undergraduate education, the ten public universities that admit freshmen designed and implemented a system for reporting to high schools the freshman achievement of their recent high school graduates. This High School Feedback System includes the ACT composite score, high school percentile rank, and the self-reported number of years of English, math, and science completed in high school for each entering freshman, as well as each freshman's English, math, and science course placement and grades earned in these subjects during the freshman year.

Table 7 shows the college course placement level in English, math, and science for public university freshmen in academic years 1991-92 and 1992-93 who completed the required number of years in each subject in high school compared to those who did not. The table shows that those who did not complete the required number of years were more likely to place into a remedial course in the subject and were less likely to place into advanced courses in the subject than were those freshmen who completed the core in high school. In addition, a higher proportion of freshmen who did not complete three years of math and a higher proportion of those who did not complete three years of science in high school did not register for math or science their freshman year, suggesting they may be avoiding taking courses in these subjects.

Table 8 compares freshman achievement as measured by course completion and grades earned in English, math, and science courses by whether or not a student completed the required number of years of the subject in high school. The table shows that those freshmen who completed the required number of years in high school were more likely to satisfactorily complete their first course in the subject and were especially more likely to earn As and Bs in it than were students who did not complete the required number of years in high school.

A small percentage of freshmen were included in Table 8 as having earned a grade of "satisfactory/other" who had been included in Table 7 as "not enrolled" in the subject, as the footnotes to Table 8 indicate. These students, who had completed the required number of courses in high school, received "satisfactory completion" credit from the university for an English, math, or science course through competency testing or other means without having to enroll in the course at the university.

Tables B-9, B-10, and B-11 in Appendix B provide greater detail on the relationship among high school course patterns, level of college freshman course enrollment, and grades earned in English, math, and science, respectively. These more detailed tables also show that higher proportions of those first-time freshmen who completed the required number of years of English, math, and science in high school not only completed each level of freshman course taken in these subjects satisfactorily but also that higher proportions earned As and Bs in them than did first-time freshmen who had not completed the required number of courses in high school.

Conclusions

This report has examined statewide data and information provided by public universities and community colleges in their 1993 undergraduate education review reports on student access to and preparation for college, a transition point addressed in the Board of Higher Education's policies on admission and on improving undergraduate education. Underlying both the admission and the undergraduate education policies is the belief that in order to improve the quality of undergraduate education colleges and universities should: 1) establish high expectations or standards for student learning at entry to, during, and at graduation from college, 2) clearly articulate these expectations to students, parents, and the public, 3) assist students in reaching these standards, and 4) establish processes for monitoring student progress in achieving them and for reviewing and revising expectations and services as needed. Table 9 presents in matrix form illustrative college and university

Table 7

ILLINOIS PUBLIC UNIVERSITY FIRST–TIME FRESHMAN[1] COURSE ENROLLMENT LEVEL BY HIGH SCHOOL COURSE PATTERNS

	Took 4 Years of High School English		Less Than 4 Years of High School English	
Course Level	N	%	N	%
Remedial	2,079	6.0	388	9.4
Freshman	28,205	81.4	3,249	78.7
Advanced	1,310	3.8	120	2.9
Not Enrolled	3,053	8.8	370	9.0
Total	34,647	100.0 %	4,127	100.0 %

	Took 3 Years of High School Mathematics		Less Than 3 Years of High School Mathematics	
	N	%	N	%
Remedial	4,531	14.0	1,120	25.1
Freshman	17,723	54.7	1,971	44.1
Advanced	4,933	15.2	271	6.1
Not Enrolled	5,239	16.2	1,109	24.8
Total	32,426	100.0 %	4,471	100.0 %

	Took 3 Years of High School Science		Less Than 3 Years of High School Science	
	N	%	N	%
Freshman	17,871	72.3	5,735	68.7
Advanced	1,225	5.0	522	6.3
Not Enrolled	5,623	22.7	2,093	25.1
Total	24,719	100.0 %	8,350	100.0 %

[1] Based on first–time freshmen enrolling at public universities in academic years 1991–92 and 1992–93.

Source: Public Universities' High School Feedback System

Table 8

ILLINOIS PUBLIC UNIVERSITY FIRST–TIME FRESHMAN[1] ACHIEVEMENT IN ENGLISH, MATHEMATICS, AND SCIENCE BY HIGH SCHOOL COURSE PATTERNS

	Took 4 Years of High School English		Less Than 4 Years of High School English	
Course Grade	N	%	N	%
A or B	19,412	56.0	1,774	43.0
Satisfactory/Other	10,760 [2]	31.1	1,595	38.6
Unsatisfactory	2,048	5.9	388	9.4
Not Enrolled	2,427	7.0	370	9.0
Total	34,647	100.0 %	4,127	100.0 %

	Took 3 Years of High School Mathematics		Less Than 3 Years of High School Mathematics	
	N	%	N	%
A or B	10,352	31.9	837	18.7
Satisfactory/Other	11,964 [3]	36.9	1,729	38.7
Unsatisfactory	5,498	17.0	796	17.8
Not Enrolled	4,612	14.2	1,109	24.8
Total	32,426	100.0 %	4,471	100.0 %

	Took 3 Years of High School Science		Less Than 3 Years of High School Science	
	N	%	N	%
A or B	8,032	32.5	1,983	23.7
Satisfactory/Other	8,579 [4]	34.7	2,837	34.0
Unsatisfactory	3,495	14.1	1,437	17.2
Not Enrolled	4,613	18.7	2,093	25.1
Total	24,719	100.0 %	8,350	100.0 %

[1] Based on first–time freshmen enrolling at public universities in academic years 1991–92 and 1992–93.

[2] Includes 626 students who did not enroll for an English course but received a grade of "other".

[3] Includes 627 students who did not enroll for a mathematics course but received a grade of "other".

[4] Includes 1,010 students who did not enroll for a science course but received a grade of "other".

Source: Public Universities' High School Feedback System

Table 9

EFFORTS TO IMPROVE THE QUALITY OF UNDERGRADUATE EDUCATION

	Before Entry	During the Undergraduate Experience	At Graduation
Establish Standards and Expectations	Institution and program admission requirements	Evaluation methods and grading standards in general education and major courses Institutional policies on Satisfactory Student Progress	Graduation requirements in: • General education • Baccalaureate–level skills • Program major • Minimum credits, grade point averag and residency
Publicize Standards and Expectations	*Learning Outcomes for College–Bound Students* Dissemination of public university and community college Fall 1993 admission requirements to high school principals College and university catalogs, admission brochures, and application forms College and university admission counselors working with high school counselors College Nights and College Fairs	New–student orientation programs Academic advising Course syllabi	College and university catalogs and academic program brochures
Assist Students and Schools in Meeting Standards	School–College Partnerships Early outreach programs for at–risk and advanced students Summer bridge or transition programs Teacher preparation and in–service training High School Feedback System reports	Academic advising Honors Programs Provide guidance or assistance through: • Skills labs and tutoring programs • Mentoring programs • Supplemental sections in gate courses • Workshops on study skills, note and test taking, and time management • Career exploration and planning	Degree requirements audits for graduati
Assess and Monitor Student and Institution Performance	Admission: Combination of high school grade point average, percentile class rank, entrance exam scores (ACT/SAT), narrative evaluations (student essay and teacher/school recommendations), and courses satisfactorily completed in high school English, math, science, social studies, and other areas to predict success in freshman year Course placement: Assess basic skills in reading, writing, and math to determine appropriate course registration High School Feedback System	Assess achievement of baccalaureate skills and of objectives for general education Monitor grades and grade distributions Monitor student retention Reviews of academic programs (majors) Reviews of undergraduate education Course and instructor evaluations by students	Assess achievement of baccalaureate skills and of objectives for general education and in the major Monitor student retention to graduation and time to degree completion Follow–up studies of employment, further education, and satisfaction of graduates one, five, and ten years after graduation

actions to improve the quality of undergraduate education in these four areas at three times during the undergraduate experience. The information on student preparation for college and freshman achievement in college presented in this report supports continuing this four-part course of action.

First, the data presented on the relationship between completion of a core college-preparatory curriculum in high school and scores on college entrance examinations and on the relationship between completion of a core college-preparatory curriculum and achievement in freshman English, math, and science courses reinforce the Board of Higher Education's policy establishing high school course requirements for college admission. Specific findings include:

- In 1993, as in previous years, students who completed the required units of a subject in high school scored, on average, three points higher on the ACT subtest in the subject. In addition, the average ACT composite score for students in each racial/ethnic group who completed the core college-preparatory curriculum exceeded the average score of those who did not.

- Information from several sources suggests that more Illinois high school students are completing a core college-preparatory curriculum now than did so six or more years ago.

- Public university first-time freshmen who completed the required high school courses in English, math, and science were more likely to be placed into advanced courses in the subject in their freshman year and were more likely to complete their freshman courses with As and Bs than were first-time freshmen who did not complete the required courses in high school.

Second, the information presented also points out the need for further efforts to communicate expectations to prospective college students and to work with teachers, counselors, parents, and community groups to improve student preparation, actions that were recommended in the Board's policies on undergraduate education. At the state level, the Board's staff should continue to work with the State Board of Education staff and with colleges and universities to clarify differences between the learning outcomes necessary for high school graduation and the level of knowledge and skills expected of students for college admission. While the admission requirements initially state the number of units (or years) of a subject students are expected to complete in high school, each requirement also indicates the content knowledge and skills expected. The specific requirements adopted by individual colleges and universities describe these expectations in even greater detail. Although a Joint Task Force of college and university admissions officers and registrars and high school administrators was established last fall to begin to address this issue, additional efforts are needed.

The contrast between the high average scores of a few Illinois students on the Achievement and AP exams in advanced math, on the one hand, and the high proportion of entering college students whose assessment scores place them into remedial math, on the other, suggests also that the elementary and secondary mathematics curriculum and instruction need to be strengthened. The National Council of Teachers of Mathematics' *Curriculum and Evaluation Standards for School Mathematics* and *Professional Standards for Teaching Mathematics* should be implemented statewide to assure that all students understand fundamental math concepts and can apply them in solving problems. Better coordination is also needed at both the state level and between colleges and schools in articulating course content and learning expectations in the establishment of tech-prep programs and in providing teacher in-service training programs, especially in math.

The sheer number and variety of college and university outreach efforts suggests that institutions may need to examine these efforts to assure that they are coordinated facets of a comprehensive system designed to improve the academic achievement of entering students from differing groups to equally high standards and that, together, they are cost-effective in accomplishing this goal.

Third, the public university and community college undergraduate education review reports described various ways in which new students are oriented to the institution's academic expectations and standards, as well as a variety of programs for assisting students to adjust to college-level expectations and to achieve academic success especially in the freshman year. Many of these programs have operated for many years, while others--such as supplemental instruction and organized study groups--are recent innovations that hold promise for meeting the needs of more students more cost effectively. Although preliminary institutional program evaluations suggest they may be effective in the long term, too many students who could benefit do not make use of the services available. Better methods are needed to motivate students to invest time and energy in their education.

Fourth, the public universities' High School Feedback System, created in response to the Board's policies on improving undergraduate education, has become a valuable tool for both the universities and the Board in analyzing trends in high school preparation and college freshman performance over time for program reviews. The usefulness of the individual reports to the high schools in improving their college-preparatory programs would be enhanced by incorporating the information into the schools' quality review and improvement plans.

Finally, the information presented in this report indicates that the Board of Higher Education's policies on admission and the specific policies on student preparation, access, and retention within the policies on improving undergraduate education are still appropriate in providing a framework for improving student preparation for and access to higher education. At the same time, however, further cooperation between the Board of Higher Education and the State Board of Education, at the state level, and between schools and colleges and universities is needed to continue to improve the preparation of Illinois students for college entrance and success.

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APPENDIX A

BOARD OF HIGHER EDUCATION
ADMISSION REQUIREMENTS
(Text of Public Act 86-0954)

Commencing in the fall of 1993, no new student shall then or thereafter be admitted to instruction in any of the departments or colleges of [the university] unless such student also has satisfactorily completed:

a. at least 15 units of high school coursework from the following 5 categories: 4 years of English (emphasizing written and oral communications and literature); 3 years of social studies (emphasizing history and government); 3 years of mathematics (introductory through advanced algebra, geometry, trigonometry, or fundamentals of computer programming); 3 years of science (laboratory sciences); and 2 years of electives in foreign language, music, vocational education, or art;

b. except that institutions may admit individual applicants if the institution determines through assessment or through evaluation based on learning outcomes of coursework taken, including vocational education courses, that the applicant demonstrates knowledge and skills substantially equivalent to the knowledge and skills expected to be acquired in the high school courses required for admission. Institutions may also admit 1) applicants who did not have an opportunity to complete the minimum college-preparatory curriculum in high school and 2) educationally disadvantaged applicants who are admitted to the formal organized special assistance programs that are tailored to the needs of such students, providing that in either case, the institution incorporates in the applicant's baccalaureate curriculum courses or other academic activities that compensate for course deficiencies; and

c. except that up to 3 of the 15 units of coursework required by paragraph (a) of this subsection may be distributed by deducting no more than one unit each from the categories of social studies, mathematics, sciences, and electives and completing those 3 units in any of the 5 categories of coursework described in paragraph (a).

BOARD OF HIGHER EDUCATION
POLICIES ON STUDENT PREPARATION, ACCESS, AND RETENTION
Adopted September 1990

Colleges and universities shall assist in improving the preparation of students by informing potential students, parents, and schools of expectations for adequate academic preparation and by assisting schools in strengthening the preparation of high school students.

Each college and university shall establish specific criteria for admission to baccalaureate and baccalaureate-transfer programs of applicants who do not meet the institution's requirements for regular admission.

In the development of policies and procedures for admission of students who do not meet their requirements for regular admission, colleges and universities should provide opportunities to applicants who did not have an opportunity to complete a college-preparatory curriculum in high school and to educationally disadvantaged applicants who are admitted to formally organized special assistance programs tailored to meeting their needs.

Colleges and universities should assure that the academic, social, and financial support services needed to maximize the opportunity for all students to succeed are provided throughout the college experience and should assure that students receive regular academic advising.

Colleges and universities should treat participants in intercollegiate athletics similarly to other undergraduate students. Intercollegiate athletes should be recruited and admitted to academic programs in which they can be expected to succeed and should have regular access to classroom instruction, advising, academic services, and student life programs. Their academic progress and graduation pace and rate should be comparable to that of other undergraduates in the same academic programs. Colleges and universities should make available to students being recruited for athletic participation information on the progress, retention, and completion of cohorts of student athletes.

Colleges and universities should assure that the academic needs of all admitted students are identified through institutionally established assessment programs. Although community colleges should continue to play a leading role in remedial education, all colleges and universities should provide admitted students needed remedial coursework as identified through the institutional assessment process. Universities are encouraged to establish cooperative arrangements with community colleges to provide remedial coursework to university students with deficiencies in writing, reading, and mathematical skills.

Remediation at the postsecondary level is coursework that is designed to correct skills deficiencies in writing, reading, and mathematics that are essential for college study. No credit toward degree completion shall be granted for remedial coursework.

Colleges and universities should provide recognition and development programs for faculty members involved in remedial programs and academic support services and should encourage the application of new technologies and research in learning and skill development that enhance work in these areas.

The statewide system for providing high schools information on the academic progress of undergraduate students shall be continued by the Illinois Board of Higher Education in cooperation with colleges and universities. This information system will be used to inform high schools of the progress and achievement of recent high school graduates in college and will provide the basis for cooperative efforts between schools and colleges and universities to strengthen the preparation of students.

APPENDIX B

DETAILED TABLES

Table B-1

HIGH SCHOOL COURSES REQUIRED FOR PUBLIC UNIVERSITY FRESHMAN ADMISSION, FALL 1993

	English	Mathematics	Social Studies	Laboratory Science	Other	Electives & Redistribution[1]	Total Units
Chicago State University	4	3	3	3		2	15
Eastern Illinois University	4	3	3 Including 1 year of U.S. History or government	3		2	15
Northeastern Illinois University	4	3	3	3		2	15
Western Illinois University	4	3	3	3		2	15
Illinois State University	4	3 Algebra I, geometry, and algebra II/trigonometry	2	2 Selected from biology, chemistry, & physics	2 Single foreign language OR fine arts	2	15
Northern Illinois University	4	2 Introductory algebra & plane geometry or advanced algebra	2 Including 1 year of U.S. History or U.S. History/Government combination	2	1 Foreign language, art, or music	4	15
Southern Illinois University at Carbondale	4	3 (3.5 for engineering programs)	3	3		2	15 (15.5)
Southern Illinois University at Edwardsville	4	3 Introductory algebra, geometry, half year of advanced algebra & half year of advanced math or fundamentals of computer programming	3 Including 2 years of history and/or government	3 One year biology, one year chemistry, and one year from earth science, physics, biology, or chemistry		2	15
University of Illinois at Chicago							
Pattern 1	4	2 Algebra and geometry	2 Including 1 year of American History	2	2	4	16
Pattern 2	4	3.5 Algebra (2 years), geometry, and half year trigonometry	2 Including 1 year of American History	2	2	2.5	16
University of Illinois at Urbana-Champaign	4	3 Algebra, geometry, advanced algebra, trigonometry (3.5 for commerce/business administration, engineering, science, and architecture curricula)	2 History and government preferred	2	2 Single foreign language	2	15 (15.5)

Note: Modifiers are listed only if substantially different from those in Public Act 86-0954.

[1] Redistribution refers to the clause in Public Act 86-0954 that permits subtraction of one unit from math, science, social studies, or electives and adding to another of these categories.

Source: Public University Undergraduate Education Review Reports, July 1993

Table B-2

HIGH SCHOOL COURSES REQUIRED FOR ADMISSION TO PUBLIC COMMUNITY COLLEGE AA AND AS DEGREE PROGRAMS, FALL 1993

	English	Mathematics	Social Studies	Science	Electives	Redistribution	Total Units
Belleville Area College	4	2 Geometry plus one year beyond	3	3	1	2	15
Black Hawk College	4	3	3	3	2		15
City Colleges of Chicago							
Richard J. Daley College	4	3	3	3	2		15
Kennedy–King College	4	3	3	3	2		15
Malcolm X College	4	3	3	3	2		15
Olive–Harvey College	4	3	3	3	2		15
Harry S Truman College	4	3	3	3	2		15
Harold Washington College	4	3	3	3	2		15
Wilbur Wright College	4	3	3	3	2		15
Danville Area Comm. College	4	3	2	2	2	2	15
College of DuPage	4	3	3	3	2		15
Elgin Community College	4	3 Geometry, intermediate algebra, & other advanced math or structured programming language	3	3	2		15
Wm Rainey Harper College	4	2	2	2	1	4	15
Heartland Community College	4	3	3	3	2		15
Highland Community College	4	3	2	2	4		15
Illinois Central College	4	3 Algebra I, geometry, & algebra II/trig	2	2	2 Single foreign language or fine arts	2	15
Illinois Eastern Comm. Colleges							
Frontier Comm. College	4	3	3	3	2		15
Lincoln Trail College	4	3	3	3	2		15
Olney Central College	4	3	3	3	2		15
Wabash Valley College	4	3	3	3	2		15
Illinois Valley Comm. College	4	3	2	2	2	2	15
Joliet Junior College	4	3	3	3	2		15
Kankakee Community College	4	3	2	2	2	2	15
Kaskasia College	4	3	3	3	2		15
Kishwaukee College	4	2	2	2	2	3	15
College of Lake County	4	3	3	3	2		15
Lake Land College	4	3	3	3	2		15
Lewis & Clark Comm. College	4	3 Algebra, geometry, advanced algebra	3	3	2		15
Lincoln Land Comm. College	4	3	3	3	2		15
John A. Logan College	4	3	3	3	2		15
McHenry County College	4	3	3	3	2		15
Moraine Valley Comm. College	4	2	2 Including 1 year U.S. History or U.S. History/Government	2	2	3	15
Morton College	4	2	2	2	2	3	15
Oakton Community College	4	3	3	3	2		15
Parkland College	4	3 Algebra I, geometry, & algebra II	2 History and/or government	2	2	2	15
Prairie State College	4	3 Algebra I & II, geometry, & trig	2 History and government	2	2	2	15
Rend Lake College	4	3	3	3	2		15
Richland Comm. College	4	3	3	3	2		15
Rock Valley Community College	4	3 Algebra I & II, geometry, & trig	2 History and government	2	2	2	15
Carl Sandburg College	4	3 Algebra I, geometry, & algebra II	2 History and/or government	2	2	2	15
Sauk Valley Community College	4	3 Algebra I, geometry, & algebra II/trig	2	2	1	3	15
Shawnee Community College	4	3	3	3	2		15
South Suburban College	4	3 One year geometry and two from Algebra I, Algebra II, and computer programming	2	2	2	2	15
Southeastern Illinois College	4	3	3	3	2		15
Spoon River College	4	3 Algebra I and beyond	3 Including 1 year American history and government	3	2		15
State Community College	4	3	3	3	2		15
Triton College	4	3	3	3	3		15
Waubonsee Community College	4	3	3	3	2		15
John Wood Comm. College	4	3	3	3	2		15

* Modifiers are listed only if substantially different from those in Public Act 86-0954.

Source: Community College Undergraduate Education Review Reports, August 1993

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Table B-3

PUBLIC UNIVERSITY FRESHMAN ORIENTATION

	Schedule & Duration	Orientation Course	Other Activities	Special Programs for At-Risk Freshmen
Chicago State University	Full Saturday prior to each semester	Freshman Seminar	Welcome Week	6-week Summer Bridge Program (Summer 1993)
Eastern Illinois University	One day summer (includes registration) (Two day option)	Freshman Seminar	Welcome Week	Minority Admission Program's Big Brother/Sister Component
Northeastern Illinois University	One day summer (Half day session for late admits)		New Student Week	8-week Summer Transition Program
Western Illinois University	Early Western Bound (one-day, senior year) Chicago Western Bound One day summer (includes registration)		Two days Fall	
Illinois State University	Two day Summer Preview Program (Mini-preview in fall)			Summer Opportunity for Freshmen (special admission)
Northern Illinois University	One day summer (includes registration) Two days summer for alternate admissions Five days for international students	University Experience First-Year Workshop Intro to Engineering		
Southern Illinois University at Carbondale	Five days prior to beginning of fall term (Three days spring term, two days summer)	Project AHEAD Library Orientation The New Student		Project MAGIC, new student mentoring by faculty/staff Project STEP, new student mentoring by peers Minority Engineering Summer Bridge Program
Southern Illinois University at Edwardsville	Preentry placement testing Preentry advising and registration One day fall orientation	University 112		Project GAIN: Summer Bridge program in nursing
University of Illinois at Chicago	One day summer (includes registration) (Two days planned for '94)	Freshman Seminar		Educational Assistance Program, Latin American Recruitment and Educational Services Program, Native American Support Program, Hnors College, and Minority Engineering Recruitment and Retention Program offer added orientation to new students Separate Summer Bridge programs for African American, Latino, and engineering students
University of Illinois at Urbana-Champaign	Two days summer (includes registration)			Office of Minority Student Affairs' additional day Transition Program (Academic Year and Summer Bridge Components) Pre-Calculus Summer Camp

Source: Public University Reviews of Undergraduate Education, 1993

Table B-4

COMMUNITY COLLEGE FRESHMAN ORIENTATION

College	Nature of Orientation Program	Orientation Course	Special Programs
Belleville Area College	In conjunction with entry assessment	Being developed	16 – hour Adults in Transition program 8 – hour Career Fitness program
Black Hawk College	In conjunction with entry assessment Discussion & tours on Sunday before class starts Separate sessions for parents/spouses		Summer Bridges for at – risk students
City Colleges of Chicago Richard J. Daley College	Summer Orientation Program		
Kennedy – King College	New Student Program	Counseling 101	
Malcolm X College		Counseling 111	Pre-College Institute
Olive – Harvey College	Fall and spring semester orientation	Counseling 101	
Harry S Truman College	In conjunction with registration		
Harold Washington College	In summer by Counseling Department		
Wilbur Wright College	Small group orientation and placement testing followed by individual advising and registration	Counseling 101	
Danville Area Comm College	All day program of orientation, placement testing, advising, & registration each semester Also held as 3 sessions at the 15 district high schools each spring		
College of DuPage	First day of class Student Government Association's *Student Survival Guide*		Intervention Day during term
Elgin Community College	Orientation for graduating high school seniors — 4 hours spring through summer Orientation for transfers and adults — 2 hours spring & fall Parent orientation — 2 hours spring and fall		International Student orientation Spanish Bilingual Program
Wm Rainey Harper College	2 – day full – time student orientation includes assessment, advising, and registration prior to each semster, and Freshman Experience afternoon program for students & parents Abbreviated schedule for part – time students Center for New Students & Orientation (open daily) also holds General Information Sessions	Orientation 101	AHANA (Asian American, Hispanic, African American, Native American) Pre-orientation Program Center for Students with Disabilities' College Awareness Program and Preparing for College summer seminar

Heartland Comm College	Sessions held the week before class begins in fall		
Highland Comm College	Summer sessions for new students and their parents/other	Yes	Project Succeed
Illinois Central College	Half-Day New Student Orientation includes college information, Student Services Fair, and practical assistance workshops		Success Sessions and Academic Skills worksho
Illinois Eastern Comm Colleges		Required	
Illinois Valley Comm College	Being developed		Summer session bridge program for students n remediation in reading and writing
Joliet Junior College	3-hour program including assessment	PSYC 100 (new)	
Kankakee Comm College	Workshop for returning adults Workshop for students seeking/receiving financial aid	Yes	
Kaskaskia College	(Guidance 109 is offered in a concentrated 2-day period in August)	Guidance 109	
Kishwaukee College	1-day *Transition Kish* sessions in spring and summer targeted at recent high school graduates (includes registration)	CSD 120 AGT 100 (agric)	Foreign Student Orientation Adult Student *Connections* Orientation Special programs: Kishwaukee Education Em Program and Right to Succeed
College of Lake County	2-hour College Information Session Student Senate "how to succeed" sessions		
Lake Land College	1 day including assessment and registration prior to each term	Yes	
Lewis & Clark Comm College	In conjunction with assessment and registration	STSK 130	
Lincoln Land Comm College	Information sessions prior to fall and spring semesters		
John A. Logan College	Being developed		New Minority Student Orientation Day by Mir Concerns Committee
McHenry County College	Small group information, advising, and registration sessions in high schools spring and summer and on campus summer Orientation Day student activities event in fall		Adult Re-Entry Center Summer developmental coursework option
Moraine Valley Comm College	Half-day small group information, advising, and registration for new full-time students each semester Abbreviated sessions for part-time students		
Morton College	Early bird transition for high school students includes placement testing, advising, and registration New student week of social activities and workshops		

Oakton Community College	General orientation for new full-time traditional students and Adult student workshops in summer and January Parent orientation session each fall		ASSIST Program (special needs students)
Parkland College	Mandatory 1.5 hour Success Seminar prior to advising/registration		
Prairie State College	Information and campus tour sessions in July and August		
Rend Lake College	Combined with ASSET testing beginning spring 1993		
Richland Community College	2.5 hour information sessions throughout summer	Orientation 100	Options/Opportunities Program's "Back-to-school Workshops"
Rock Valley College	Combined information and assessment sessions March through August and October through January		
Carl Sandburg College	In conjunction with assessment		
Sauk Valley Comm College		Required	
Shawnee Community College	(Orientation course is offered in a 2-day format in the summer)	Yes	
South Suburban College	Information and completion of individual Master Academic Plan	OCS 121	
Southeastern Illinois College	In conjunction with assessment	Being developed	High School Summer Honors Program
Spoon River College	1-day information sessions prior to fall term		
Triton College	Information, assessment, and registration in high schools in spring and on campus in summer and prior to winter term		
Waubonsee Comm College	Information, activities, and tours for new students and their parents		
John Wood Comm College	In conjunction with assessment		

Source: Community College Reviews of Undergraduate Education, 1993

Table B-5

PUBLIC UNIVERSITY ASSESSMENT OF BASIC SKILLS OF ENTERING FRESHMEN

Institution	Who is Assessed?	Instruments Used			Remediation									Deadline for Removing Deficiencies
					Writing			Reading			Math			
		Writing	Reading	Math	Course	Percent Placed	Success Rate	Course	Percent Placed	Success Rate	Course	Percent Placed	Success Rate	
Chicago State University	All entering students	Essay	Nelson–Denny	Institutional	English 090 English 095	40 % 40	67 % 48	Reading 090	42 %	83 %	Math 090 Math 095	40 % 80	64 % 64	Within 45 credits
Eastern Illinois University	Freshmen below ACT cut scores	Essay		Standardized	English 1000	2	82	GST 1000	12	98	Math 1000	13	82	Within 44 credits
Northeastern Illinois University	All entering freshmen	Essay	Nelson–Denny	Standardized	Developmental Engl Language	36	85	Developmental	50	94	Math 090	82	61	Skills in 30 credits Course in 60 credits
Western Illinois University	All entering students	Essay		Standardized	English 100	22	86				Math 100	14	44	
Illinois State University	All entering students	Essay		Standardized	English 101.1[1]						Math 102 Math 107	9 35	79	Within 30 credits
Northern Illinois University	Alternate admissions	Essay	Nelson–Denny	Institutional	English 103P[2]	15		CIRE 100 CIRE 190	13 20	65	Math 110P[2]	16	70	
Southern Illinois University at Carbondale	Alternate admissions	Essay	Iowa Silent Reading		GED 101[3]			C&I 212			GED 107		80	Within 3 semesters
Southern Illinois University at Edwardsville	All entering students	DTLS & Essay	Iowa Silent Reading	Institutional	AD090	60		AD 080A AD 080B	17 27		AD 060 Math 070 Math 095	27 19 34		Within 32 credits
University of Illinois at Chicago	All entering students	Institutional		Institutional	composition	2		2 courses 1 course	62 28		Dev'l math	26		
University of Illinois at Urbana–Champaign	All entering freshmen	ACT–English & Essay		Institutional	Rhet 102 Rhet 104	1 5					Various	16		

[1]Special section of freshman English that meets five days per week instead of three days per week.
[2]Special sections of freshman English and math that meet over two semesters rather than one. Class size is also limited.
[3]Special sections of freshman English with limited class size.

Source: Public University Reviews of Undergraduate Education, 1993

43

Table B-6

COMMUNITY COLLEGE ASSESSMENT OF BASIC SKILLS OF ENTERING FRESHMEN

Institution	Who is Assessed?	Writing: Measure	Writing: Percent Placed	Writing: Remedial Course	Writing: Success Rate	Reading: Measure	Reading: Percent Placed	Reading: Remedial Course	Reading: Success Rate	Math: Measure	Math: Percent Placed	Math: Remedial Course	Math: Success Rate	Deadline for Removing Deficiencies
Belleville Area College	F–T or E/M[1]	ASSET	47 %	ENG 005	74 %	Nelson–Denny		ENG 001 ENG 002	64 % 80	ASSET	67 %	MATH 093 MATH 094	59 % 66	
Black Hawk College	new > 6 credits	ASSET & essay	22	ENG 081 ENG 091		ASSET	48 %	REA 093 REA 098		ASSET	67	MATH 080 MATH 081 MATH 090 MATH 091		
City Colleges of Chicago[1]														
Richard J. Daley College	All new	Essay	2 3 7 24	ALSP ENG 001 ENG 098 ENG 100		Nelson–Denny				Institutional				
Kennedy–King College			20 31	ENG 098 ENG 100		California	16 20 31	ALSP ENG 099 ENG 125			12 80	MATH 100 MATH 110		
Malcolm X College	All new	Institutional		ENG 098 ENG 100	76 68	Nelson–Denny		READ 099 READ 125	67 56	Institutional		MATH 089 MATH 100 MATH 110	60 53 48	Within one year
Olive–Harvey College	All new		50				50				21			
Harry S Truman College	All new		66								87			
Harold Washington College	All new					Nelson–Denny				California				
Wilbur Wright College	All new	Essay	26 34	ALSP ENG 100		Nelson–Denny	46			Institutional	21 45	ALSP MATH 110		Within 30 credits
Danville Area Comm College	F–T or E/M	ASSET		Dev Eng I Dev Eng II	58 56	ASSET		DevRead	94	ASSET		DevMath I DevMath II	70 12	
College of DuPage	E/M	DTLS				DTLS				MPE				
Elgin Community College	ACT Engl < 20	Essay		ENG 098		DRP (optional)		RDG 085 RDG 091 RDG 099		MPE (optional)				
Wm Rainey Harper College	F–T or E/M	WEET		ENG 098 ENG 100		Iowa Silent		RDG 090 RDG 099		MPE	60	MTH 050 MTH 060		

[1]Beginning in fall 1993, the City Colleges adopted the College Board's *Multiple Assessment and Placement Services for Community Colleges* for use by all colleges

[1] F–T or E/M means the college tests all full–time entering students, as well as all students enrolling in an English or math course.

Table B-6

COMMUNITY COLLEGE ASSESSMENT OF BASIC SKILLS OF ENTERING FRESHMEN

Institution	Who is Assessed?	Writing				Reading				Math				Deadline for Removing Deficiencies
		Measure	Percent Placed	Remedial Course	Success Rate	Measure	Percent Placed	Remedial Course	Success Rate	Measure	Percent Placed	Remedial Course	Success Rate	
Heartland Comm College	F-T or E/M									MPE				
Highland Comm College	F-T or E/M	ASSET & Essay		COMM 089 COMM 090	64	ASSET & DRP		COMM 099	76	ASSET		MATH 061 MATH 161 MATH 162	42	Within 30 credits
Illinois Central College	F-T without ACT	WEET	60			Gates-MacGinitie	67			MPE (?)	83			
Illinois Eastern Comm Colleges		ACT English Sub-score				ACT Reading Sub-score				ACT Math Sub-score				Within 32 credits
Illinois Valley Comm College	F-T													
Joliet Junior College	F-T or E/M	ASSET			57	ASSET			66	ASSET			61	
Kankakee Comm College	9 cr or E/M	ASSET				ASSET				ASSET				
Kaskaskia College		ACT English Sub-score		Engl 09) Engl 100		ACT English Sub-score or Nelson-Denny		Read 088		ACT Math Sub-score or Institutional		MATH 058 MATH 059		
Kishwaukee College	E/M	English Usage			70	Nelson-Denny			53				74	
College of Lake County	new > 1 course	[2]												Within 30 credits

[2]Beginning in fall 1993, the College of Lake County adopted the College Board's *Computerized Placement Test, AccuPlacer*

Lake Land College	F-T	[3]		Engl 001	56			Read 009 Read 010	63			Math 004 Math 005 Math 006	60	

[3]Beginning in fall 1993, Lake Land College adopted the College Board's *Multiple Assessment and Placement Services for Community Colleges*

Lewis & Clark Comm College	6 cr or E/M	AccuPlacer				AccuPlacer				AccuPlacer				
Lincoln Land Comm College	new > 1 course & E/M	MAPS & Essay		COM 090 COM 098 COM 099		MAPS		RDG 099		MAPS & Institutional		MAT 081 MAT 082 MAT 091 MAT 095		
John A. Logan College	All new	ASSET		Engl 050 Engl 052		ASSET		Engl 053	75	ASSET		Math 051 Math 062		
McHenry County College		Institutional & Essay		ENG 090 ENG 091 ENG 092 ENG 095 ENG 099				RDG 089 RDG 090 RDG 092 RDG 093		Institutional		MAT 090 MAT 096		

Table B-6

COMMUNITY COLLEGE ASSESSMENT OF BASIC SKILLS OF ENTERING FRESHMEN

Institution	Who is Assessed?	Writing				Reading				Math				Deadline for Removing Deficiencies
		Measure	Percent Placed	Remedial Course	Success Rate	Measure	Percent Placed	Remedial Course	Success Rate	Measure	Percent Placed	Remedial Course	Success Rate	
Moraine Valley Comm College	F-T or E/M	ASSET	43	COM 060 COM 070 COM 080 COM 085 COM 090	69	Nelson-Denny	43	RDG 040 RDG 041 RDG 070 RDG 071 RDG 090 RDG 091	69	ASSET	56	MTH 060 MTH 070 MTH 080 MTH 090 MTH 095	66	
Morton College		Institutional[4]		ENG 091 ENG 092		Nelson-Denny[4]				Institutional[4]		MAT 090 MAT 095		
[4]Beginning in fall 1993, the Morton College adopted the College Board's *Computerized Placement Test, AccuPlacer*														
Oakton Community College	F-T or E/M	Essay	59			DRP	47			Institutional	87	MAT 045 MAT 051 MAT 052 MAT 120		Within 24 credits
Parkland College	E/M	MPE & Essay	54	ENG 097 ENG 099	70 80					MPE	87			
Prairie State College	F-T	ASSET				ASSET				ASSET				
Rend Lake College	F-T	ASSET	45		73	ASSET	42		71	ASSET	60			
Richland Comm College	E/M	ACT or MAPS		ENG 089 ENG 091		ACT or MAPS		ENG 088 ENG 090		ACT or MPE		MAT 090 MAT 091 MAT 092		
Rock Valley College	All new	Institutional & Essay		ENG 098	69	Nelson-Denny & DRP		RDG 096 RDG 099		MPE		MTH 081 MTH 090 MTH 095 MTH 097		
Carl Sandburg College	All new	ASSET	1 20	ENGL 0975 ENGL 0995	64 74	ASSET	1 2 8	ENGL 0905 ENGL 0965 ENGL 0985	67 78 75	ASSET	13 14	MATH 0905 MATH 0935	71 62	
Sauk Valley Comm College	F-T or E/M	ASSET			77	ASSET			78	ASSET		MAT 070 MAT 071 MAT 105	66 64 54	
Shawnee Comm College	ACT < 21	ASSET				ASSET				ASSET				
South Suburban College	All new	ASSET	43	ENGL 99		ASSET	61			ASSET	93	MATH 95		

Table B-6

COMMUNITY COLLEGE ASSESSMENT OF BASIC SKILLS OF ENTERING FRESHMEN

Institution	Who is Assessed?	Writing				Reading				Math				Deadline for Removing Deficiencies
		Measure	Percent Placed	Remedial Course	Success Rate	Measure	Percent Placed	Remedial Course	Success Rate	Measure	Percent Placed	Remedial Course	Success Rate	
Southeastern Illinois College	F-T or E/M	ASSET & Essay	28	ENG 100	68	ASSET	24	READ 100 SSKL 100	70	ASSET & Institutional		MATH 102 MATH 106	51 62	Within 30 credits
Spoon River College	E/M	ASSET				ASSET				ASSET				
Triton College		Essay	60			Carver Reading Test	27			MPE	86			
Waubonsee Comm College	All new	ASSET				ASSET & DRP				ASSET				
John Wood Comm College	All new	ASSET	10	ENG 099	67	ASSET	8	READ 002	73	ASSET	13 23	MATH 008 MATH 009	63 51	

Source: Community College Reviews of Undergraduate Education, 1993

Test Name Key

ASSET = *Assessment of Skills for Successful Entry and Placement* (ACT)
MPE = *Mathematics Placement Exam* (ACT)
AccuPlacer = Computerized Placement Tests (College Board)
DTLS = *Descriptive Test of Language Skills* (College Board)
DRP = *Degrees of Reading Power* (College Board)
MAPS = *Multiple Assessment and Placement Services* (College Board)
WEET = *Written English Expression Test* (College Board)
California = *California Achievement Test*
Nelson-Denny = *Nelson-Denny Reading Comprehension Test*

Table B-7

PUBLIC UNIVERSITY ACADEMIC SUPPORT SERVICES

University	Program Name	Services Provided
Chicago State University	Peer Counselor Program	Study skills and subject tutoring for freshmen
	Math Anxiety Reduction Program	Sensitization training for faculty and tutors; coping skills and math hot line for students
	Summer Mentorship Program	Counseling/mentoring support post freshman year
	Learning Assistance Center	Tutoring in writing and math (including accounting and computer science)
	Department of Reading	Tutoring in reading skills
	College of Arts and Sciences	Supplemental instruction in gateway courses
	Early Warning/Intervention System	Academic progress reporting and follow-up system
Eastern Illinois University	University Writing Center	Individual, small group, and computerized tutoring and grammar hot line
	University Reading Center	Individual, small group, and computerized tutoring in reading and study skills
	Mathematics Diagnostic Center	Individual, small group, and computerized tutoring
	Other academic departments	Tutoring for specific courses
Northeastern Illinois University	Proyecto Pa'Lante	Personal and academic support services for Latino students
	Project Success	Personal and academic support services for black students
	Student Support Services	Academic support services for at-risk students
	Handicap Education Liaison Program (HELP)	Assistive services for the differently abled
	Learning Center	Tutoring and study groups for general education courses
	Reading Lab	Tutoring and workshops
	Writing Lab	Individual tutoring and conversation groups
	Math Lab	Support services for developmental math courses
Western Illinois University	Writing Center	Individual tutoring/assistance
	Math Center	Individual tutoring/assistance
	Academic departments	Tutoring for specific courses
	Economics student laboratory	Computer-assisted tutorials and statistical packages
	Office of Academic Services	Tutorial and other assistance for alternate admissions' students
	Community Connection Program	Community host families for minority students (mentoring)
	Partnership for Progress Program	On-campus mentoring for entering minority students
Illinois State University	University Center for Learning Assistance	Tutoring, supplemental instruction, and small group work
	Supplemental Instruction Program	Scheduled study groups in gateway courses
	Mathematics Learning Assistance Center	Tutoring for students enrolled in math courses
	Collegiate Opportunities Admission Program	Intensive individual and group counseling and workshops

Northern Illinois University	Educational Services and Programs (ESP)	Personal and academic support services for alternate admissions' students
	Student Support Services	Supplemental academic and career counseling
	Writing Center	Tutoring, supplemental instruction, and workshops
	Math Assistance Center	Tutoring and supplemental instruction
	Communication Studies (speech) Lab	Supplemental study groups and videotaping
	Supplemental Instruction program	Scheduled study groups in gateway courses
	Learning Assistance and Study Skills Lab	Individual assistance and group workshops
	African American Male Mentoring Program	Mentoring by faculty/staff
	Minority Student Assistance Program	Peer mentoring for new students
	University Resources for Latinos	Counseling and mentoring
	University Resources for Women	Academic and career counseling and study groups for non-traditional aged women students
Southern Illinois University at Carbondale	Center for Basic Skills' Learning Assistance Program	Individual and group tutoring
	Coll. of Business and Administration Minority Program	Tutorial assistance and academic survival skills workshops
	Coll. of Education Minority Adviser	Tutoring
	Minority Engineering Program	Tutoring in math, physics, and chemistry; mentoring program; and supplemental instruction in calculus
	Writing Center	Tutoring and workshops
	Mathematics Computer Laboratory	Instructional software aids
	Department of Mathematics	Scheduled small group tutoring
	Various Academic Honor Societies	Peer tutoring
	College of Technical Careers	Tutoring, computer-assisted instruction, big brother/sister program, and study skills workshops
Southern Illinois University at Edwardsville	Minority Engineering Tutoring Program	Individual tutoring
	School of Sciences	Peer tutoring and study groups for minority students
	Computer Science Open-Access Lab	Individual tutoring
	School of Business	Tutoring, supplemental instruction, study groups, and open labs
	Dept of Mathematics and Statistics' Tutor Lab	Tutoring
	Supplemental Instruction program	Study groups in gateway math/science courses
	Writing Center	Individual writing assistance and self-paced materials
	Reading Lab	Individual and small group tutorials
	Special Services Program	Tutoring for at-risk freshmen
University of Illinois at Chicago	Academic Skills Program	Supplemental instruction and tutoring in reading, writing, and study skills; Supplemental instruction in high risk courses
	Latin American Recruitment and Educational Services	Academic skills courses and supplemental instruction in math
	Minority Engineering Recruitment & Retention Program	Supplemental instruction in high risk courses and Tutoring lab
	Educational Assistance Program	Supplemental instruction in reading, composition, and math and tutoring through Independent Study Center
	Honors College	Peering tutoring program
	College of Business Administration	Tutoring in core business and math courses
	Writing Center	Tutoring services
	Mathematics Laboratory	Scheduled math workshops

University of Illinois at Urbana-Champaign	Office of Minority Student Affairs	Supplemental Instruction, study skills instruction, and subject-specific tutoring services
	Colleges' Academic Assistance Programs	Counseling/advising support and progress monitoring
	Student Chapter of Music Educators National Conference	Tutoring program
	Writers' Workshop	Individual writing assistance
	Mathematics Tutoring	Tutoring for calculus and linear algebra
	Mathematics Merit Workshops	Supplemental group study in calculus
	School of Life Sciences	Supplemental instruction in gateway courses

Source: Public University Undergraduate Education Reviews, 1993

Table B-8

COMMUNITY COLLEGE ACADEMIC SUPPORT SERVICES

College	Program or Service
Belleville Area College	Tutoring (English, math, science, and accounting) Workshops on math anxiety and academic success
Black Hawk College	Math, writing, and computer labs Tutoring lab
City Colleges of Chicago	
Richard J. Daley College	Mathematics laboratory Language laboratory for ESL students Testing and Tutoring Department (placement and diagnostic tests and tutoring) Women's Resource Center NovaNet computer-assisted instruction Computer laboratories and Computer-aided drafting and design lab
Kennedy-King College	Tutoring Writing Laboratory and Reading Laboratory NovaNet computer-assisted instruction Computer Laboratory Academic Support Center (tutoring, special needs services, and homework "hotline")
Malcolm X College	Tutoring NovaNet computer-assisted instruction Academic Support Center
Olive-Harvey College	Tutoring labs NovaNet computer-assisted instruction Latino Service Center (bilingual tutoring)
Harry S Truman College	College-level Tutoring NovaNet computer-assisted instruction and audio-visual tutorial lab Bilingual Assistance Center Institute for Native American Development Refugee and Immigrant Assistance Center Carl Perkins Special Needs Office International Office Dubois Washington Center MacIntosh Communications Lab, Math Lab, and Nursing Lab Single Parent Career Program Early Warning System
Harold Washington College	Academic Support Center (tutoring) NovaNet computer-assisted instruction
Wilbur Wright College	One-on-one, small group, and computer-assisted tutoring NovaNet computer-assisted instruction
Danville Area Comm College	Special Populations Office
College of DuPage	Math Assistance Center Student Achievement through Faculty Experience (SAFE) mentoring program
Elgin Community College	Learning Skills Center (tutoring) Center for Individualized Learning (computer software for reading assistance)
Wm Rainey Harper College	Tutoring Center Diagnostic Services (diagnosis and test taking/study skills assistance) Center for Students with Disabilities: Supplemental Language Development (for deaf students) and Program to Achieve Student Success (for learning disabled)

Heartland Community College	Academic Support Center (free tutoring, open-learning courses, and computer lab)
Highland Community College	Tutoring service Learning Assistance Center (writing, reading, and study skills labs & study groups) Supplemental instruction in identified courses
Illinois Central College	Reading/Study Skills Lab, Writing Lab, and Math Lab Perley Peoria Campus Learning Lab (tutoring) Study Support Services Program (grant-funded targeted tutoring)
Illinois Eastern Comm Colleges	Learning Skills Center (peer tutoring and computerized remediation in reading, writing, and math)
Illinois Valley Comm College	Tutoring Lab Reading, writing, and math labs (including math labs in 3 area high schools)
Joliet Junior College	Tutorials (Academic Skills Center, Project Advance, and Special Needs Program) Study groups (3 fields) and supplemental course sections (8 subjects) Workshops on study skills, test anxiety, and computer use
Kankakee Community College	Academic Skills Center (tutoring and computer-assisted instruction in biology, math, reading, writing, and study skills)
Kaskaskia College	College Enhancement Center (small group and individual tutoring; audio-visual course supplement materials)
Kishwaukee College	Learning Skills Center (tutoring, computer lab, and language lab)
College of Lake County	Learning Assistance Center (tutoring and workshops in math, reading, study skills, and writing)
Lake Land College	Tutoring Center (tutoring, basic skills courses, computer aids, and assistance for disabled students) Grant-funded teaching assistants in some occupational programs
Lincoln Land Comm College	Study Skills Center (individual assistance and small group workshops and supplemental instruction in high-risk courses) Writing Center Peer Advising Center (tutoring)
John A. Logan College	Academic Support Center (tutoring, study skills, and Math Help Room)
McHenry County College	Learning Lab (assistance in reading, English, math, and study skills)
Moraine Valley Comm College	Tutoring (one-on-one and NovaNet computer-aided) Writing Center Math/Communications (computer) Lab
Morton College	Academic Skills Center (individiualized instruction in reading, writing, and math) Peer Tutoring Limited-English-Proficiency Specialist and Learning-Disabled Consultant
Oakton Community College	Instructional Support Services (group and individual tutoring; math anxiety and math review workshops; mentoring program for Project Succeed; supplemental course sections; organized study groups; and basic skills instruction)
Parkland College	Learning Lab (tutoring and basic skills instruction) Writing Clinic and Mathematics Computer Laboratory Supplemental instruction and/or peer tutoring in gateway courses
Prairie State College	Personalized Learning Program (individual and group tutoring, supplemental instruction, tutoring-computer lab, and assistance for disabled students)
Rend Lake College	Tutoring services (writing, math, and some vocational classes)

Richland Community College	Reading/Writing Center (diagnostic testing and tutoring) Tutorial Assistance Center (peer tutoring) Computer Science and Applications Lab (tutoring) Biology Tutoring
Rock Valley College	Personalized Learning Center (Peer tutoring accredited by the College Reading and Learning Association)
Carl Sandburg College	College–wide Tutoring Services
Sauk Valley Comm College	Learning Assistance Center (tutoring, study groups, and supplemental computer and video programs) Student Support Services (additional support for at–risk students)
Shawnee Community College	Learning Assistance Center (tutoring and computer software)
South Suburban College	Academic Assistance Center (tutoring and study skills, time management, and writing skills workshops)
Southeastern Illinois College	Learning Lab (individual and group tutoring by peers, supervised study groups, supplemental instruction, open–access computing, testing, assistance for disabled students, peering mentoring for at–risk students, and an early warning system)
Spoon River College	Tutoring service
Triton College	Learning Assistance Center (tutoring, academic and career counseling, peer counseling) Student Support Services Program (services for disabled students)
Waubonsee Comm College	Academic Skills Center (individual and small group instruction in reading, math, writing, and study skills) Tutoring services
John Wood Comm College	Tutoring Program (individual and small group) Writing Lab and Math Lab Open Learning Center (basic skills remediation) Workshops in learning strategies, study skills, and time management

Source: Community College Undergraduate Education Reviews, 1993

Table B–9

FIRST–TIME FRESHMAN[1] ENGLISH COURSE ENROLLMENT AND ACHIEVEMENT AT ILLINOIS PUBLIC UNIVERSITIES

Enrolled in Remedial English

Course Grade	Took 4 Years of High School English		Less Than 4 Years H.S. English		Unknown		Total	
	N	%	N	%	N	%	N	%
A or B	503	24.2	40	10.3	0	0.0	543	21.9
Satisfactory/Other	1,465	70.5	337	86.9	12	100.0	1,814	73.2
Unsatisfactory	111	5.3	11	2.8	0	0.0	122	4.9
Total	2,079	100.0	388	100.0	12	100.0	2,479	100.0

Enrolled in Freshman English

Course Grade	Took 4 Years of High School English		Less Than 4 Years H.S. English		Unknown		Total	
	N	%	N	%	N	%	N	%
A or B	17,943	63.6	1,659	51.1	13	44.8	19,615	62.3
Satisfactory/Other	8,384	29.7	1,219	37.5	12	41.4	9,615	30.5
Unsatisfactory	1,878	6.7	371	11.4	4	13.8	2,253	7.2
Total	28,205	100.0	3,249	100.0	29	100.0	31,483	100.0

Enrolled in Advanced English

Course Grade	Took 4 Years of High School English		Less Than 4 Years H.S. English		Unknown		Total	
	N	%	N	%	N	%	N	%
A or B	966	73.7	75	62.5	0	0.0	1,041	72.7
Satisfactory/Other	285	21.8	39	32.5	2	100.0	326	22.8
Unsatisfactory	59	4.5	6	5.0	0	0.0	65	4.5
Total	1,310	100.0	120	100.0	2	100.0	1,432	100.0

Enrolled in All Levels of English

Course Grade	Took 4 Years of High School English		Less Than 4 Years H.S. English		Unknown		Total	
	N	%	N	%	N	%	N	%
A or B	19,412	61.4	1,774	47.2	13	30.2	21,199	59.9
Satisfactory/Other	10,134	32.1	1,595	42.5	26	60.5	11,755	33.2
Unsatisfactory	2,048	6.5	388	10.3	4	9.3	2,440	6.9
Total	31,594	100.0	3,757	100.0	43	100.0	35,394	100.0

[1] Based on first–time freshmen enrolling at public universities in academic years 1991–92 and 1992–93.

Source: Public Universities' High School Feedback System

Table B–10

FIRST–TIME FRESHMAN[1] MATHEMATICS COURSE ENROLLMENT AND ACHIEVEMENT AT ILLINOIS PUBLIC UNIVERSITIES

Enrolled in Remedial Mathematics

Course Grade	Took 3 Years of High School Mathematics		Less Than 3 Years H.S. Mathematics		Unknown		Total	
	N	%	N	%	N	%	N	%
A or B	933	20.6	103	9.2	0	0.0	1,036	18.3
Satisfactory/Other	2,721	60.1	799	71.3	14	70.0	3,534	62.3
Unsatisfactory	877	19.4	218	19.5	6	30.0	1,101	19.4
Total	4,531	100.0	1,120	100.0	20	100.0	5,671	100.0

Enrolled in Freshman Mathematics

Course Grade	Took 3 Years of High School Mathematics		Less Than 3 Years H.S. Mathematics		Unknown		Total	
	N	%	N	%	N	%	N	%
A or B	7,140	40.3	631	32.0	12	46.2	7,783	39.5
Satisfactory/Other	6,785	38.3	820	41.6	6	23.1	7,611	38.6
Unsatisfactory	3,798	21.4	520	26.4	8	30.8	4,326	21.9
Total	17,723	100.0	1,971	100.0	26	100.0	19,720	100.0

Enrolled in Advanced Mathematics

Course Grade	Took 3 Years of High School Mathematics		Less Than 3 Years H.S. Mathematics		Unknown		Total	
	N	%	N	%	N	%	N	%
A or B	2,279	46.2	103	38.0	7	58.3	2,389	45.8
Satisfactory/Other	1,831	37.1	110	40.6	4	33.3	1,945	37.3
Unsatisfactory	823	16.7	58	21.4	1	8.3	882	16.9
Total	4,933	100.0	271	100.0	12	100.0	5,216	100.0

Enrolled in All Levels of Mathematics

Course Grade	Took 3 Years of High School Mathematics		Less Than 3 Years H.S. Mathematics		Unknown		Total	
	N	%	N	%	N	%	N	%
A or B	10,352	38.1	837	24.9	19	32.8	11,208	36.6
Satisfactory/Other	11,337	41.7	1,729	51.4	24	41.4	13,090	42.8
Unsatisfactory	5,498	20.2	796	23.7	15	25.9	6,309	20.6
Total	27,187	100.0	3,362	100.0	58	100.0	30,607	100.0

[1] Based on first–time freshmen enrolling at public universities in academic years 1991–92 and 1992–93.

Source: Public Universities' High School Feedback System

Table B–11

FIRST–TIME FRESHMAN[1] SCIENCE COURSE ENROLLMENT AND ACHIEVEMENT AT ILLINOIS PUBLIC UNIVERSITIES

Course Grade	Enrolled in Freshman Science							
	Took 3 Years of High School Science		Less Than 3 Years H.S. Science		Unknown		Total	
	N	%	N	%	N	%	N	%
A or B	7,548	42.2	1,801	31.4	15	48.4	9,364	39.6
Satisfactory/Other	7,143	40.0	2,590	45.2	8	25.8	9,741	41.2
Unsatisfactory	3,180	17.8	1,344	23.4	8	25.8	4,532	19.2
Total	17,871	100.0	5,735	100.0	31	100.0	23,637	100.0

Course Grade	Enrolled in Advanced Science							
	Took 3 Years of High School Science		Less Than 3 Years H.S. Science		Unknown		Total	
	N	%	N	%	N	%	N	%
A or B	484	39.5	182	34.9	2	40.0	668	38.1
Satisfactory/Other	426	34.8	247	47.3	3	60.0	676	38.6
Unsatisfactory	315	25.7	93	17.8	0	0.0	408	23.3
Total	1,225	100.0	522	100.0	5	100.0	1,752	100.0

Course Grade	Enrolled in All Levels of Science							
	Took 3 Years of High School Science		Less Than 3 Years H.S. Science		Unknown		Total	
	N	%	N	%	N	%	N	%
A or B	8,032	42.1	1,983	31.7	17	47.2	10,032	39.5
Satisfactory/Other	7,569	39.6	2,837	45.3	11	30.6	10,417	41.0
Unsatisfactory	3,495	18.3	1,437	23.0	8	22.2	4,940	19.5
Total	19,096	100.0	6,257	100.0	36	100.0	25,389	100.0

[1] Based on first–time freshmen enrolling at public universities in academic years 1991–92 and 1992–93.

Source: Public Universities' High School Feedback System