Board of Trustees

Education and Workforce Development Committee Meeting

Tuesday, April 10, 2018

3:00 p.m.

Ann Richards Administration Building, Board Room
Pecan Campus
McAllen, Texas

SOUTH TEXAS COLLEGE

In the Making!

South Texas College
Board of Trustees
Education and Workforce Development Committee
Ann Richards Administration Building, Board Room
Pecan Campus, McAllen, Texas
Tuesday, April 10, 2018 @ 3:00 p.m.

AGENDA

"At anytime during the course of this meeting, the Board of Trustees may retire to Executive Session under Texas Government Code 551.071(2) to confer with its legal counsel on any subject matter on this agenda in which the duty of the attorney to the Board of Trustees under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with Chapter 551 of the Texas Government Code. Further, at anytime during the course of this meeting, the Board of Trustees may retire to Executive Session to deliberate on any subject slated for discussion at this meeting, as may be permitted under one or more of the exceptions to the Open Meetings Act set forth in Title 5, Subtitle A, Chapter 551, Subchapter D of the Texas Government Code."

Approval of Minutes for Tuesday, March 6, 2018 Committee Meeting

The Minutes for the Education and Workforce Development Committee meeting of Tuesday, March 6, 2018 are presented for Committee approval.

**South Texas College
Board of Trustees
Education and Workforce Development Committee
Ann Richards Administration Building, Board Room
Pecan Campus, McAllen, Texas
Tuesday, March 6, 2018 @ 3:30 p.m.**

MINUTES

The Education and Workforce Development Committee Meeting was held on Tuesday, March 6, 2018 in the Ann Richards Administration Building Board Room at the Pecan Campus in McAllen, Texas. The meeting commenced at 3:39 p.m. with Mrs. Graciela Farias presiding.

Members present: Mrs. Graciela Farias, Mr. Jesse Villarreal, and Mr. Gary Gurwitz

Other Trustees present: Mr. Paul R. Rodriguez

Members absent: Dr. Alejo Salinas, Jr.

Also present: Dr. Shirley A. Reed, Dr. Anahid Petrosian, Mrs. Darci Cather, Dr. Nancy Garcia, Dr. Murad Odeh, Ms. Cindy Blanco, Dr. Brett Millan, Ms. Yvette Gonzalez, and Mr. Andrew Fish

Approval of Minutes for Tuesday, February 6, 2018 Committee Meeting

Upon a motion by Mr. Gary Gurwitz and a second by Mrs. Graciela Farias, the Minutes for the Education and Workforce Development Committee meeting of Tuesday, February 6, 2018 were approved. The motion carried.

Presentation on the Texas Pathways Project

Mrs. Darci Cather, Associate Dean of Professional and Organizational Development, presented on the Texas Pathways Project.

The Texas Pathways Project is an initiative coordinated by the Texas Success Center, established by the Texas Association of Community Colleges (TACC), and the American Association of Community Colleges (AACC).

The Texas Pathways Project focuses on helping community colleges design and implement academic and career pathways for all students, starting in K12, bridging the

gap into higher education and workforce training, and culminating in completion of their higher education goals and a rewarding career.

The Texas Pathways Project is specifically designed to contribute to the Texas Higher Education Coordinating Board's "TX 60x30" plan, which calls for 60 percent of adults aged 25 – 34 to hold a higher education and/or workforce credential by the year 2030.

South Texas College and the Texas Pathways Project

South Texas College was a part of the first group of 12 leader colleges participating in the Texas Pathways Project. South Texas College leadership worked with state and national experts to design the Texas Pathways Project as a resource that will provide a model for all of Texas' fifty community colleges, and could serve nationwide.

What is a Pathway?

Darci Cather discussed the Pathways Model and its essential practices.

In brief:
- Starting in K12, faculty and advisors would work with students to identify clear career and higher education goals.
- With these goals identified, a **guided pathway** would help identify the student's best options to meet those goals.
- A customized **program map** would help identify bridges between K12 and higher education, such as high school endorsements and dual credit opportunities, and would further help identify transfer options to continue on to four-year and graduate programs, as appropriate.

Structured pathways provide students with clear choices in pursuing their goals.

The use of these pathways also enables the educational institutions at each stage of the student's career to better focus resources on helping them stay on the pathway to completion. K12 and higher education institutions would also collect and share data to help the pathways and program maps at each step remain effective tools to guide students toward success.

Institutional Commitment

Darci Cather also discussed the College's role and accomplishments with the Texas Pathways Project thus far, and the requirements for institutional commitment from South Texas College to continue and build upon this work.

This information was presented to the Education and Workforce Committee for information and feedback to staff, and no action was requested.

Adjournment

There being no further business to discuss, the Education Workforce Development Committee Meeting of the South Texas College Board of Trustees adjourned at 4:30 p.m.

I certify that the foregoing are the true and correct Minutes of the March 6, 2018 Education and Workforce Development Committee of the South Texas College Board of Trustees.

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Mrs. Graciela Farias

Overview of Developmental Education

Dr. Anahid Petrosian, Vice President for Academic Affairs, Dr. Ali Esmaeili, Dean of Math, Science, and Bachelor Programs, and Dr. Margaretha Bischoff, Dean of Liberal Arts and Social Sciences, will present an overview on Developmental Education at South Texas College.

This overview will include a background of issues surrounding developmental education generally, South Texas College's developmental education initiatives and successes in helping students achieve college readiness, and state level changes under Texas House Bill 2223.

Background
Developmental Education programs have been developed to help students achieve college readiness, particularly in the fields of reading, writing, and mathematics. Since the 1960's, a common pattern was to break each subject into three levels, and in some cases more. Students were enrolled into an appropriate developmental education course level, depending on their placement testing. Research shows, however, that even when students success in a current developmental education course, many times they simply would not enroll in subsequent courses – students don't generally fail out of developmental education, they just stop taking further courses.

South Texas College and Developmental Education
South Texas College has worked hard, alongside school districts and other partners, to help students achieve college readiness before they start their careers at South Texas College.

First Time in College (FTIC)
- In 1997, 81% of FTIC students required at least one Developmental Education Course, due to not being college ready in at least one subject.
- By 2017, 59% of FTIC students require at least one Developmental Education Course.

This drop of 22 percentage points shows that students are increasingly college ready before enrolling at South Texas College.

All Students (Excluding Dual Credit Students)
- In 1997, 58% of South Texas College students required at least one Developmental Education Course, due to not being college ready in at least one subject.
- By 2017, only 24% of South Texas College students require at least one Developmental Education Course.

This drop of 34 percentage points shows that students are increasingly college ready before enrolling and/or successfully achieving college readiness at South Texas College.

Strategic Development Education Initiatives at South Texas College
In addition to national and statewide initiatives and partnerships with school districts, South Texas College has undertaken serious, thoughtful, and productive changes to the way it administers developmental education to students in need of remedial education.

Major initiatives include:
- redesigning and reducing the number of developmental courses to streamline student progress;
- alignment of math courses with students' individual goals;
- co-enrollment of students in college level courses while taking developmental education courses; and
- the integration of reading and writing developmental education courses.

The College also provide additional, non-course based remediation to students who are concurrently enrolled in college level and developmental education courses.

Successful Implementation of Initiatives at South Texas College
The presenters will discuss the metrics of success in these developmental education initiatives at South Texas College. Through innovative redesign of developmental education framework, the College has seen drastic improvements in how quickly students successfully matriculate from developmental education courses into being fully college ready and enrolled only in college level courses.

Texas House Bill 2223
South Texas College's successful strategies for students requiring remedial education come on the heels of the 85th Texas Legislature's House Bill 2223, which reduced funding for students taking developmental education, cutting any funding for coursework beyond the first 18 hours.

Co-Requisite Model
The law also included a co-requisite model, requiring concurrent enrollment in college-level courses, and Non-Course Based Options (NCBO) which would help an institution asses and address a student's specific deficiencies with non-semester length interventions.

National research by *Complete College America* has shown that co-requisite models have double and tripled college level course completion in half the time, or better, as compared to pre-requisite models. The models include customized monitoring, academic support, and collaboration between Developmental and Academic course Faculty.

The presenters will discuss the co-requisite model, and the College's plans to meet the HB 2223 requirements by the Fall 2018 implementation deadlines, and to continue to best serve those students who need South Texas College the most in their pursuit of academic and workforce success.

Dr. Petrosian has also provided the Texas Higher Education Coordinating Board's Developmental Education: Updates and Progress for Underprepared Students, under separate cover.

This information is presented to the Education and Workforce Committee for information and feedback to staff, and no action is requested.

Overview of Developmental Education

Presentation for Education & Workforce Development Committee (EWDC)
Tuesday, April 10, 2018

Presenters:

Dr. Anahid Petrosian, Interim Vice President for Academic Affairs

Dr. Ali Esmaeili, Dean of Math, Science and Bachelor Programs

Dr. Margaretha Bischoff, Dean of Liberal Arts and Social Sciences

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Outline

▸ **Developmental Education**
  ▪ Background
  ▪ Reform Initiatives

▸ **Developmental Education Initiatives**
  ▪ South Texas College
  ▪ Examples of Success

▸ **Texas Legislative Changes**
  ▪ Texas House Bill 2223

Background

▸ In the 1960s, developmental, or remedial, education programs were created to improve the **reading, writing, and/or math skills** of students who were deemed underprepared for college-level courses.

Students who enroll in developmental courses include students who **did not receive an adequate academic foundation in high school** and those who have been **out of school for years** and need a Math or English refresher.

Source: Developmental Education an introduction to Policy Makers, Center for Analysis of Postsecondary Education, 2018

Background

▸ Over the past decades, higher education institutions have created developmental education programs with **multiple levels of reading, writing, and math** courses. A common pattern included **three levels** in each area; however, some institutions developed as many as **five levels in math.**

Math
3 to 5 Courses

Reading
3 Courses

Writing
3 Courses
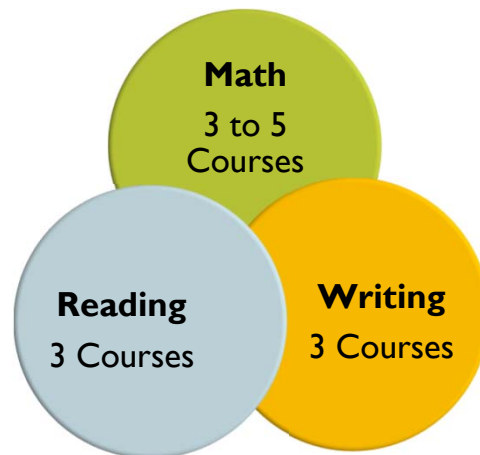
Barriers to College Readiness

▸ Findings of research in this area suggest that because of the **time to complete** developmental course sequences, developmental education has become a barrier to persistence and completion.

▸ Research reveals most students succeed in their developmental courses but **simply do not enroll in subsequent courses.** Off-track and often out of money, more students give up rather than fail.

Source: *Complete College America:* *Corequisite Remediation: Spanning the Completion Divide: Breakthrough Results Fulfilling The Promise of College Access for Underprepared Students, 2016*

College Readiness

Challenges to College Readiness begins in K-12 and continues at the College level.

1. **Preparation**
   - High School Diploma or GED
2. **Assessment**
   - Standard Exam
3. **Placement**
   - Assessment score used for placement of students into developmental courses
4. **Developmental Courses**
   - Many levels of developmental courses

Over the past decades, at the **National and State level,** a number of large scale studies and research has been conducted to study the **impact of each step** on college readiness.

National Level
Developmental Education Data

▸ At the national level, developmental education presents a challenge for all higher education institutions and especially for the **Community Colleges.**
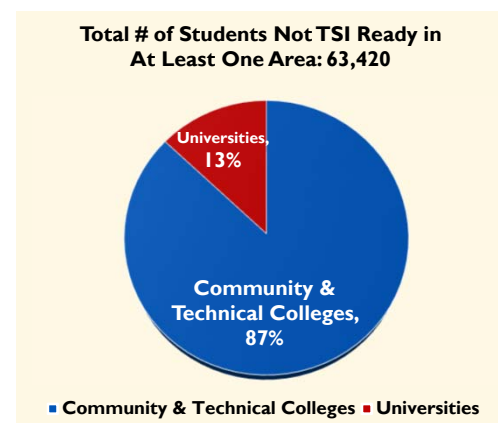
▸ Too many students start college in remediation.

Higher Education Institutions	Percentage of Students Enrolled in at least one Developmental Course
Community Colleges	60%
4-Year Universities	40%

Source: Developmental Education – An introduction for Policy Makers, Center for the Analysis for Postsecondary Readiness , February 2018

State Level
Texas Developmental Education Data

▸ Statewide **32% of students enrolling in Texas public higher education** institutions require developmental education. Majority of them (**87%**) enroll in Community and Technical Colleges (Fall 2014 data).
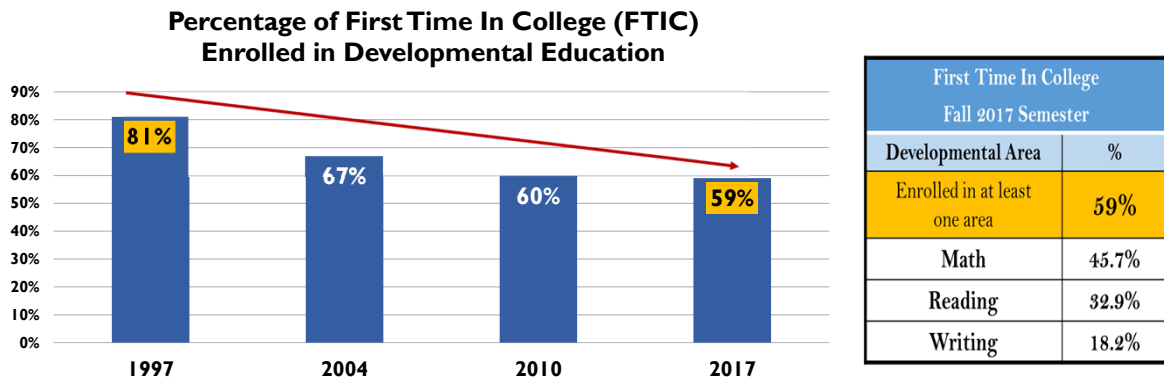
Total # of Students Not TSI Ready in At Least One Area: 63,420

Universities, 13%

Community & Technical Colleges, 87%

■ Community & Technical Colleges ■ Universities

Source: Overview of Developmental Education, THECB, October 2016

South Texas College - FTIC
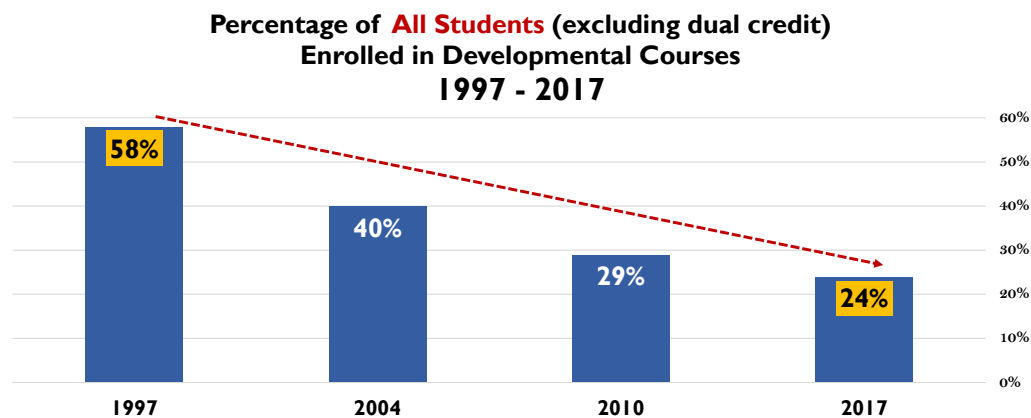## First Time in College (FTIC) Enrolled in One Developmental Course

22 percentage point Decrease in FTIC students enrolled in Developmental Courses since 1997.

**Percentage of First Time In College (FTIC)
Enrolled in Developmental Education**

First Time In College Fall 2017 Semester	
Developmental Area	**%**
Enrolled in at least one area	**59%**
Math	45.7%
Reading	32.9%
Writing	18.2%

1997: 81%
2004: 67%
2010: 60%
2017: 59%

Source: CBMOO1 Data -STC Research & Analytical Services

South Texas College – All Students*
Enrolled in One Developmental Course

34 percentage point Decrease in all students enrolled in developmental courses since 1997.

**Percentage of All Students (excluding dual credit)
Enrolled in Developmental Courses
1997 - 2017**

1997: 58%
2004: 40%
2010: 29%
2017: 24%

* Excluding Dual Credit Students

*Note: Traditional, excluding Dual, includes FTIC
Source: CBMOO1 Data -STC Research & Analytical Services*

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Developmental Education Reform Initiatives

National and State Level Large Scale Studies

A large number of national and state level studies have been conducted to assess the developmental education outcomes and effectiveness.

▸ **Major Studies**
- Department of Education
- Achieving the Dream
- Community College Research Center
- Dana Center Mathematics Pathways
- Others

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Recommended Strategies

▸ **High School and College Partnerships**
- Alignment of high school exit assessment and curriculum with college entry requirements
- High School Senior Level College Prep Course (HB5)
- Dual Credit Courses

▸ **Assessment and Placement**
- Assess the validity of the standardized exam and placement scores
- Use multiple measures to assess student college readiness for placement

▸ **Align Math Pathways with Program of Study**

▸ **Redesign developmental education programs**
- Course Restructuring
- Placing students into college level courses with academic support

South Texas College

Major Developmental Education Initiatives
Examples of Success in Developmental Math

Dr. Ali Esmaeili, Dean Math, Science and Bachelor Programs

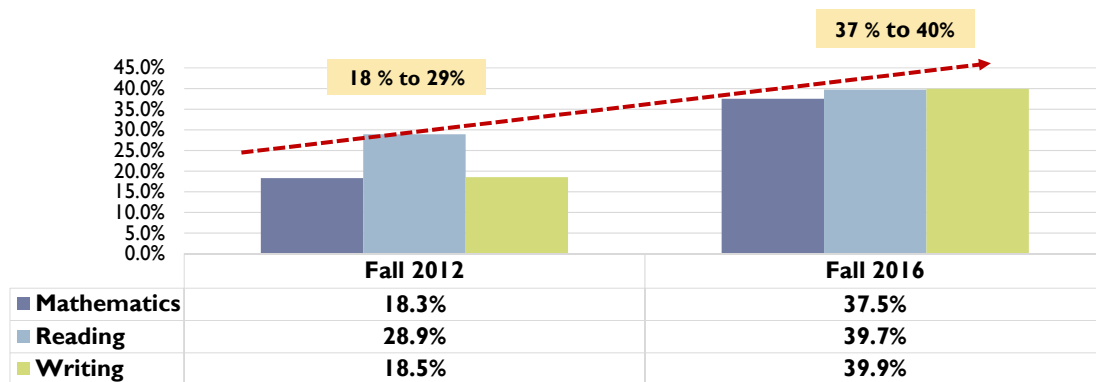# Developmental Education Initiatives

Major initiatives

▸ **Redesign and Reduction** of number of Developmental Courses

▸ **Alignment** of Math courses with student academic and career goals

▸ **Co-enrolling** students in Developmental and College level courses

▸ **Integrating** Reading and Writing Developmental Courses

▸ Providing **additional support** for developmental students who are enrolled in College level courses (non-course based remediation)

Over the years, **South Texas College** has participated in numerous National and State initiatives to improve student success in developmental courses.

First Time in College
Students Becoming College Ready in One Year

40% of Developmental students become college ready in one year. Fall 2016 cohort data compared to Fall 2012

18 % to 29%

37 % to 40%

	Fall 2012	Fall 2016
■ Mathematics	18.3%	37.5%
■ Reading	28.9%	39.7%
■ Writing	18.5%	39.9%

FTIC credential seeking students – Source: THECB Accountability

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Developmental Math Initiative
Quality Enhancement Plan (QEP)

As part of the **reaffirmation process with Southern Association of Colleges and Schools (SACSCOC)**, each institution is required to identify and implement a project designed to significantly impact student learning *(2009 – 2015)*.

Redesign and Reduction of Developmental Math Courses
- **Redesign 3 courses into 2 course sequence**
- **Expanded lab hours and computer-aided instruction**
  - Increased time on task
  - Individualized feedback on all assignments and assessments
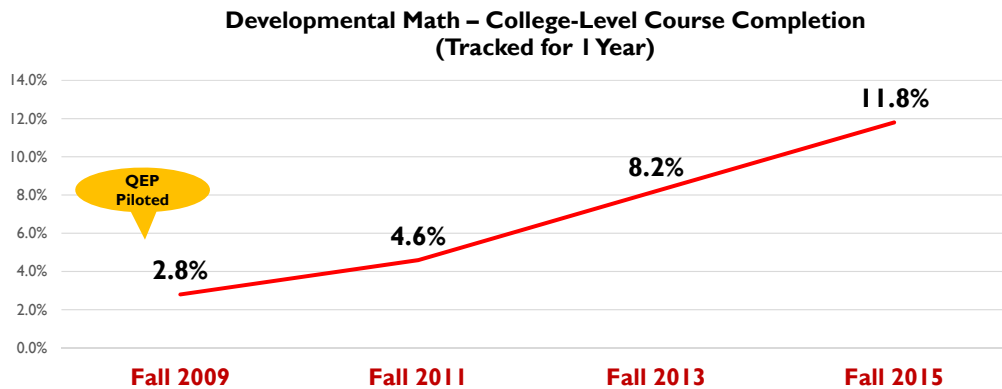 - Customized study plans

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Comparison of Success Rates
Previous Developmental Courses vs. Redesigned courses 2009 through 2015

The success rates for the Redesigned Developmental Math courses **are higher** compared to the Previous Developmental Math courses

Previous Developmental Math Courses		
	Enrollment	Success Rate A,B, C, P
MATH 80	10,153	59%
MATH 85	12,274	55%
MATH 90	8,750	60%
Redesigned Developmental Math Courses (QEP)		
	Enrollment	Total Success Rate A,B, C, P
MATH 100	11,321	63%
MATH 200	7,567	62%

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Developmental to College Completion
Mathematics

The percent of Developmental Math students completing a college-level course within One year has **increased by 9 percentage points** since the implementation of the QEP.

Developmental Math – College-Level Course Completion
(Tracked for 1 Year)

QEP Piloted

2.8%
4.6%
8.2%
11.8%

14.0%
12.0%
10.0%
8.0%
6.0%
4.0%
2.0%
0.0%

Fall 2009   Fall 2011   Fall 2013   Fall 2015

Source: THECB
Fall 2015 is latest data available

South Texas College

Major Developmental Education Initiatives

Examples of Success in Developmental Reading and Writing

Dr. Margaretha Bischoff, Dean Liberal Arts and Social Sciences

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Developmental Education
English and Reading Initiative

South Texas College participated in a **Special Project** (formerly known as Puente Project) that was designed to prepare educationally unprepared students for college level coursework. In one academic year, students enrolled in

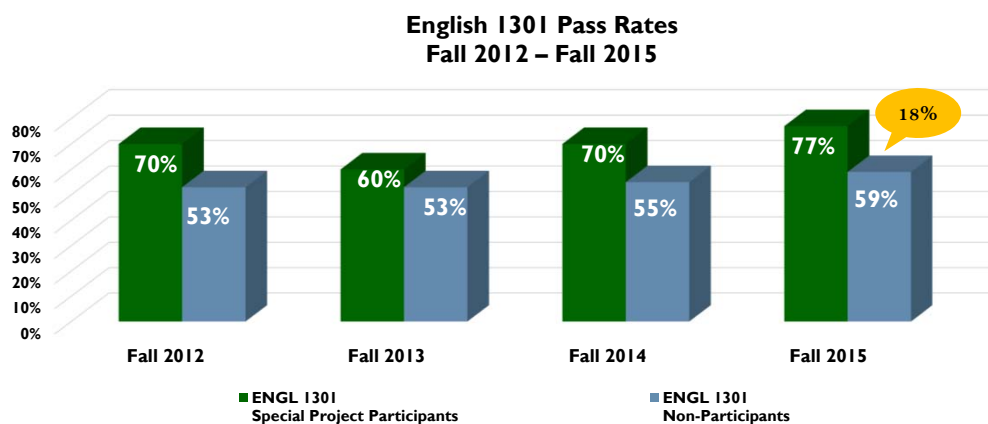▸ **Three Required Enrollment Components:**
  - Accelerated developmental course (an integrated reading/writing class)
  - College Success class
  - Academic English 1301

The project also incorporated **intensive academic counseling and mentoring** by members of the community.

English 1301 Pass Rate Comparison

Students who participated in the Special Project had **higher pass rates** in English 1301 compared to those who did not participate in the project.

English 1301 Pass Rates
Fall 2012 – Fall 2015

Fall 2012: 70% / 53%
Fall 2013: 60% / 53%
Fall 2014: 70% / 55%
Fall 2015: 77% / 59% (18%)

■ ENGL 1301
Special Project Participants

■ ENGL 1301
Non-Participants

* Successful completion: A, B, C, Passing

Developmental Initiatives

Successful Strategies

- **Reducing the number of courses** in developmental sequence
- **Priority registration** enrolling dual credit students early
- **Concurrent enrollment** in Developmental Education course and College-level course
- **Same faculty** teaching both Developmental Education course and the College level course
- **Faculty mentoring and professional development**
- **Diagnostic tests** to students before enrolling them in a course
- **Mandatory tutoring**
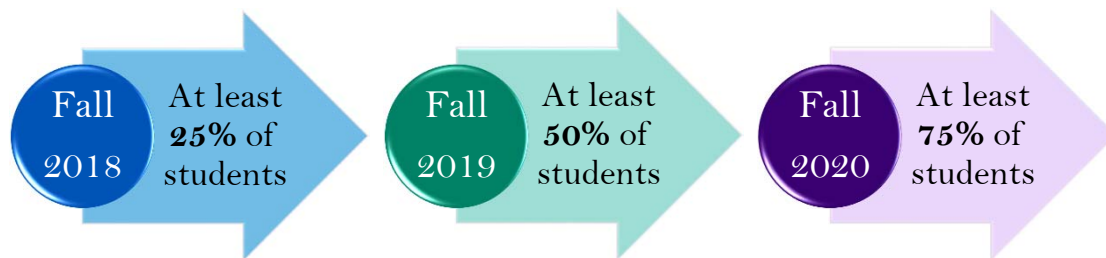- **Academic and Career** advising of students

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Texas House Bill 2223

House Bill 2223 to be Implemented by Fall 2018

- **Reduction of number of Funded Semester Credit Hours (SCH)**
  - The number of funded developmental education (SCH) per student at community/technical colleges is reduced from 27 to 18.

- **Co-requisite Model**
  - Students concurrently enroll in developmental and college-level course

- **Non-Course Based Option (NCBO)**
  - Addressing student's identified weaknesses by offering non-semester length interventions. For example: One hour lab to practice concepts to support a college-level course.
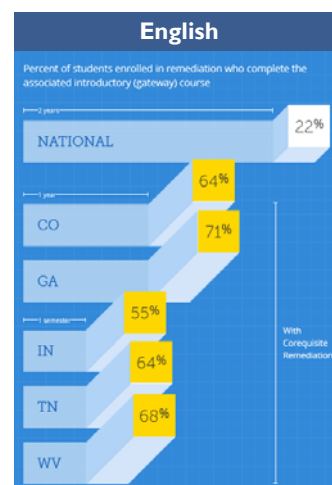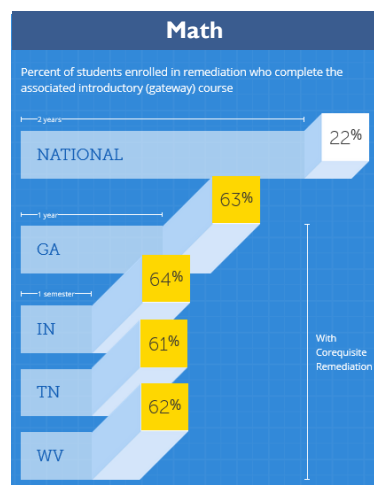
House Bill 2223
Co-requisite Requirements 2018 - 2020

The law requires that a certain percentage of an institution's student enrolled in Developmental Education be reported as **enrolled in a co-requisite course** (Students concurrently enroll in College-level course and a Developmental course)

Fall 2018 → At least **25%** of students

Fall 2019 → At least **50%** of students

Fall 2020 → At least **75%** of students

Remediation as a Co-requisite – Not a Pre-requisite

▸ Research conducted at the national level by **Complete College America** indicates Co-requisite Remediation implemented in several states is doubling and tripling college level course completion in half the time or better (i.e. Indiana, Georgia, Tennessee, Wyoming)

Math

Percent of students enrolled in remediation who complete the associated introductory (gateway) course

NATIONAL (2 years)	22%
GA (1 year)	63%
IN (1 semester)	64%
TN	61%
WV	62%

With Corequisite Remediation

English

Percent of students enrolled in remediation who complete the associated introductory (gateway) course

NATIONAL (2 years)	22%
CO (1 year)	64%
GA	71%
IN (1 semester)	55%
TN	64%
WV	68%

With Corequisite Remediation

Source: Complete College America

Co-Requisite Model Support

- Customized academic support based on students' need (faculty support and tutoring)
- Additional mandatory class periods or lab hours
- Monitoring of students' progress during semester by Faculty (i.e. intervention as needed on a case by case basis)
- Collaboration between Developmental course and Academic course Faculty
- Contextualized curriculum between Developmental and Academic course

Source: Complete College America

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Thank you for your support!

References

- **Department of Education:** Developmental Education
  - Challenges and Strategies for Reform, 2017
- **RAND Study**: Designing and Implementing Corequisite Models of Developmental Education: Findings from Texas Community Colleges, 2018
- **CCRC** - Developmental-education-introduction-policymakers - CCRC – 2018
- **MDRC**, Early Findings from a National Survey of Developmental Education Practices
- **Texas Higher Education Coordinating Board:**
  - College Readiness and Success, November 2016
  - Overview of Transforming Developmental Education, October 2016

References

- **Commission for two-year colleges**: From Remediation to Graduation: Directions for Research & Policy Practice in Developmental Education © 2015
- **Complete College America:** Corequisite Remediation: Spanning the Completion Divide: Breakthrough Results Fulfilling The Promise of College Access for Underprepared Students, 2016
- **American Council on Education:** State Policy as a tool for postsecondary developmental education reform, 2015
- CCCSE - *Expectations Meet Reality: The Underprepared Student and Community Colleges, 2016*

Developmental Education:
Updates and Progress
for Underprepared Students

A Report to the Texas Legislature, per
Rider 42 and SB 1776, 84th Texas Legislature

November 2016

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Texas Higher Education Coordinating Board

Agency Mission

The mission of the Texas Higher Education Coordinating Board (THECB) is to provide leadership and coordination for the Texas higher education system and to promote access, affordability, quality, success, and cost efficiency through *60x30TX*, resulting in a globally competitive workforce that positions Texas as an international leader.

Agency Vision

The THECB will be recognized as an international leader in developing and implementing innovative higher education policy to accomplish our mission.

Agency Philosophy

The THECB will promote access to and success in quality higher education across the state with the conviction that access and success without quality is mediocrity and that quality without access and success is unacceptable.

Agency Core Values

Accountability: We hold ourselves responsible for our actions and welcome every opportunity to educate stakeholders about our policies, decisions, and aspirations.

Efficiency: We accomplish our work using resources in the most effective manner.

Collaboration: We develop partnerships that result in student success and a highly qualified, globally competent workforce.

Excellence: We strive for excellence in all our endeavors.

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Executive Summary

In January 2013, the Texas Higher Education Coordinating Board (THECB) adopted and submitted to the Legislature the *2012-17 Developmental Education Plan* (*DE Plan*). The *DE Plan* builds on the six goals of the previous *Statewide Developmental Education Plan* adopted by the THECB in 2009. The vision, goals, and performance measures set forth in the *DE Plan* call for significantly improving the success of underprepared students in Texas higher education by 2017 by meeting their individual needs through nontraditional developmental education methods. Nontraditional interventions include models that are modular, mainstream/ corequisite, non-course competency-based, and integrated (see *Glossary of Terms* for the definitions of those interventions). Evaluation results from the initiatives funded by the THECB, especially the Developmental Education Demonstration Projects and Scaling and Sustaining Success (S3) program, continue to inform the institutional practices that positively impact students' outcomes. Moreover, positive results from other colleges and universities nationwide, which are implementing large-scale nontraditional interventions (e.g., corequisite models), are coalescing to suggest nontraditional interventions are the future of effective practices for meeting the needs of underprepared students.

Even though much progress continues to be made in refining and scaling developmental education practices at Texas institutions of higher education, work remains statewide to scale promising practices that support the college readiness and success of underprepared students. The *DE Plan* encompasses lessons learned from previously funded projects and establishes program and institutional objectives to continue the work of bringing promising practices to scale and building an iterative process of continuous improvement. Findings from those efforts inform what is being scaled currently in the state in order to make optimal use of limited resources, while also supporting the most promising results.

The state's new higher education strategic plan, *60x30TX*, assigns a new urgency to accelerating completions for the population of underprepared students. The previous plan, *Closing the Gaps by 2015*, included access to and success in higher education as its major goals; the new plan build on these goals and continues to focus on completions in higher education. According to most recent THECB data, 48 percent of students entering community colleges and 10 percent entering universities are reported as not meeting Texas Success Initiative (TSI) standards for college readiness. Data confirm that this population is much less likely to complete degrees and certificates, when compared to students entering college ready. In fact, only 9.4 percent of underprepared students entering community colleges and 54 percent entering universities actually graduate[1], compared to 16.9 percent and 85 percent, respectively, for students entering college ready[2]. It is clear that the success of the underprepared students in higher education is essential if Texas is to increase completions by over 20 percent in the next 15 years, thus meeting the *60x30TX* completion goal.

General Appropriations Act, House Bill (HB) 1, Article III, Section 42, 84th Texas Legislature (Rider 42) requires the THECB, in collaboration with Texas public institutions of higher education, to identify and scale effective interventions for underprepared students, with

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[1] Within 3 years at community colleges and 6 years at universities
[2] See THECB Higher Education Accountability Data at
http://www.txhighereddata.org/reports/performance/deved/

new focus on nontraditional models, such as non-course competency-based remediation, corequisite/mainstreaming options, and modular offerings. Rider 42 also requires the THECB to analyze and compare information collected annually from all Texas public institutions on the Developmental Education Program Survey (DEPS) to determine the most effective and efficient combination of developmental education interventions.

This report addresses Rider 42 by providing an update on the progress of interventions that support the acceleration of achieving college readiness for underprepared students. This report also addresses Senate Bill (SB) 1776, 84th Texas Legislature, Regular Session, which tasked the THECB to report on the progress of high school college preparatory courses as a way to help students achieve college readiness prior to their enrollment in higher education. The DEPS findings help inform the progress of the interventions, which are designed to improve, through effective and efficient means, the persistence and success of both high school and underprepared students in higher education, as they strive to reach their academic and career goals. The findings also help support the goals of the higher education strategic plan, *60x30TX.*

Three recommendations are offered to the Texas Legislature to help ensure that Texas's vision, as outlined in the *DE Plan*, is realized and that Texas public colleges and universities receive the support necessary to continue to make substantive changes in the delivery of improved curricular and support services for underprepared students. The report addresses each recommendation and its importance in supporting the goals of *60x30TX.*

Recommendations

- Accelerate scaling of what works (Integrated Reading and Writing, non-course competency-based option (NCBO), mainstreaming/corequisite, modular/compressed models).
- Adjust developmental education funding to create incentives for accelerating college readiness for underprepared students in one year or less.
- Enhance collaborations with the Texas Education Agency and school districts to support increased college readiness for high school graduates.

Developmental Education Supports *60x30TX*

Since the adoption in 2000 of the Texas higher education plan, *Closing the Gaps by 2015* (*CTG*), the state has seen a significant increase in higher education participation. Although more students are entering college without the need for remediation, a substantial number of students remain underprepared, especially among students entering community and technical colleges. Addressing the needs of those students was one of the state's greatest challenges in meeting the success goal of *CTG* and likely will continue to be a challenge for meeting the completion goal of *60x30TX*.

The overarching goal of *60x30TX,* that at least 60 percent of Texans ages 24-35 will have a certificate or degree by 2030, is the driver for the plan's other three goals, which focus on completion, marketable skills, and student debt. Developmental education (DE) is a key player in better preparing a large segment of students entering higher education to reach those certificate and degree completions. In particular, an efficient and effective DE system directly supports meeting those goals. Students who enter higher education college ready, or who reach college readiness quickly, complete at higher rates and are able to use their financial aid toward coursework that applies to their degree, rather than for courses that do not count. Such application helps to keep student debt incheck.

Furthermore, strategies outlined in the plan that directly affect its goals, especially as related to DE, include the following:

- **Expand corequisite course opportunities for developmental education students.** These courses allow students to take credit-bearing courses while they take developmental education courses to improve their skills.

  Texas institutions of higher education (IHEs) are required to offer mainstreaming/ corequisite options for underprepared students assessed as near college-ready. The Texas Higher Educating Coordinating Board (THECB) continues to support such strategies through grant and professional development opportunities.

- **Use assessments, such as the Texas Success Initiative Assessment (TSIA)**, which enable institutions to determine accurately students' strengths and weaknesses and give advisers the ability to provide better counseling to students based on this information.

  Institutions of higher education (IHEs) are required to use both placement and diagnostic components of the TSIA, along with other factors, such as high school Grade Point Average (GPA), noncognitive factors such as motivation, and workplace experiences to improve holistic placement decision-making.

- **Scale up and share practices that support underprepared students to increase persistence and completion and to reduce their time to degree.**

  THECB staff is working with The Education Institute at Texas State University-San Marcos to help identify promising practices and disseminate information regarding those practices, as well as address implementation obstacles.

- **Scale up and share practices that support students in their academic preparation for postsecondary education.**

  Through initiatives such as Advise TX, GenTX, and ApplyTexas, THECB staff is working with partner agencies, such as the Texas Education Agency and the Texas Workforce

Commission, and with other organizations, such as the Texas Success Center, Education Service Centers, and TG (formerly Texas Guaranteed Student Loan Corporations) to ensure those who have direct contact with students are adequately informed to make the best decisions to help high school students graduate college ready.

The state of Texas has supported student success and developmental education reform efforts by developing the College and Career Readiness Standards (CCRS) and requiring the Texas Success Initiative Assessment (TSIA) to align with the standards. The TSIA helps institutions to better identify the academic needs of their incoming students and to address those needs through effective advising, targeted instructional interventions, and innovative curricular designs.

Higher education in the state, as well as public education and Adult Education and Literacy (AEL), will continue to serve greater numbers of students over the next decade, which will mean an increase in the number of students needing additional academic support. House Bill (HB) 5, 83rd Legislature, Regular Session, provides flexibility and new options for high school graduation plans. AEL programs, whose administration was moved from the Texas Education Agency (TEA) to the Texas Workforce Commission (TWC), further strengthen cooperation among postsecondary institutions, adult education programs, and workforce programs. These changes bring not only challenges but also new opportunities for better serving all students in Texas.

While institutions already have made great strides in meeting the challenges of appropriately serving underprepared students, establishing the most effective methods for this population to achieve success is a complex process that involves extensive and systemic changes. Institutions must re-envision how best to use their full-time and adjunct faculty, tutors, and other support staff in ways that may not seem conducive to systems designed for efficiency. Efficient systems use the fewest resources in their application of similar processes and rules to large groups, often with only minor consideration for individual needs and strengths. The common theme among all recommendations and best practices for improving developmental education, however, calls for an individualized approach – with student assessment and placement based on each student's combination of strengths and needs. This dichotomy – system efficiency versus individual needs – must be reconciled as part of institutions' continuing efforts to transform their developmental education programs and support systems to more effectively serve students. Those efforts will require extensive reallocation of resources and reevaluation of costs in time, staff efforts, and other expenditures.

Accelerating the scaling and enhancement of nontraditional, high-impact interventions for underprepared students is paramount to meeting the goals of *60x30TX.* As institutions continue to scale practices to support Texas's underprepared students, evaluations suggest that Texas needs to accelerate the pace of scaling and enhancement of these practices, including integration of reading and writing; mainstreaming/corequisite models; and nontraditional interventions, such as non-course competency-based options (NCBOs); modular/Emporium-style models; and compressed and contextualized instructional models. Adjusting DE funding to create incentives for accelerating underprepared students to one year or less emphasizes the importance of progress and completions for this population. Institutions employing non-traditional practices, including corequisite models, as quickly as possible increases the likelihood that students will complete the first set of milestones. Such incentives can be achieved by increasing funding for success point milestones, as well as increasing performance-based grant funding. Without significant improvement among this segment of students, Texas will have

greater challenges in reaching its goals. According to the Developmental Education Program Survey (DEPS), at least 73 percent of institutions are currently offering options for underprepared students to become college ready in 1-2 semesters (see Appendix D). Requiring in statute that all DE interventions be completed in one year or less would move institutions in the right direction.

What follows is an update on student preparation and college-readiness measures across the state. These measures as a whole reflect best practices for serving underprepared students and act as guides for institutional developmental education reform.

High School Students: Report on College Preparatory Course (SB 1766)

The college preparatory course (CPC) required in House Bill 5, 83rd Texas Legislature, Regular Session, is a recent collaboration between school districts and institutions of higher education to support the increased college readiness of high school graduates. School districts were asked to collaborate with institutions of higher education to develop and implement a CPC designed for students who had not yet demonstrated college readiness by the end of their eleventh-grade year. Students successfully completing the CPC receive both high school credit and qualify for a two-year Texas Success Initiative (TSI) exemption at the partnering institution of higher education that co-developed the course. While school districts are required to inform students and parents of this option, enrollment in the CPC continues to be optional.

College Prep Course Exemptions. Very few first time in college (FTIC) students enrolled in fall 2015 with a CPC exemption (Table 1). Due to the few students reported and to ensure compliance with the Family Educational Rights and Privacy Act (FERPA), the first college level passing rates from fall 2015 are reported at the state level only. Not all students who qualified for the exemption took a first college-level course in the relevant content area in the first full semester of enrollment (Table 2). Some of the students reported with a CPC exemption enrolled in developmental education courses in fall 2015 (math [$n = 40$; 14%], reading [$n = 16$; 7%], and writing [$n = 37$; 7%]). Among those students who took a first college-level course in fall 2015, 20 percent passed with a C or better in math; 39 percent passed with a C or better in reading; and 61 percent passed with a C or better in writing (Table 2). Future reporting will track students through the full first year of enrollment. Spring 2016 course enrollment and TSI data were not certified at the time of report.

Table 1. Reported College Prep Exemptions, by Institution, Fall 2015

	Mathematics		Reading		Writing	
	Students	Percent	Students	Percent	Students	Percent
Statewide	**284**	**100%**	**233**	**100%**	**507**	**100%**
Austin Community College	7	3%	25	11%	26	5%
Lee College	6	2%	10	4%	10	2%
San Jacinto Community College District	*	*	22	8%	20	4%
South Plains College	200	70%	128	55%	389	77%
Tyler Junior College	40	14%	25	11%	31	6%
Victoria College	*	*	6	2%	8	2%
Wharton County Junior College	10	3%	9	4%	12	2%
Other IHEs	21	6%	8	3%	11	2%

* Cells below 5 are redacted and included in the category "other IHEs." *Note*: At time of report, Kilgore College had not certified the CBM002 for fall 2015.

Table 2. Student Success in First College Level Course, by Area

| | CPC Exemptions | Students who enrolled in first college level course (FCLC) | | | | | | | | |
| | | Enrolled in FCLC | | A, B, or C | | DF | | Withdrawal | | Other | |
	Total	N	%*	N	%	N	%	N	%	N	%
Mathematics	284	122	43%	24	20%	44	36%	42	34%	12	10%
Reading[3]	233	121	52%	47	39%	44	37%	17	14%	15	11%
Writing	540	279	55%	170	61%	70	25%	23	8%	16	6%

* Percentages presented in the column for "enrolled in FCLC" are based on the total number of students who received a CPC exemption. All other percentages are based on only those who enrolled in a first college-level course in the subject area. *Note*: Percentages may not sum to 100 percent due to rounding.

Descriptive data on requirements for successful completions and the extent of CPC Memoranda of Understanding (MOUs) across the state are available in Appendix C of this report. While it is still too early to determine whether the CPC will have an impact on improving statewide college readiness rates for high school graduates, the CPC remains an important example of partnerships that have the potential to become an effective tool for reaching statewide goals.

What follows is a closer review of the several reform efforts at institutions of higher education that have been successful at accelerating progress and completions for underprepared students entering higher education.

Underprepared College Students: Effective Acceleration Interventions

Students assessed and placed into traditional, semester-length developmental education classes are less likely to complete college than those placed directly into college-level coursework (Burdman, 2012, p. 6). According to Bailey, Jeong, and Cho (2010), fewer than half of community college developmental education students complete their assigned remedial sequences, and even fewer do so among those students assigned to multiple levels (p. 5). Only a third of math remedial students complete their sequences.

Strategies that accelerate the progress of underprepared students to one year or less, such as corequisite/mainstreaming models, short-term intensive college readiness programs, and integrated or contextualized curricular models, have been shown to increase not only the college readiness of this population but also their likelihood for persistence and completion. THECB data indicate the persistence and completion rates of underprepared students at community and technical colleges is more than 20 percentage points fewer than those of college ready students, 29 points fewer at universities[4]. According to a recent report published by Complete College America[5], "Corequisite remediation is doubling and tripling gateway

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[3] Students who took a similar course as used in the TSI and Texas SAT validity studies were included as being enrolled in a first college level course. In addition to these courses, students who were indicated as completing the first college level reading intensive or reading and writing intensive course with a A, B, or C on the CBM00S were also included. The additional courses used are listed in Appendix B.

[4] CBM Developmental Education Accountability Measures, FY 2015 (entering fall 2012 cohort after three years)

[5] Complete College America is a national nonprofit with a single mission: to work with states to significantly increase the number of Americans with quality career certificates or college degrees and to close attainment gaps for traditionally underrepresented populations (see http://completecollege.org/about-cca/)

[i.e., first college-course] college course success in half the time or better" (2016). Through the use of the diagnostic profiles on the new TSIA, Texas public institutions of higher education are able to develop student profiles that identify student populations best served by particular acceleration strategies, including corequisite remediation. To encourage widespread use of these practices, Texas Administrative Code (TAC), Section 4.60, requires that institutions with developmental education programs offer the following accelerated strategies by spring 2015:

- Integrated reading and writing (IRW) for all exit (highest) level courses
- Non-course competency-based options (NCBOs) in each content area
- Corequisite/mainstreaming (co-enrollment in DE and college-credit courses)

Better assessment of students' strengths and college readiness would help reduce the proportion of students who take developmental education, as many students who are placed in developmental education may not actually need it. The Century Foundation released a recent report on developmental education, "When College Students Start Behind," in which they note that students frequently are placed in remedial courses when they could have successfully completed college-level courses. Students who do not have the opportunity to begin work on their degree path, due to long sequences of remedial courses, are less likely to complete their degree. Through holistic placement practices – as required in TAC, Section 4.55 – institutions are able to improve their assessment practices to go beyond test results to include additional factors, such as high school Grade Point Average (GPA), high school course-taking patterns, and workplace experiences, among others. What follows are three examples of institutions that have taken the lead in implementing and scaling holistic practices and other instructional and support services initiatives that are proving positive for student success.

San Jacinto College: Corequisite/mainstreaming. Research indicates that corequisite courses allow students to maintain pace toward a degree by enabling them to receive simultaneous supportive, supplemental instruction and college-level credit. Traditional developmental education – semester-long, non-credit courses – adds to the total time to degree and contributes to students not completing their degrees.

San Jacinto College has implemented two corequisite models in its developmental education program. The models complement the subject matter being taught. To address reading and writing developmental education, San Jacinto offers a four-week accelerated integrated reading and writing NCBO followed by a 12-week, college-level English course with the same instructor. The success rate for the English section in fall 2015 was 85 percent, a substantial improvement over the traditional success rate for that course, which previously averaged 68 percent. The English mainstreaming model is being scaled up, with a target enrollment of 600 students by fall 2017, thereby bringing this intervention to more than 90 percent of underprepared students at San Jacinto College near the benchmark, which is over one-third of the total number of underprepared students scoring in the highest integrated reading and writing course range.

To address math developmental education needs, San Jacinto College has adopted a corequisite model where students enroll in paired sections of college-level math and a developmental foundation course. To align with college meta-majors, the college-level math courses offered are college algebra, statistics, and quantitative reasoning. The college-level course and the supplemental course are team taught by a pair of instructors, allowing the instructors to scaffold instruction and provide timely contextual and conceptual support for the enrolled students, especially since the classes meet four to five days per week. The student success rate for the college algebra course in spring 2016 was 74 percent, compared to the

traditional college algebra success rate of 45 percent. San Jacinto College plans to have the mathematics models brought to scale and fully implemented for both full-time and part-time students by the end of the spring 2017 semester.

Austin Community College ACCelerator: Modular/technology-based. Another developmental education model that helps accelerate students through remedial coursework is the modular or emporium approach, which allows students to complete developmental coursework in a computer lab setting while working at their own pace. These programs also have in-lab tutors and instructors on hand to provide individual support. Students who must take multiple semesters of developmental education are more likely to drop out without completing their education, and the self-paced nature of the modular programs allows students to complete within one semester, thus improving their retention rates when compared to traditional models.

The Austin Community College ACCelerator lab is one example of this modular, computer-based alternative to traditional developmental education. Students placed into the program have the flexibility to complete developmental math, up to three semesters' worth of classes, in as little as one semester. The computer-based program consists of 12 modules, and students are evaluated and assigned only the modules they need to attain college readiness.

To complement the technological side of the model, the ACCelerator lab employs instructors and tutors to support those students enrolled in the developmental math course. Instructors offer mini-lectures and activities, in addition to providing individual assistance. Across three semesters' worth of data, ACC reports that developmental education students who went through the modular course were more successful and less likely to withdraw than students enrolled in the traditional courses. The proportion of students who completed the modular developmental educational course in fall 2014 and successfully completed a college-level math course by the end of fall 2015 increased almost 33 percent compared to the proportion who went from traditional developmental education to college-level math in previous years' data.

Lone Star College-Montgomery: Integrated reading/writing (IRW). Integrated reading and writing courses are a developmental education model that combines two separate semester-long remedial courses into one, shortening the timeframe to developmental education completion and helping students make connections between the skills taught in both classes.

The integrated reading/writing program at Lone Star College-Montgomery (one of six Lone Star Colleges) was implemented in spring 2011 as part of the Developmental Education Demonstration Project grant. Students who needed remediation in reading and writing and who were placed at the upper level of the developmental education sequence had the option to take a single integrated reading and writing course, instead of two separate courses. Several sections of the course – Advanced Developmental Reading and Writing – were offered in spring and fall 2011. By spring 2012, persistence data showed that 78 percent of students who completed the IRW course in spring 2011 succeeded in their gateway (or freshman) English course the following fall semester. After similar successes in fall 2012 with the integrated program, the college decided to move all upper-level developmental education reading and writing courses to an integrated format.

Professional Development and Cooperative Efforts

Professional development plays a key role in the success of underprepared student by helping faculty, staff, and administrators to support, scale, and sustain promising programs at institutions. In support of the statewide vision for developmental education, including the recommendations in the *TSI Operational Plan*, the THECB continues to support professional development initiatives to ensure successful implementation and continuous improvement of reform efforts. Developmental and Adult Education staff of the College Readiness and Success (CRS) division convened over 50 sessions in Academic Year 2015, addressing over 1,000 public and higher education faculty, support staff, and administrators across the state with regard to developmental education and Texas Success Initiative updates, issues, and concerns. Furthermore, the THECB continues to collaborate with other organizations such as Texas Guaranteed (TG); the Texas Success Center; and other partner agencies, such as the Texas Education Agency and Texas Workforce Commission, to expand its reach into school districts and communities, so the message of college readiness and higher education expectations are clearly, coherently, and consistently conveyed.

Developmental Education Program Survey. The Developmental Education Program Survey (DEPS) is an annual survey administered through the THECB. The 2016 survey contained items related to minimum qualifications and professional development for developmental education (DE) instructors, as well as questions relating to holistic and differential placement. Across the responding institutions, all required instructors to hold a bachelor's degree; only about half of respondents required full-time developmental education instructors to have a master's degree or higher. The survey further revealed that only half of full- and part-time DE instructors were required to have knowledge of teaching underprepared learners, and fewer institutions required knowledge of adult-learning theory. At least half of the institutions responding to the survey did not require DE instructors to take professional development each year. More information on these data is found in Appendix E. As institutions are encouraged to implement accelerated and corequisite developmental education models, robust advising programs and faculty training in adult education theory will be important to ensure student success in those models.

The Education Institute at Texas State University, San Marcos. In early 2015, the THECB awarded a competitive contract to The Education Institute at Texas State University-San Marcos to provide Texas developmental education (DE) professionals with access to a high-quality professional development system. The purpose of the Texas Success Initiative Professional Development Program is to design, implement, and operate a statewide professional development system that provides consistent, high-quality workshops and trainings. The emphasis is on innovative strategies in the areas of advising and placement and instructional redesign appropriate for professionals who work with students who are underprepared and who are placed into DE. To date, 33 activities addressing mainstreaming/corequiste models, contextualization of basic skills for developmental education and career-technical programs, and other acceleration strategies for underprepared learners have been delivered to more than 1,200 faculty members, support staff, and administrators across the state.

THECB staff have been involved in two additional efforts that provide professional development training to support DE reform efforts: 1) the Advisor/Counselor Institute; and 2) the Pathways to Progress Conference, in collaboration with the Texas Success Center of the Texas Association of Community Colleges. Both efforts provide specific training and support for

institutional personnel in the following areas: 1) implementing holistic placement, 2) understanding the TSIA, 3) accessing and appropriately using institutional data for decision-making, and 4) using data to inform continuous improvement and determine progress and gaps.

Scaling and Sustaining Success (S3): Focus on Impactful Change. In January 2013, the THECB launched the Developmental Education Scaling and Sustaining Success (S3) Project. The purpose of the S3 project is to inspire and enhance the efforts of institutions of higher education to boost significantly the success and college completion of underprepared students. Grants were awarded to 12 small, medium, and large peer group institutions that were producing comprehensive plans aimed at improving persistence and completion rates and increasing the number of students served. Grantees implemented reforms in one or two of the following areas:

- Restructuring assessment and placement
- Transforming academic and career advising and counseling services
- Increasing preparedness of developmental educators
- Deploying transformative technology
- Reducing time-to-degree
- Accelerating success

The sustainability of the S3 reform is notable. Half of the S3 institutions have fully sustained key program components, relying on their own efforts to establish other funding, either institutionally or externally. While not fully sustained, other S3 programs plan to continue either a revised S3 course model or some selected components from their interventions. For stakeholders at the institutional and state levels, however, there is still much work to do to fund more long-term DE implementations and rigorous evaluation designs. Empowering institutions to establish effective data practices and moving the needle on planning and implementing evidence-based DE reforms continue to be priorities to ensure data-informed decision-making drives scaling efforts.

Overall, at the level of the individual institution, the S3 study has shown that no change is possible without adequate buy-in from leadership, instructors, advisors, and students. Stakeholders should be engaged to examine the fit of proposed reform strategies at the institution and to secure buy-in. Additionally, long-term successful reform can only be achieved with an institution-level commitment to a deeper examination of concrete evidence regarding successes and challenges and an informed consideration of scaling and sustainability possibilities.

In terms of student outcomes, persistence and completion rates were improved at every S3 institution, ranging from 50-95 percent over traditional models, and institutions continue to enhance and scale their most successful components beyond the grant period.

Accelerate Texas – Integrated Career Pathways. The Accelerate Texas (ATX) models are integrated career pathway programs that represent a shared initiative between the Texas Workforce Commission (TWC) and the THECB. These programs comprise an integrated, basic education, workforce training instructional and advising model designed to support adult learners in career and technical education (CTE) programs. The THECB and TWC have developed agreed-upon tenets for these programs that include:

- Access for underprepared students to Workforce Training and Education programs
- Instructional model whereby basic skills support is integrated into the program of study, and is contextualized and aligned with linked or common learning objectives and specific, integrated support activities
- Outcomes such as successful completion of recognized postsecondary credentials, with the THECB's ATX grant program limiting funding to Level 1 certificates and higher
- Academic and workforce support services provided by the Texas Workforce Solutions, system, sector partners, and other entities – both outside the institution or organizational grantee and/or within the institution
- Collaboration with Workforce Boards and other partners regarding local/regional labor markets, credentialing demands, and wage information

Accelerate Texas programs enroll students in a CTE program and provide basic skills support through a partnering Adult Education and Literacy (AEL) program, a campus developmental education program, or a college's continuing education department. Its mission is to build capacity and expand deployment of career pathways programs that support robust employment, higher education transition, skills gains, and secondary completion through demonstrated approaches that integrate system services and leverage community partnerships. More than 70 percent of students enrolled in those programs are entering the workforce or continuing in higher education.

Outcomes for ATX programs include a range of short-term completions, including locally developed certificate programs of three to eight credits; marketable skills' awards of nine to 14 credits, and level 1 certificate programs of 15 to 42 credits. Because the *60x30TX* plan includes completions for only level 1 certificate programs and higher, the Accelerate Texas models supported by THECB funding now align with the plan and support, at minimum, those completions. Students will continue to seek opportunities and benefits from such programs that address both their academic and non-academic needs to help improve their lives, which also will contribute to the economic health of Texas. For more details on the ATX program, see Appendix G.

Grants and Research Opportunities

The THECB recognizes the need to understand the impact of college readiness and developmental education policies and models on student success. Over the years, institutions have competed for and won grants to assist in implementing and evaluating nontraditional DE strategies. The THECB also is assisting in research to examine the impact of new college readiness standards and testing on student success.

Comprehensive College Readiness and Success Models for *60x30TX* (CRSM) grant opportunity. In June 2016, the THECB issued a Request for Applications (RFA) for community and technical colleges (CTCs) and universities to scale and enhance their programs supporting students' success in the first college-level course and level 1 certificate programs. THECB received 48 applications, but funding limited the awards to 12 CTCs and 3 universities. The magnitude of the response indicates a pressing need for funds to support student success, as funds awarded under the grant will support scaling and enhancing existing, effective strategies to help institutions ensure a sustained impact on student outcomes. The funding model for this grant is based on the number of students served, defined as those who successfully complete the first college-level course or level 1 certificate program.

The three options for grant funding include the following scaling interventions: 1) Accelerate TX integrated career pathway models, 2) developmental education accelerated options, and 3) comprehensive student success models. All options impact meeting the *60x30TX* completion, marketable skills, and student debt goals. Institutions awarded funds through this grant opportunity will provide evaluative information and other data to help the state determine the best combination of efficient and effective interventions to support the goals of *60x30TX.*

RAND research projects. RAND Corporation (RAND) asked the THECB to collaborate with them on two research grants from the U.S. Department of Education (ED) and the Institute of Education Sciences (IES) to study the implementation of the Texas Success Initiative (TSI) through a continuous improvement research project and a randomized control trial (RCT) evaluation study.

The THECB's primary role for both projects is working closely with RAND to facilitate the appropriate processes necessary for successful implementation of the TSI, to develop policies for the TSI, and to study and refine those processes and policies over time. The overarching goal is to support the implementation of TSI initiatives related to holistic advising, adult basic education, and accelerated corequisite models within the participating institutions of higher education (IHEs); to distill lessons learned from those processes; to develop and implement recommendations and policy at the state level for serving underprepared students; and to inform other IHEs across Texas as they develop and implement similar policies. Findings from these research projects will be available in 2019.

Progress with Assessment and Placement

The THECB has recently renewed its contract with the College Board to continue providing the TSIA for the next two years. College Board and THECB staff have conducted professional development/training with institutions of higher education and school districts across the state to familiarize them with the test and the required test provisions.

To best support the implementation of the TSIA, several rule changes were implemented, as outlined in Texas Administrative Code (TAC), Section 4.55.

First, prior to the administration of the TSIA, an institution is required to provide a student with a pre-assessment activity, or activities that, at a minimum, address in an effective and efficient manner (e.g., workshops, orientations, and/or online modules) the following components:

- The importance of assessment in students' academic careers
- The assessment process and components, including practice with feedback from sample test questions in all disciplinary areas
- Developmental education options, including course pairing, as well as non-course-based, modular, and other non-traditional interventions
- Institutional and/or community student resources (e.g., tutoring, transportation, childcare, financial aid)

Second, for holistic advising and placement of nonexempt students not meeting TSIA college readiness thresholds, institutions are required to use the TSIA results and accompanying diagnostic profile, along with consideration of one or more of the following, for determining appropriate courses and/or interventions:

- High school grade point average/class ranking
- Prior academic coursework and/or workplace experiences
- Noncognitive factors (e.g., motivation, self-efficacy)
- Family-life issues (e.g., job, childcare, transportation, finances)

According to the Developmental Education Program Survey (DEPS, 2015), over 85 percent of institutions are using factors in addition to TSI Assessment placement scores and diagnostic profiles in their holistic placement practices. Prior academic coursework and workplace experiences are most commonly considered, followed by noncognitive factors, family-life issues, and high school metrics, such as GPA and class ranking. (See Appendix D for a breakdown of the data.)

Understanding of, and training for, holistic approaches to the advising process adds significant complexity to the placement of underprepared students, especially when compared to previous placement protocols that were based almost entirely on a test score. Appropriately addressing this complexity means institutions are faced with increased costs to develop models and train staff to ensure the equitable application of protocols that lead to improved placement recommendations. Extensive evaluation is underway, both on statewide and national levels, to determine which factors are the most predictive of student persistence and completions.

Specifically, the THECB is collaborating with RAND to work with seven community colleges in supporting the implementation of TSI initiatives related to holistic placement for underprepared students. The overarching goal of these projects is to develop and implement recommendations and policy at the state level and to inform other non-participating institutions of higher education across Texas as they develop and implement similar policies. Findings from those evaluations, expected in 2019, will help further inform and refine training and professional development efforts.

Other Educational Partnerships

Adult education and literacy at TWC. As of the 83rd Legislative Session (spring 2013), the authority to administer all federally-funded adult education programs was transferred from TEA to TWC. Prior to 2013, programs serving this population of students were limited in terms of access and meaningful performance measures beyond high school or Occupational Skills Awards (OSA) (formerly Marketable Skills Achievement Awards) completions. However, the transition of these programs to TWC now requires closer ties to important labor market employment as well as postsecondary training and education outcomes. At the same time, significant changes to the federal Workforce Investment Opportunity Act (WIOA) in 2015 now emphasize outcomes beyond high school and OSA completions.

TWC's Adult Education and Integrated Career Pathway programs serve students by providing basic skills education, English as a Second Language, high school equivalency/GED, career-technical education certificates, industry-recognized certifications, as well as career and social support services leading to gainful employment in regionally recognized labor markets. These programs are offered free or at greatly reduced costs to qualifying students (i.e., those unemployed, underemployed, with or without English skills and/or high school completions). Many programs are administered through grant partnerships with community/technical colleges and include pathways to level 1-2 certificates and associate degrees. All programs have the goal of employment and/or continued postsecondary education for its participants.

Participants in these programs are identified and recruited through TWC programs such as workforce solutions, assistive and rehabilitative services, and veterans' services. Participants may or may not have high school completions but generally do not have the knowledge and skill levels to enroll directly in college-level programs. Many participants are interested in short-term programs that lead to meaningful wages and immediate regional employment opportunities, but they don't have the financial or other support resources necessary for completions.

Adult learners who were previously served through TEA-administered federally funded programs (prior to 2013) are provided with robust education and training services through TWC-administered programs leading to important outcomes. A comprehensive statewide strategy for serving lower-skilled students that reduces redundancies and makes optimal use of available resources to both institutions and students is important to optimize use of limited statewide funds. Regardless of the entry point being with TWC (or affiliated program) or a community/technical college (CTC), students should be assessed, advised, and placed into programs that are designed to best meet their needs. CTCs are encouraged to collaborate with their local Workforce Board to outline the strategy and identify special local resources and needs so that every CTC/TWC collaboration provides opportunities for any students wishing to improve their educational and training, including students assessed at lower skill levels.

Regional P-16 Councils. P-16 Regional Councils are civic organizations that exist to help meet the goal of the state's higher education plan. Membership in each council includes leaders from regional education service centers, public school districts, community colleges, at least one public or private four-year institution of higher education, business representatives who are members of local workforce boards or chambers of commerce, and representatives from civic and/or community organizations. The councils play an important role in ensuring comprehensive and coherent information is disseminated to communities and other stakeholders, so that students are more likely to enter higher education college ready. For those students who have not yet met that milestone, they will understand the most efficient and effective way to achieve college readiness and accelerate their path toward meeting their academic and career goals.

Challenges and Opportunities

Progress on improving interventions for underprepared students has been slow but steady. As emerging research demonstrates new promising practices for developmental education, institutions are implementing programs and continuing to scale programs to test the feasibility of offering alternative and accelerated developmental education programs on their campuses. Some of those interventions are being offered to the general student body, but for many campuses, the difficulty in changing developmental education to accommodate a diverse population has been a major stumbling block for reform. The existing, traditional developmental education programs have been in place for long enough, and are large enough, that changes to those programs are slow to gain acceptance. Scarce funds affect the pace of innovation to support developmental education initiatives that are demonstrating success. In addition to scaling promising programs, institutions must educate faculty and support staff for a chosen model to be widely adopted, accepted, and successful.

Furthermore, the metrics for determining college readiness are not yet aligned between public school educators' and higher education faculty members' expectations. For example, the College Board set the college ready benchmark for Evidence-Based Reading and Writing at 480 on the new SAT. This industry-standard benchmark indicates that a student has a 75 percent likelihood of earning at least a C in their first-semester literature, writing, history, or social sciences courses and is used for most national assessments. Currently under consideration for the state's "outstanding performance" graduation recognition for Evidence-Based Reading and Writing is a score of 410. A student achieving a 410 score in the final year of high school indicates the student is most likely behind in reading and writing and has only a 60 percent likelihood of earning at least a C in the courses noted[6]. This disparity in college readiness designations may mislead students and becomes an obstacle to completion when they are compelled first to enroll in developmental education courses in their pursuit of a postsecondary credential.

Mutual agreement on college readiness would help to reduce the number of students who enroll directly from high school at higher education institutions and test into developmental education because students would receive more thorough preparation before enrolling in college courses. College ready students are more likely to complete their education within an average timeframe because they do not spend time, post-high school, catching up to their college ready peers. Defining college readiness across K-16 standards would better serve all students in secondary and postsecondary education.

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[6] See https://collegereadiness.collegeboard.org/about/scores/benchmarks for more details on benchmark indicators.

Recommendations and Conclusion

Based on the update provided in this report, the following recommendations are offered to the Texas Legislature to help ensure that Texas' vision, as defined in the *DE Plan*, is realized and that Texas public colleges and universities receive the support necessary to make substantive changes in the delivery of improved curricular and support services for underprepared students.

Recommendations

- Accelerate scaling of what works (Integrated Reading and Writing, non-course competency-based option (NCBO), mainstreaming/corequisite, modular/compressed models).
- Adjust developmental education funding to create incentives for accelerating college readiness for underprepared students in one year or less.
- Enhance collaborations with the Texas Education Agency and school districts to support increased college readiness for high school graduates.

As the progress described in this report illustrates, Texas higher education has committed itself to better and more efficiently remediating academically underprepared students through the Texas Success Initiative system, which is more nuanced in its advising, placement, and curricular interventions than previous models. Similarly, Texas also has taken on the considerable challenge of addressing reform efforts that promote the transition of students assessed at basic skill levels from high school completions through postsecondary training and education, with an emphasis on programs that support academic and workforce success.

During the next few years, the Texas postsecondary system will continue to undergo significant changes and face additional challenges resulting from reform efforts. Those challenges will be informed and mitigated by the validation of the Texas Success Initiative Assessment and the full implementation of the diagnostics that inform student profiles. Challenges will include developing a comprehensive, statewide professional development and referral system, and the continued, full-scale implementation of nontraditional interventions for underprepared students seeking postsecondary training and education. Throughout the implementation of these changes, THECB staff will continue seeking feedback from Texas public institutions of higher education and other stakeholders to improve programs and services for underprepared students. THECB staff also will continue its collaboration with other partners, such as the TEA and TWC to identify and coordinate systems that support the educational and economic goals of all Texans.

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Glossary of Terms

Acceleration - The reorganization of instruction and curricula in ways that expedite the completion of coursework or credentials based on assessments of students' strengths and needs. It involves a departure from the traditional multi-course sequence in favor of a more streamlined structure. Some examples include, but are not limited to, emporium models and modular models, mainstreaming (corequisites, course pairing), and computer-assisted instruction.

Advising - The ongoing and intentional process by which faculty and/or staff members assist students to navigate their choice of courses or majors, access campus and community services, develop career goals, and develop short/long-term plans.

Assessment - A board-approved instrument to determine the academic skills of each entering undergraduate student and the student's readiness to enroll in freshman-level academic coursework.

Basic Academic Skills Education (BASE) - An intervention or course specifically designed to address the basic knowledge and skills of students assessed at ABE levels 3-4 on the TSIA.

Corequisite (also known as *Mainstreaming*) **-** An instructional strategy whereby a student is enrolled or reenrolled simultaneously in a developmental education course and/or intervention and the gateway course of the same subject matter during the same semester. The developmental component provides support that advances a student's success in the gateway course.

Course Pairing - See *Corequisite* and *Mainstreaming*.

Developmental Coursework and/or Intervention - Non-degree-credit coursework and/or activity designed to address a student's strengths and needs in the areas of reading, writing, mathematics, and student success in preparation for college-credit coursework or a workforce program.

Developmental Education - Developmental courses, tutorials, laboratories, and other means of assistance that are included in a plan to ensure the success of a student in performing freshman-level academic coursework.

Differentiated Instruction - The different instructional processes used to work within a student's varied skill levels, motivational attitudes, and learning preferences.

Differentiated Placement - The advisement and placement of students based on individual strengths and needs.

Emporium-style - An instructional strategy that replaces traditional-style lectures with a learning resource center model featuring interactive computer software and on-demand personalized assistance.

Institution of higher education, or institution - Any public technical institute, public junior college, public senior college or university, medical or dental unit, or other agency of higher education as defined in Texas Education Code, Section 61.003(8).

Mainstreaming - See *Corequisite* and *Course Pairing*.

Measureable Learning Outcomes - Knowledge, skills, abilities, and/or attitudes that students should be able to demonstrate upon completion of a course and/or intervention.

Minimum Passing Standards - The minimum scores that must be attained by a student in reading, writing, and mathematics to indicate the student's readiness to enroll in freshman-level academic coursework.

Modular Instruction - A method of teaching that is based on the building of skills and knowledge in discrete units. Instruction is provided using modules or individual units of work. Students advance through each unit at a pace that supports their learning styles.

Non-Course Competency-Based Option (NCBO) (also known as *Non-course-based* or *Non-semester-length options and interventions*) **-** Interventions that use learning approaches designed to address a student's identified weaknesses and effectively and efficiently prepare the student for college-level work. These interventions must be overseen by an instructor of record, must not fit traditional course frameworks, and cannot include advising or learning support activities already connected to a traditional course; interventions may include, but are not limited to, tutoring, supplemental instruction, or labs.

Non-Degree Credit Course - A course that may not be counted toward a degree or certificate. The term includes developmental, pre-collegiate, remedial, and continuing education courses.

Nontraditional Model – An instructional strategy that differs from the traditional course-based model, in that it is offered in a non-semester length or in contact hour ranges aligned with students' academic and workforce goals. Nontraditional courses are typically individualized and designed to accelerate students' learning.

Professional Development - The provision of ongoing and systematic learning opportunities for developmental educators and support staff who focus on research-based strategies, methodologies, and best practices resulting in effective and efficient coursework and/or interventions advancing the cognitive and noncognitive skills of underprepared students seeking postsecondary enrichment, certificates, and degrees.

Program Evaluation - A systematic method of collecting, analyzing, and using information to answer questions about developmental education courses, interventions, and policies, particularly about their effectiveness and cost efficiency.

Public Two-Year Colleges - Any public junior college, public community college, public technical institute, or public state college, as defined in TEC, Section 61.003.

Technology - The use of instructional aids, methods, and/or other computer-based tools that enhance student learning.

Traditional Model - A course delivered in a semester-length timeframe, whereby all enrolled students address the same learning outcomes, which generally are defined in the course syllabus, with the same assessments and course requirements, regardless of a student's demonstrated mastery or strengths of those learning outcomes(s).

Appendix A

Rider 42

42. Developmental Education. Funds appropriated above in Strategy F.1.1, Developmental Education Program, $800,000 in General Revenue for fiscal year 2016 and $800,000 in General Revenue for fiscal year 2017 shall be used for the purpose of continued scaling of effective strategies that promote systemic reform, dramatically improve developmental and basic academic skills education outcomes and provide professional development opportunities for faculty and staff to improve advising, access, and acceleration of students not college ready. Out of funds appropriated to this strategy, the Higher Education Coordinating Board will collaborate with Texas public institutions of higher education, to identify and scale effective interventions for basic academic skills and ESOL students, including but not limited to traditional models, non-course based remediation, paired courses, and modular offerings. Out of funds appropriated to this strategy, the Higher Education Coordinating Board will analyze and compare information collected annually from all Texas public institutions on the Developmental Education Program Survey to determine the most effective and efficient combination of developmental education inventions and submit a report to the Governor, Lieutenant Governor, Speaker of the House of Appropriations, the Chair of the Senate Finance Committee, the Chair of House Appropriations, Senate Committee on Higher Education and House Committee on Higher Education before January 1, 2017. Any balances remaining as of August 31, 2016 are hereby appropriated for the same purpose for the fiscal year beginning September 1, 2016.

Appendix B

SB 1776

AN ACT

relating to the exemption from the assessment requirements of the Texas Success Initiative for students who successfully complete certain college preparatory courses.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. Section 51.3062(q-2), Education Code, is amended to read as follows:

(q-2) A student who successfully completes a college preparatory course under Section 28.014 is exempt from the requirements of this section with respect to the content area of the course. The exemption is effective for the two-year period following the date the student graduates from high school, and the student must enroll in the student's first college-level course in the exempted content area in the student's first year of enrollment in an institution of higher education. If the student earns less than a C in the student's first college-level course in the exempted content area, the institution shall advise the student of non-course-based options for becoming college ready, such as tutoring or accelerated learning. [The commissioner of higher education by rule shall establish the period for which an exemption under this subsection is valid.] The exemption applies only at the institution of higher education that partners with the school district in which the student is enrolled to provide the course, except that the commissioner by rule may determine the manner in which the exemption may be applied to institutions of higher education other than the partnering institution. The Texas Higher Education Coordinating Board shall collect and analyze data regarding the effectiveness of college preparatory courses as measured by students' successful completion of the first college-level course in the exempted content area. The board shall report its findings to all partnering institutions of higher education and independent school districts of each college preparatory course evaluated, as well as the governor, lieutenant governor, speaker of the house of representatives, and the members of the House and Senate Committees on Higher Education.

SECTION 2. The change in law made by this Act applies beginning with the assessment of entering undergraduate students at public institutions of higher education for the 2015 fall semester. The assessment of an entering undergraduate student for an academic term before that semester is covered by the law in effect before the effective date of this Act, and that law is continued in effect for that purpose.

SECTION 3. This Act takes effect immediately if it receives a vote of two-thirds of all the members elected to each house, as provided by Section 39, Article III, Texas Constitution. If this Act does not receive the vote necessary for immediate effect, this Act takes effect September 1, 2015.

Appendix C

College Preparatory Course MOUs Across the State

HS students: College Preparatory Course (SB 1766)

Background. Senate Bill 1776 of the 84th Texas Legislature, Regular Session, directs the Texas Higher Education Coordinating Board (THECB) to report on the effectiveness of college preparatory (college prep) courses (CPC) as measured by students' successful completion of the first college-level course in the exempted content area. Under Section 28.014 of the Texas Education Code, school districts were required to partner with at least one institution of higher education (IHE) to develop and provide college prep courses in English language arts (ELA) and mathematics (math). Students in the Foundation High School Program may use the college prep course to satisfy advanced math or advanced ELA credits.[7] Students who successfully complete the college prep course are TSI exempt in the corresponding content area for a two-year period following high school graduation if: (1) the student enrolls in the first college-level course in the exempted content area in the student's first year of enrollment at the IHE, and (2) the IHE provided the college prep course in partnership with the local school district or through a Memorandum of Understanding (MOU) accepts the college prep course developed by another IHE in partnership with the local school district.

The Developmental Education Program Survey (DEPS) is an annual survey administered through the THECB in accordance with TAC, Section 4.60. DEPS 2016 contained items related to college prep course partnerships (through MOUs with districts and IHEs) and the CPC completion standards in which the student qualifies for the TSI exemption at the institution. DEPS 2016 had 100 participating individual IHEs or college systems participating[8] with a 100 percent completion rate. This appendix summarizes the results from those questions for use in the SB 1776 report.

College prep course partnerships. Institutions were asked how many schools districts and/or IHEs they had a MOU to accept the CPC for ELA and math in academic year 2015-16. Overall, 64 percent of institutions had at least one partnership with a school district or IHE for a college prep course (see Figure 1). Two-year institutions were more likely to report CPC partnerships. Specifically, 76 percent of two-year institutions (N = 52) reported partnership compared to 38 percent of four-year institutions (N = 32). The median number of CPC partnerships institutions had with school districts was 12, with one institution[9] reporting as many as 110 partners. The median number of partnerships institutions had with other IHEs was three with a maximum of 12 MOUs reported.[10]

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[7] Students under the Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP) cannot use college prep courses to satisfy requirements for advanced math and advanced ELA credits.

[8] Each of the IHEs within Alamo Community College District, Dallas County Community College District, and Howard County Junior College District completed the DEPS. Houston Community College System, Lone Star College System, San Jacinto College District and Tarrant County College District responded as a system, i.e., one response for each system.

[9] The University of Texas - Permian Basin

[10] Del Mar College

Among institutions that reported partnerships, 58 percent (N = 64), or nearly 3 out of 5 with MOUs, only had partnerships with school districts, meaning the college prep course exemption would not apply to another institution.

Figure 1. Institutions with Partnerships for College Preparatory Course, by Partnership Type

- ■ No Partnerships
- ■ Partnerships with IHEs Only
- ■ Partnerships with Districts Only
- ■ Partnerships with Both IHEs and Districts
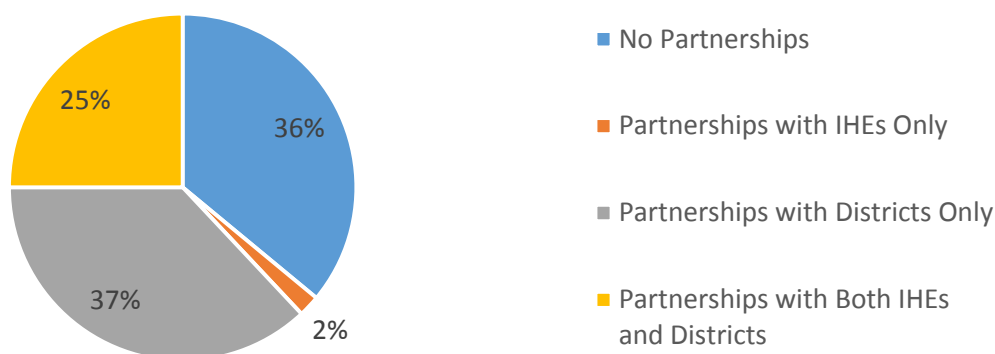
Source. Developmental Education Program Survey, 2016.

College prep course successful completion standard. Although TSI exemptions are provided to students based on successful completion of the college prep course, the standard that defines "successful completion" may vary, not only across institutions, but also within an institution through its various MOUs. The DEPS asked institutions what was required for students to demonstrate successful completion of the college prep course. Institutions were allowed to select multiple responses. More than half[11] of institutions reported multiple standards being used for successful CPC completion. As expected, the majority of institutions used a passing grade in the course as the standard for successful completion (see Figure 2). However, the Texas Success Initiative Assessment (TSIA) college readiness standard also was used as a demonstration of successful completion by nearly 40 percent of institutions that accept the college prep course. Slightly more institutions reported using the TSIA college readiness standard in math than for ELA (see Figure 2).

The use of the TSIA college readiness standard for the college prep course exemption may pose a challenge in the college prep course evaluation since students who successfully completed the college prep course may not be sufficiently identified through the Coordinating Board Management (CBM) data.

Other standards reported by institutions to satisfy ELA CPC successful completion included:

- Passing grades or rubric scores on portfolio or collection of required course essays (five institutions), or
- Passing rate of 75 percent in both the CPC and [high school] ELA course.

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[11] Among those institutions that had partnerships to deliver or accept the ELA CPC, 51 percent reported multiple standards. Fifty-two percent of institutions reported multiple standards for math CPC.

Other standards reported by institutions to satisfy math CPC successful completion included:

- 80 percent or higher in the CPC math course (70-79% in CPC, students are placed in NCBO), or
- Combination of minimum score on final exam and overall average grade in CPC course.

Finally, other indicators reported by institutions that could be applied to either ELA or math included:

- Transcript stating "college ready," or
- Having combination of minimum passing grade and minimum TSIA scores (that are set slightly below the TSIA college readiness benchmarks).

Figure 2. College Preparatory Course Passing Standards, by Subject Area
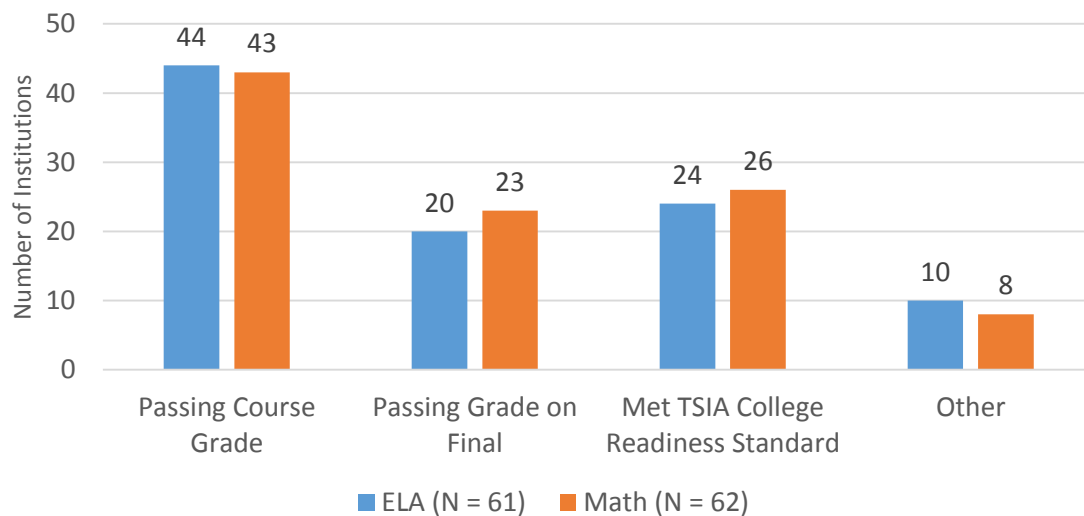
Source. Developmental Education Program Survey, 2016.

Appendix D

Developmental Education Program Survey (DEPS)

Timing of Advising

Table 1. Indicate which of the following times academic advising is <u>optional or required</u> at your institution for non-college-ready students, regardless of department providing service. (N = 99)

Timing	Required	Optional	N/A
Prior to first date of class of initial enrollment	92%	8%	0%
During first semester of enrollment	78%	22%	0%
During subsequent semesters of enrollment (i.e., after first semester)	72%	28%	0%
After student satisfied TSI requirements	34%	66%	0%

Differentiated Advising

Table 2. For each of the following groups of students, indicate whether advising practices, rubrics, or guidelines are <u>differentiated</u> (n=99):

Student Group	Yes	No
Students testing at the BASE/ABE-levels	72%	28%
Students identified as ESL/ESOL	57%	43%
Students with learning disabilities/special needs	63%	37%
By student major or program of study	69%	31%
Students in workforce (CTE) programs	50%	50%

Advising Topics

Table 3. Indicate which of the following topics are <u>optional or required</u> to be discussed with DE students during <u>any</u> advising session? (n=100)

Topic	Required	Optional	N/A
TSIA retesting preparation programs/interventions	57%	41%	2%
Financial aid options	31%	65%	4%
Courses required for a certificate or degree	81%	19%	0%
Career counseling with labor market information (e.g., regional occupational demand, potential salary)	15%	78%	7%
Students' career interest and goals	57%	43%	0%
School/work-life balance (i.e., managing time commitments across school, work, and personal life)	48%	52%	0%
Identification of student challenges/completion risk factors (e.g., transportation needs, dependent care)	45%	52%	3%
College success strategies (e.g., time management, study strategies)	44%	54%	2%

Referral to college resources and supports	63%	37%	0%
Referral to community programs, services and supports	22%	72%	6%

Inaccessible Factors for Holistic Placement

Table 4. Which of the following factors are <u>not accessible</u> in student holistic placement at your institution? (n=100)

Factor	Not Accessible
High school GPA/High school class rank	19%
Prior academic coursework	7%
Workplace experiences	53%
Noncognitive factors (e.g., motivation)	47%
Family-life issues (e.g., job, childcare)	38%
Career aspirations	25%
TSIA ABE diagnostic level scores (Scale of 1-6)	8%
TSIA diagnostic strand scores (Scale of 1-15 per strand)	18%

ABE/BASE Student Placement

Table 5. Rank the following options based on how students who score at the BASE level on the TSIA are most often placed in or referred to at your institution. Not applicable=12.

	Rank =1	Rank=2	Rank=3
DE courses without BASE NCBO	35	7	8
DE courses with BASE NCBO	25	20	2
Career and technical education (CTE) courses without BASE NCBO	3	12	9
Career and technical education (CTE) courses with BASE NCBO	1	2	5
Continuing Education (CE)	0	3	6
Adult education and literacy (AEL) programs	4	4	8
Accelerate Texas	0	4	1
TSIA test and re-test preparation programs	17	17	8

Corequisite (co-enrollment/mainstreaming) options

Table 6. Does institution offer a corequisite (co-enrollment/mainstreaming) option for each college-level course area?

	Yes	No
Math-intensive course (n=98)	73%	27%
Reading-intensive course (n=98)	75%	25%
Writing-intensive course (n=99)	78%	22%

Table 7. If corequisite model is offered, which co-enrollment option is currently available to students?

	College-level course and DE course	College-level course and DE NCBO	Both options
Math-intensive course (n=72)	21%	53%	26%
Reading-intensive course (n=74)	27%	45%	28%
Writing-intensive course (n=78)	25.64%	48.72%	25.64%

Acceleration Strategies

Table 8. Has your institution engaged in any of the following for math developmental education? (n=99)

	Available	Planning Stage	Not Available
DE course sequence re-design that allows the majority (i.e., over 50%) of DE students to take a college-level course within their first year of enrollment.	49.49%	20.20%	30.30%
DE course sequence re-design that allows the majority of DE students to pass through multiple levels of DE in a single semester (Compression)	54.55%	12.12%	33.33%
Different DE curriculum requirements based on students' program of study (such as New Mathways, Statway, Quantway)	65.66%	18.18%	16.16%

Table 9. Has your institution engaged in any of the following for <u>reading or writing</u> developmental education? (n=97)

	Available	Planning Stage	Not Available
DE course sequence re-design that allows the majority (i.e., over 50%) of DE students to take a college-level course within their first year of enrollment.	40.21%	14.43%	45.36%
DE course sequence re-design that allows the majority of DE students to pass through multiple levels of DE in a single semester (Compression)	78.57%	10.20%	11.22%

Appendix E

Summary of Developmental Education Program Survey Responses to Professional Development Questions, 2016

Background. The Developmental Education Program Survey (DEPS) is an annual survey administered through the THECB in accordance with TAC, Section 4.60. DEPS 2016 contained items related to minimum qualifications and professional development for developmental education instructors (see Appendix A).

DEPS 2016 was administered in the spring semester (March through April) 2016 and had 100 participating individual IHEs or college systems participating[12] with a 100 percent completion rate. Data was summarized into one response for college districts whose sites provided separate surveys. A total of 89 universities, colleges, and college districts are represented in the survey. This brief summarizes the results from those questions related to DE instructor qualification and professional development.

Minimum Qualifications for DE Instructors. The DEPS included three questions on instructors' minimum qualifications to teach DE courses. Most institutions reported similar qualifications for part-time and full-time DE instructors (see Table 1). When institutions reported different requirements in qualifications, it mostly referred to education level. Specifically, 24 percent of institutions reported requiring higher education levels for full-time DE instructors than for part-time DE instructors.

Table 1. Reported Difference in Minimum Qualifications, by Full-time and Part-time Developmental Education Instructors (N = 98)

Area	Similar Requirements	Higher Requirements for Full-time Instructors
Education level	74 (76%)	24 (24%)
Years of experience	91 (93%)	7 (7%)
Knowledge of teaching under-prepared learners	95 (97%)	3 (3%)
Knowledge of adult-learning theory (andragogy)	90 (92%)	8 (8%)

Institutions minimally required DE instructors to have a bachelor's degree. A little more than half of reporting institutions required full-time DE instructors to have a master's degree or higher, whereas only 30 percent of institutions required a master's or higher for part-time DE instructors (Figure 1). Years of experience was not a requirement for teaching DE at most institutions (Figure 2). Approximately half of institutions required full-time (51%) and part-time (48%) DE instructors to have knowledge of teaching underprepared learners. Fewer institutions required full-time (30%) or part-time (21%) instructors to have knowledge of adult learning theory.
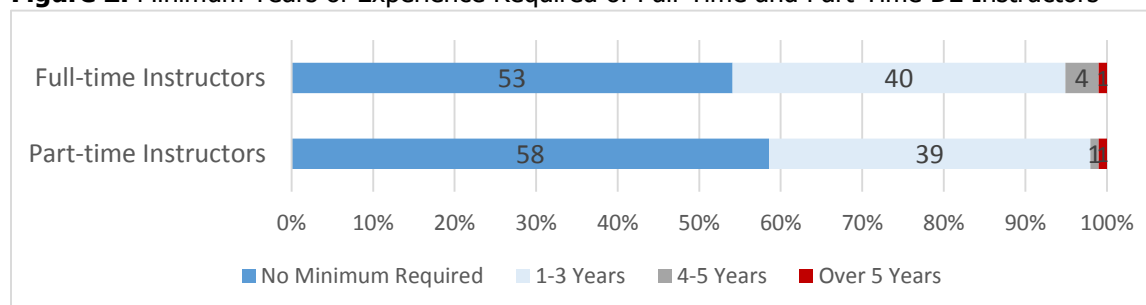
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[12] Each of the IHEs within Alamo Community College District, Dallas County Community College District, and Howard County Junior College District completed the DEPS. Houston Community College System, Lone Star College System, San Jacinto College District and Tarrant County College District responded as a system, i.e., one response for each system.

Figure 1. Minimum Education Level Required of Full-Time and Part-Time DE Instructors

Full-time Instructors	48	47	3
Part-time Instructors	69	30	0

■ Bachelors   ■ Masters   ■ Doctorate
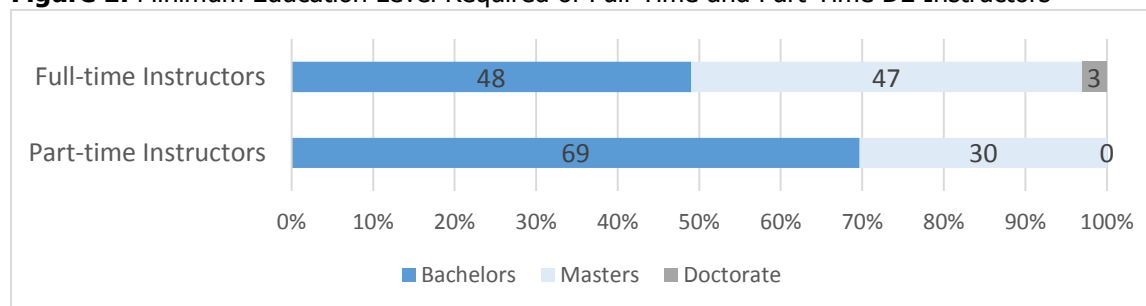
Figure 2. Minimum Years of Experience Required of Full-Time and Part-Time DE Instructors

Full-time Instructors	53	40	4
Part-time Instructors	58	39	1

■ No Minimum Required   ■ 1-3 Years   ■ 4-5 Years   ■ Over 5 Years

Professional Development Opportunities for Developmental Education. Many institutions did not require full-time (49%) or part-time (63%) instructors to take professional development (PD) each year. Among the institutions that required PD, the median hours required for full-time DE instructors was 11 hours ($n = 50$) and for part-time instructors was five hours ($n = 36$), possibly indicating a lower priority for part-time DE instructor training.

DEPS asked respondents to rate items related to DE professional development and collaboration at their institution on a Likert-scale, ranging from 1 (*Strongly Disagree*) to 4 (*Strongly Agree*). Results are presented in Table 2. Average ratings above 3 can be interpreted as mostly positive, between 2.5 and 3 as average, and below 2.5 as low. In general, ratings from institutions on DE PD were "average;" however, many respondents (27-45%) chose not to answer particular items. The items that had the most respondents disagreeing with a statement were related to collaboration among faculty, advisors, and support personnel on relevant student success strategies (41% disagreed) and staff development opportunities are responsive to the needs of DE staff (35% disagreed). As the state pushes for the use of holistic advising and placement by institutions and the expansion of accelerated DE models, improvement in these two areas will be crucial.

Table 2. Professional Development and Collaboration

Item	N	Agree	Disagree	Average Rating
There is an institutional budget for professional development for full-time developmental education faculty.	55	89%	11%	2.9
Adjunct developmental education faculty at the college receive financial support for participation in relevant professional development.	65	82%	18%	2.8
Staff development opportunities are responsive to the needs of individual developmental education faculty.	55	65%	35%	2.7
Faculty who teach college-level courses collaborate with developmental education faculty toward desired learning outcomes.	73	78%	22%	2.8
There are structured opportunities for collaboration and faculty sharing of pedagogy, conference and seminar findings, coordination and alignment of other courses, syllabi, and/or effective teaching strategies.	64	84%	16%	2.8
There are meetings between faculty, advisors, and other support personnel to coordinate or collaborate on relevant strategies, interventions, and/or joint student success ventures.	71	59%	41%	2.6

Finally, institutions were asked about the resources available to new and current DE faculty (Table 3). In general, 95 percent of IHEs reported the availability at least one of the resources listed in the survey. If a resource was available at the IHE, it was usually available to new and current faculty alike, with new faculty more likely exposed to those resources. Although resource materials were likely to be available at an institution, workshops related to success strategies for underprepared students were not as widely available (with only 9% of institutions providing this resource).

Table 3. Resources Available to New and Current DE Faculty

Resources	Available to New Faculty	Available to Current Faculty
A description of the characteristics of successful developmental education programs/courses	65%	61%
A handbook or other tool describing effective strategies for teaching developmental education students	40%	37%
An orientation or handbook that includes goals, expectations, philosophy or values relating to developmental education	53%	44%
Faculty peer mentoring supports	62%	61%
Workshop(s) focusing on student success strategies for academically-underprepared students	9%	9%

Appendix F

TSI Rule Changes

In support of the reform efforts in developmental education, including the new TSI Assessment, THECB staff worked with stakeholders, including the Developmental Education Advisory Committee, to develop amendments to the rules governing the implementation of the Texas Success Initiative, Texas Education Code, Section 51.3062. Starting in spring 2012, proposed amendments were vetted with faculty and support staff via monthly webinars and presentations at statewide organizational meetings. The following amendments to Texas Administrative Code, Sections 4.53-4.60 were adopted by the board of the THECB (fall 2012, spring 2013, and summer 2014):

- 4.53   Adding definitions for various acceleration interventions and clarification of terms
- 4.54   Adding temporary ESOL waiver for limited English proficient students
- 4.55   Requiring pre-assessment activities and holistic advising
- 4.56   Defining the TSIA as the only assessment for college readiness
- 4.57   Adding specific requirements to the Plan for Academic Success; adding TSIA college readiness and developmental education standards
- 4.59   Providing options for institutions implementing math acceleration models
- 4.60   Providing specific requirements for non-traditional interventions

Appendix G

Accelerate Texas-Overview

Accelerate TX is an integrated career pathway instructional and student support model that combines contextualized basic skills support with an entry level career technical education program on a career pathway. A career pathway consists of a coherent sequence of courses and certificates designed to prepare students in a career field. Career pathways, with stackable credentials, maximize a student's opportunity to exit for employment with options to continue to higher levels of education and training without having to repeat coursework along the pathway.

As of June 2016, 28 college systems have enrolled 6,224 students into THECB funded Accelerate Texas programs leading to marketable skills achievement awards (54%), level 1 certificates (25%), or local certificates (16%) offered among 70 careers. Among credentials offered, an estimated 82 percent supported a living wage for a single adult in Texas ($10.20/hr.) with the median wage at $12.49/hr. The highest reported median wage for Accelerate Texas credentials was in mechanic repair technology at $23.00/hr.

The majority (71%) of participants served by Accelerate TX primarily identify as Hispanic/Latino or African American, and 61 percent report being first generation college students. Females represented 57 percent of the population and males 40 percent. Based on the latest workforce data[13], 76 percent of Accelerate Texas students were awarded workforce certificates, primarily in the health professions (45%), business (16%), and precision production (11%). Overall, 70 percent of those students awarded a certificate were found in the workforce (45%), enrolled in higher education (10%), or were both in higher education and the workforce (14%).

SUPPORTING *60x30TX*. In support of the state's *60x30TX* higher education completion goals, the minimum certificate level allowable under THECB-funded Accelerate TX models are Level 1 Certificates as defined by The Guidelines for Instructional Programs in Workforce Education, 2015 (GIPWE 2015). For a common definition of THECB's and TWC's Accelerate TX model programs, see www.thecb.state.tx.us/AccelerateTX.

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[13] June 2015 (*N* = 4,776)

60×30TX
Texas Higher Education
Coordinating Board

This document is available on the Texas Higher Education Coordinating Board website:
http://www.thecb.state.tx.us

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