

TSI and DE Updates

Acceleration Institute

April 7, 2017

Suzanne Morales-Vale, Ph.D.

Kathy Zarate, J.D.

Melissa Humphries, Ph.D.



**Texas Higher Education
Coordinating Board**

Division of College Readiness & Success

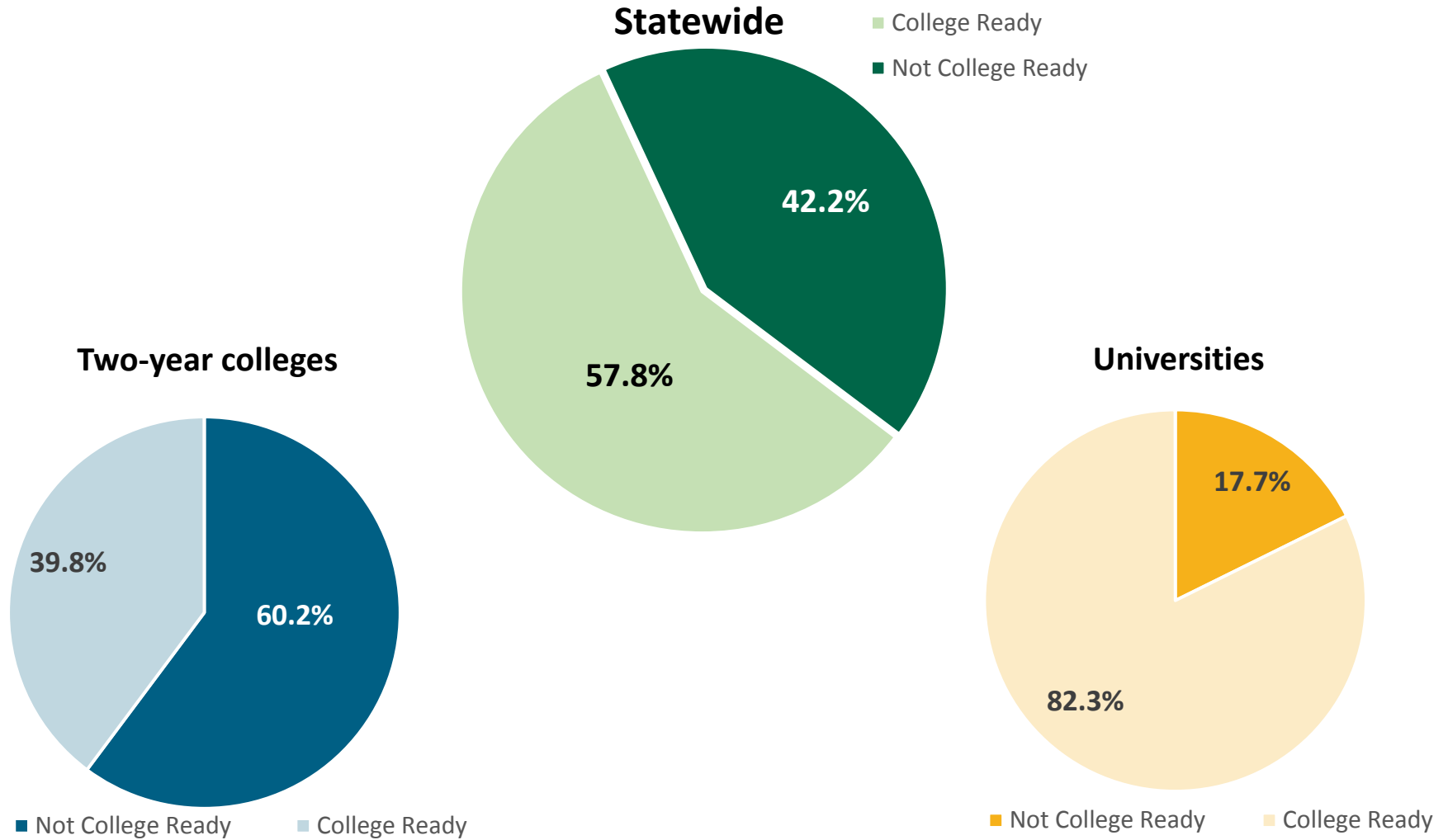
Division of College Readiness & Success

Division of Strategic Planning & Funding

Agenda

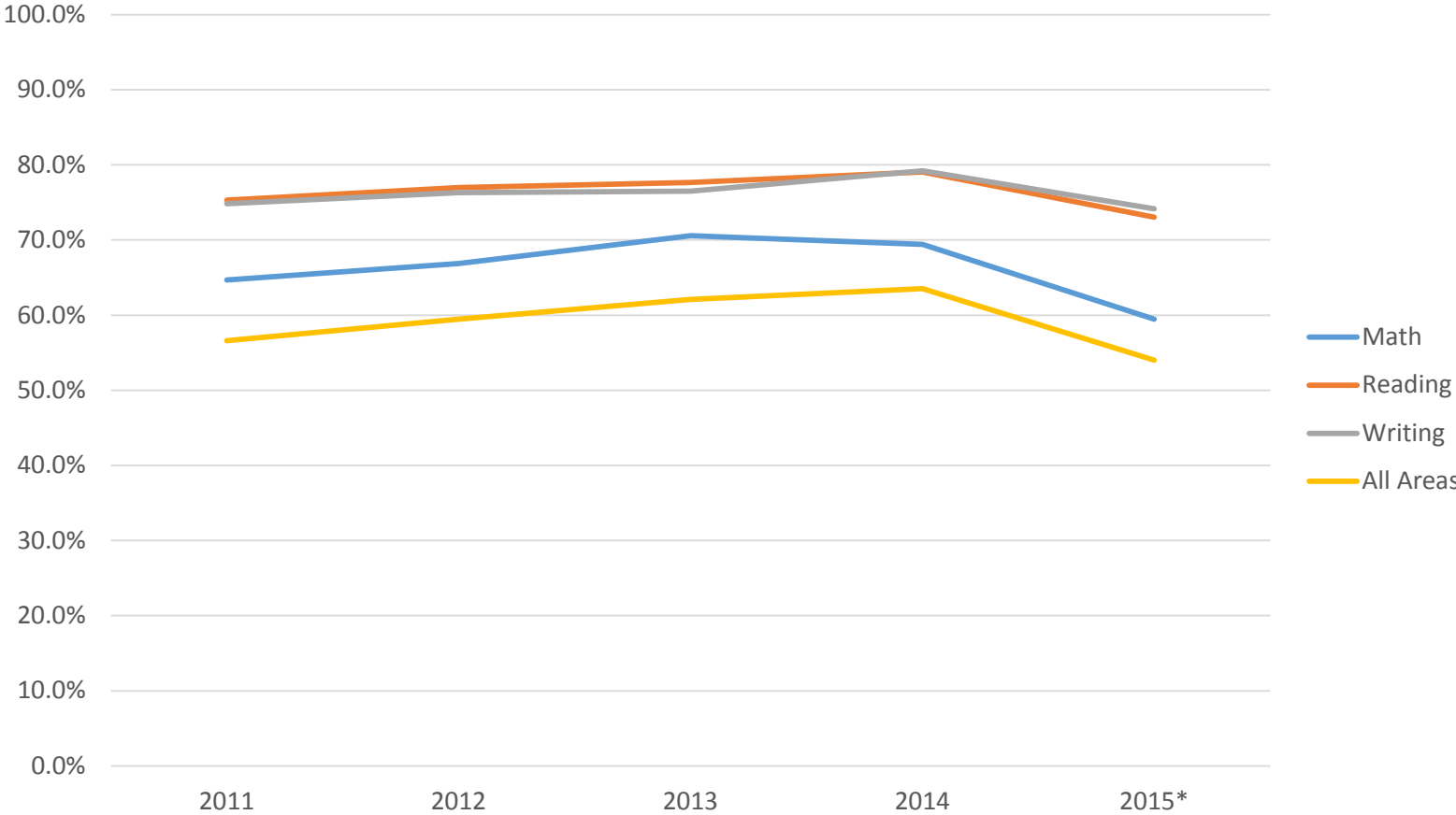
- Where are we in terms of College Readiness?
- What is being offered in terms of DE in Texas?
- Where is DE going?
 - TSIA Validity Study
 - 85th Legislative Session – Bills of Interest
- Q & A
- THECB Contacts

College Readiness Status of First-Time Entering Students: Fall 2015



College-Readiness of Entering Cohorts

Percentage of Fall FTIC Cohort who Enter College-Ready, By Subject: Statewide



Source: CBM 002

What does
developmental
education look like in
Texas?

Required DE Components

- Mainstreaming (i.e., corequisites, course-pairing) (*TSI Rule 4.62(8)*)
- Non-course competency-based options (NCBOs) (*TSI Rule 4.62(c)*)
- Integrated Reading and Writing (*TSI Rule 4.62(b)*)
- All requirements listed under [TSI Rule 4.62](#)

Mainstreaming/Corequisites

- DE student enrolled in both a DE intervention AND the gateway course
 - Passing the DE intervention/TSIA at the end of DE intervention is not a requirement to enroll in gateway course
 - Being college-ready is not a requirement for gateway course
- Institutions determines eligibility criteria

Mainstreaming/Corequisite Example

- San Jacinto College offers a model where students enroll in paired sections of college-level math and a developmental foundation course.
- Two instructors collaborate to scaffold instruction and provide timely contextual and conceptual support for enrolled students.

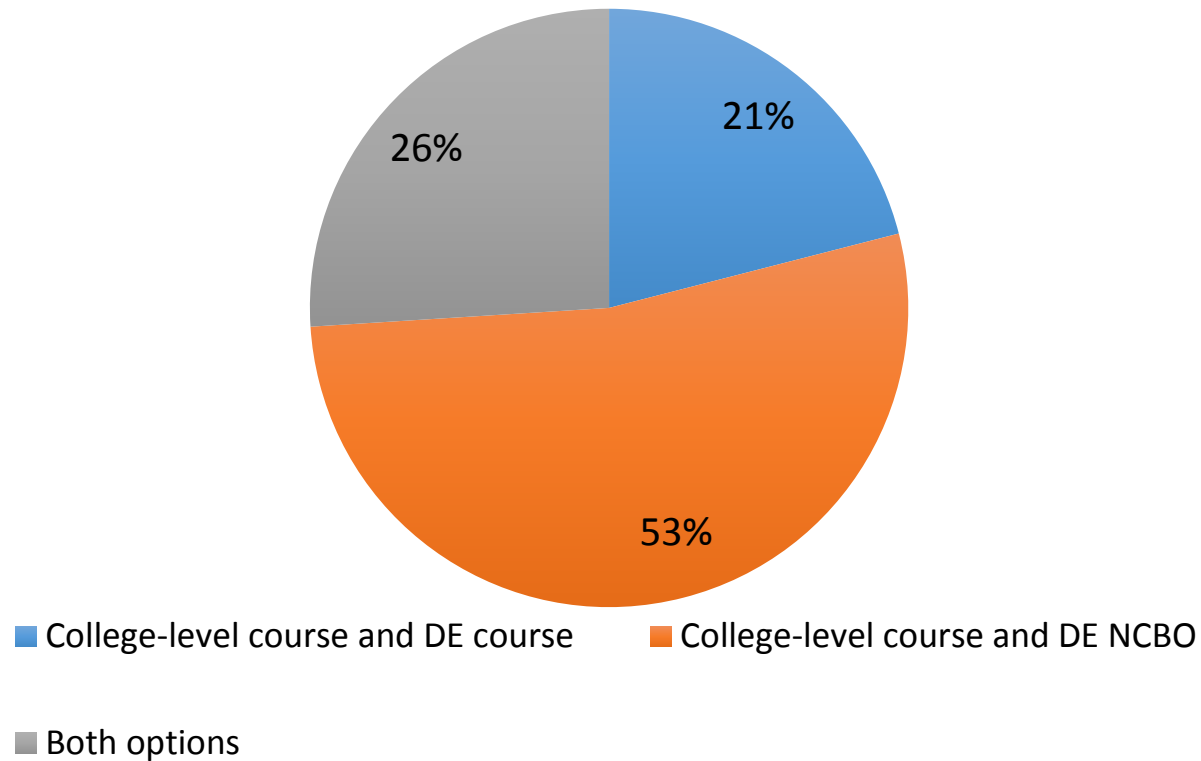
Most colleges/universities report offering a mainstreaming/corequisite option

	Yes	No
Math-intensive courses	73%	27%
Reading-intensive courses	75%	25%
Writing-intensive courses	78%	22%

Source: Developmental Education Program Survey (DEPS) 2016

DEPS: Institutional Corequisite options (Math)

If corequisite model is offered, which co-enrollment option is currently available to students for **math**?



Mainstreaming/corequisite reported in state data system

	# IHEs Reporting Paired Courses	# Students Enrolled in Paired Courses
Fall 2014	7	674
Spring 2015	40	2,886
Fall 2015	51	8,028
Spring 2016	52	5,605

Source: CBM00S

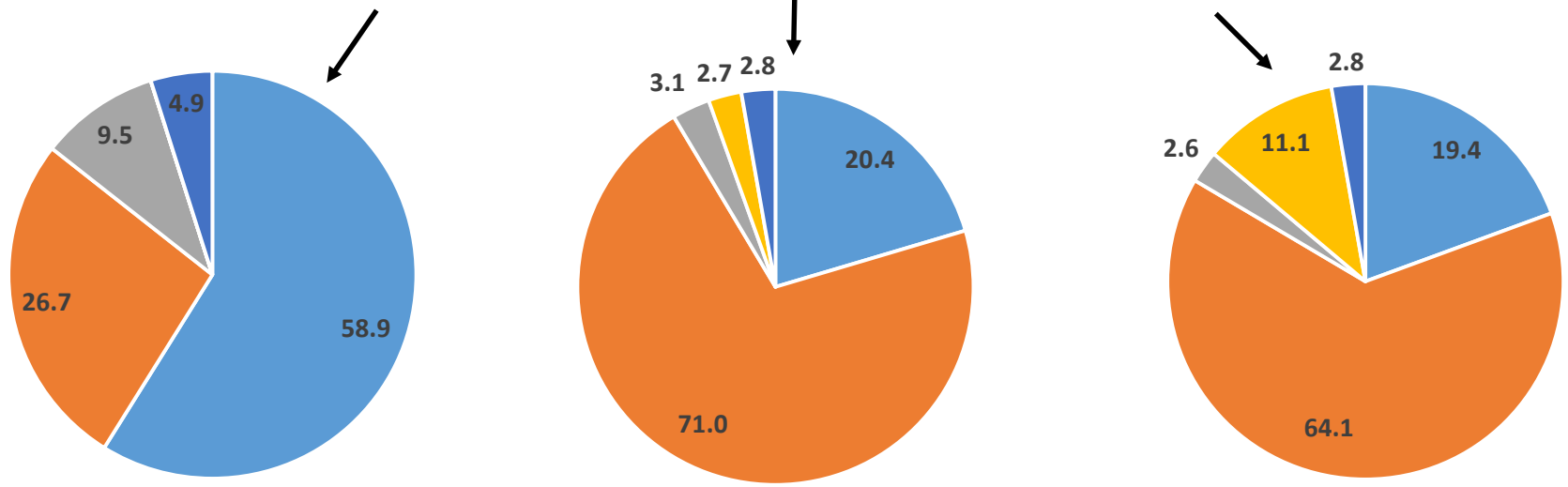
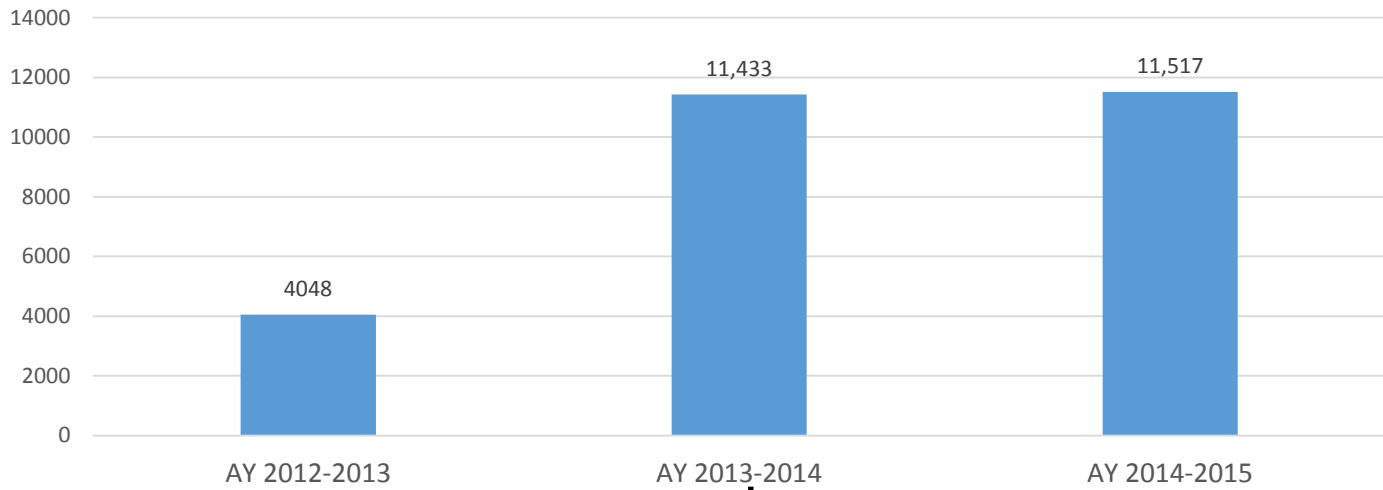
NCBOs

- Interventions that use learning approaches designed to address a student's identified weaknesses
- Goal is preparing the student for college-level work
- Recommended as support for mainstreaming/corequisites
- Recommended for modular/Emporium-style interventions
- THECB [NCBO Webinar](#) and [Slides](#) – February 2017

NCBO Example

- UTEP – Math NCBO
 - Rolling start and end date
 - Targets bubble students
 - All work done on ALEKS
 - Required to complete 7 hours of work per week in the computer lab

Total NCBOs Reported on the CBM00S, CTCs



■ Student Success Course
 ■ DE Math
 ■ DE Writing
 ■ DE IRW
 ■ ESOL

Integrated Reading and Writing (IRW)

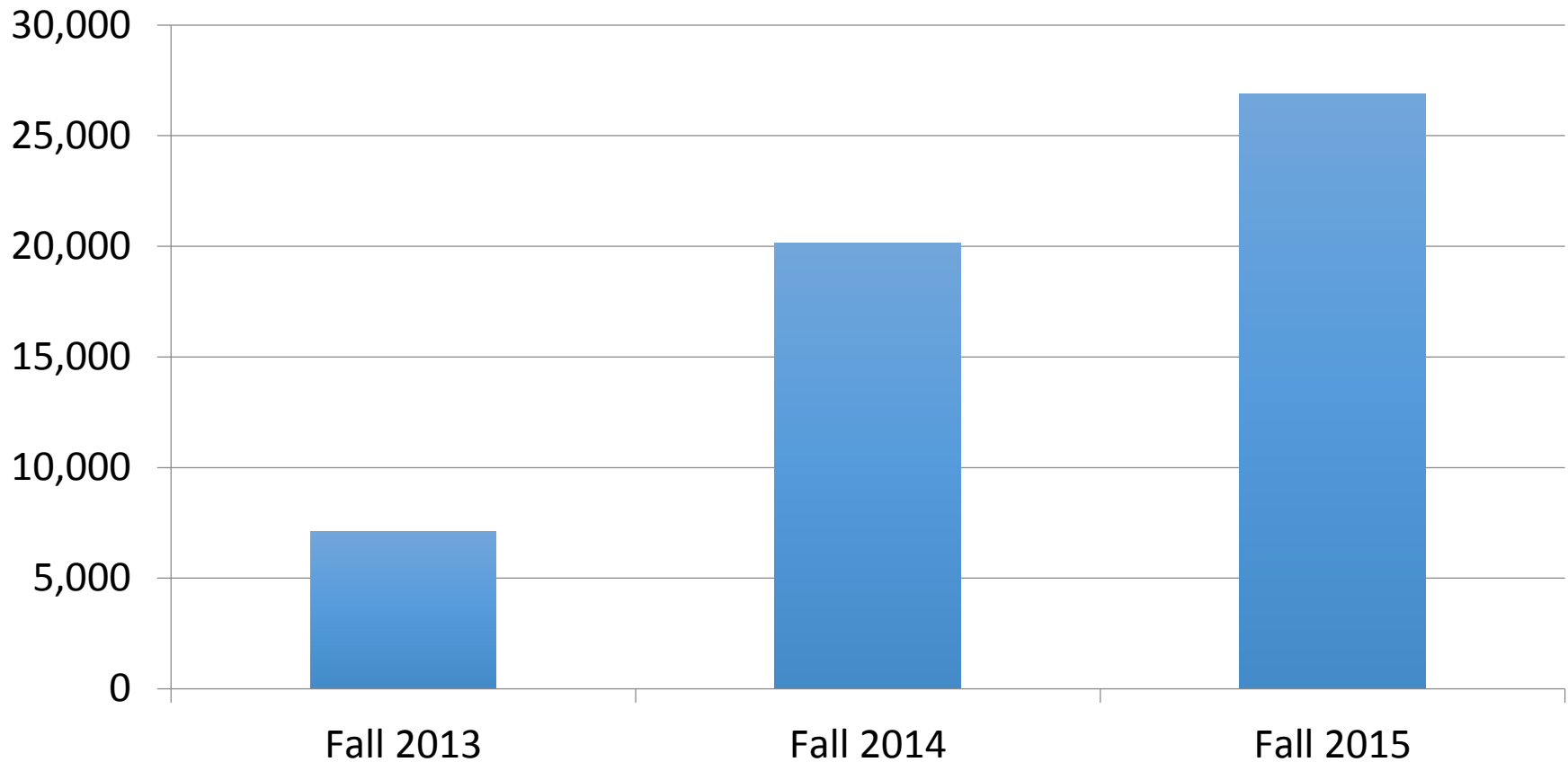
- DE intervention combining two separate courses into one
- Helps students make connections between the skills taught in both classes
- [Statewide Meeting on IRW Resources](#)

IRW Example

- Lone Star College-Montgomery's IRW Program
- Students needing remediation in reading and writing and who were placed at the upper level of DE
- Combined two separate semester-long developmental courses into one

Integrated Reading and Writing

Total Number of CTC Students Enrolled in IRW DE



Source: CBM 00S

*2015 numbers are preliminary and do not include information from one CTC

Developmental Education Report

Three Recommendations:

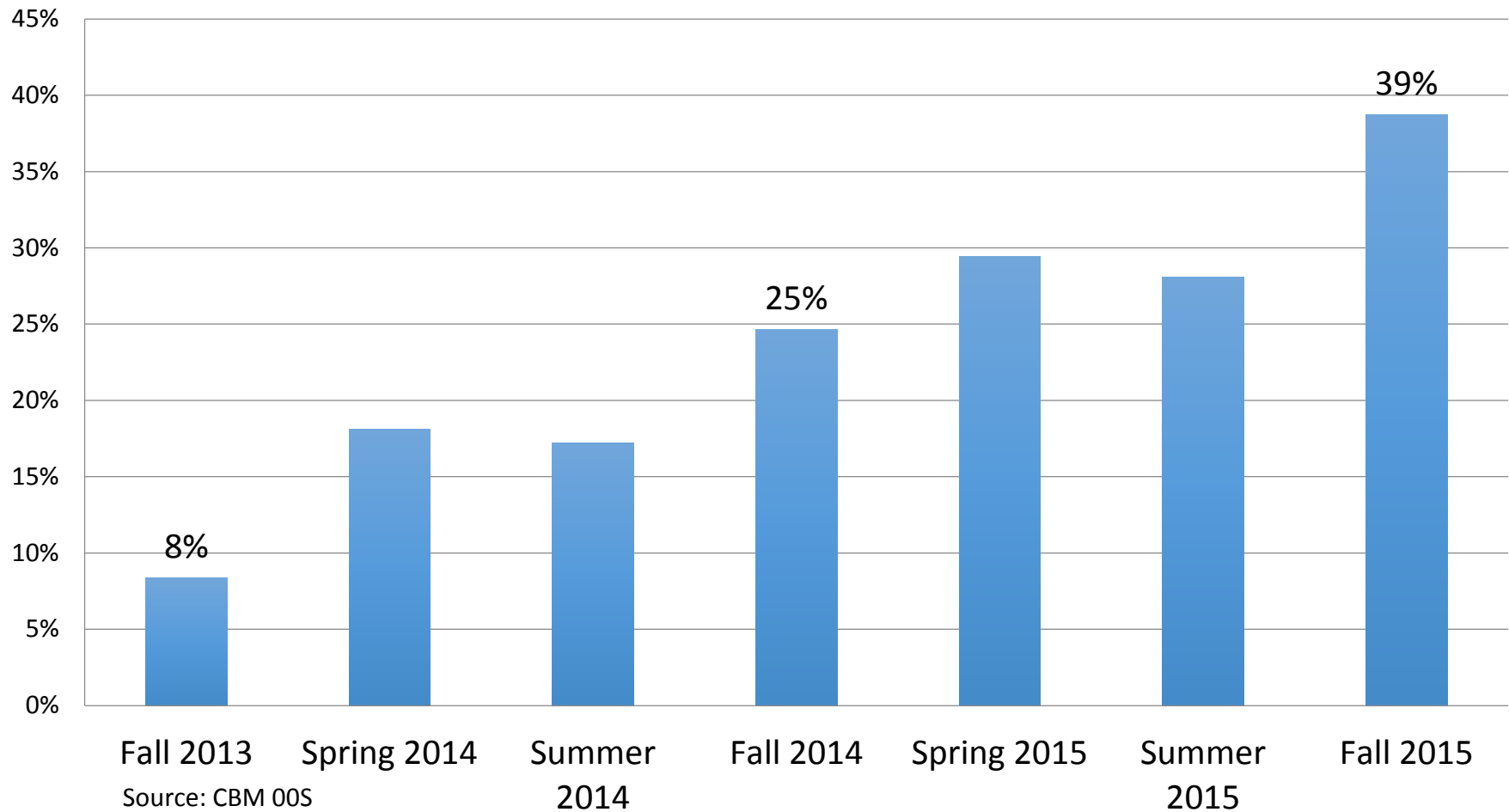
- Accelerate scaling of what works (Integrated Reading and Writing, non-course competency-based option (NCBO), mainstreaming/corequisite, modular/compressed models).
- Adjust developmental education funding to create incentives for accelerating college readiness for underprepared students in one year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

[View the DE Report online](#)

Accelerated DE Options

- Integration of Developmental Education Reading and Writing (upper-level)
- Mainstreaming/Course-pairing/Co-requisite models
- Non-Course Competency-Based Options (NCBOs)
- Modular/Emporium-style delivery
- Contextualization of basic skills to CTE programs
- Intensive delivery models (compressed courses/4-12 models/bridge and transition programs)

Percentage of Developmental Education Students in CTCs enrolled in an Acceleration Model* by semester



Source: CBM 00S

2015 numbers are preliminary and do not include information from one CTC

Interventions That Combine Components

- Amarillo College offers an IRW DE course that is paired with Psychology 2301
- Sam Houston SU pairs an IRW NCBO with English 1301
- Kilgore College offers IRW DE course paired with English 1301
- TSTC-Waco mainstreams Intermediate Algebra students in a college-level math course
 - Two instructors
 - Modular learning

Math Pathways/College Readiness for Underprepared Students:

- Rules allow for 2 math college readiness designations:
 - TSI-Complete/Met
 - TSI-Complete/Met for Non-Algebra
- If a student changes from non-algebra to algebra pathway, IHE may require additional DE
- Students enrolled in any math pathways must be informed of consequences of changing pathways

AAS Degrees with no college-level MATH

- Associate of Applied Science/Level II CERT
 - May allow for a college-level science instead of college-level MATH course
- TSI Status for non-exempt students?
- TSI statute (TEC 51.3062) still applies
 - Must assess on TSIA
 - Must develop a Plan for Academic Success for underprepared students
- Institution determines when student is “college ready” (TSI statute and TSI Rule 4.59)

AAS Degrees with no college-level MATH

- May use “TSI-met non-algebra”
- May use developmental education and applicable non-developmental education coursework as indicators

TSI Statute and TSI Rule 4.54 exempt students with completed associate and bachelor’s degrees

- Students coming in with AAS (no college-level math) are TSI exempt
- Institutions may provide robust advising to encourage refresher workshops, optional TSIA testing, DE support, tutoring, SI, etc.

Where is DE Headed?

85th Legislative Session – Bills of Interest

TSI Assessment (TSIA) Validity Study

- “Phase-in” language from current rules based on estimates prior to launch of TSIA
 - Proposed to be removed
 - Board consideration for approval at April 20 meeting
 - Effective 20 days after publish to *Texas Register*
- TSIA Validity Study (College Board + SPF)
 - GOAL: 70% likelihood of students meeting TSIA college readiness benchmark earn grade of A, B, or C in college credit course
 - Part I – certified data from 2013 – 2014
 - Part II – added certified data from 2015

TSI Assessment (TSIA) Validity Study

- Samples (both Parts)
 - MATH
 - MATH 1314/1414 (70%)
 - MATH 1332/1342/1324 (30%)
 - WRITING
 - ENGL 1301 (95%)
 - ENGL 1302 (5%)
 - READING
 - HIST 1301/1302
 - PSYC 2301
 - SOCI 1301
 - GOVT 2301/2 and 2305/6
 - HUMA 1301

TSI Assessment (TSIA) Validity Study

- Findings expected within month
- Will inform stakeholders of proposed changes (if any)
- Will go through normal approval process
 - agency leadership
 - 30-day public comment period
 - Committee on Academic and Workforce Success (CAWS)
 - Board
- Anticipate effective date fall 2017
- TSIA results are valid 5 years from date of testing
- Will include “grandfathering” parameters, if needed

85th Legislative Session- Bills of Interest

- **HB 417- Repeal of TSI Statute** (TEC 51.3062)
 - No statewide mandate to assess incoming students for college readiness
 - No single statewide test with statewide benchmarks (does not affect availability of TSIA)
 - No statewide funding (i.e., formula funding) for developmental education courses/interventions
 - Allows for local mandates, testing, locally-funded DE or federally-funded AEL options

85th Legislative Session- Bills of Interest

- **HB 2223**

- Requires corequisites for all DE coursework
 - 35% by 2018-19
 - 65% by 2019-2020
 - 100% by 2020-2021
- **Applies only to students testing into DE Diagnostic or ABE Diagnostic at levels 5/6**
- Exempts BASE and AE

85th Legislative Session- Bills of Interest

HB 2223

Reduces state funded hours for DE

- Community/technical colleges:
 - 27 to 18 (allows 27 of ESOL DE)
- Universities:
 - 18 to 9

Currently, 89.3% of students meets proposed limitations

Estimated cost savings of \$1.9 M

85th Legislative Session- Bills of Interest

Dual Credit

- Study to identify best practices based on statewide articulation agreements

85th Legislative Session- Bills of Interest

K-12 Bills

- Replace some or all EOCs with TSI Assessment, SAT/ACT
- Replace EOCs with secondary testing in reading and mathematics only (ESSA minimum)
- HS graduation committees proposed to continue beyond current expiration of fall 2017
- Modify the HS A-F accountability system

Resources

THECB Website

- www.thecb.state.tx.us/tsi
 - TSIA Resources (3)
 - WEBINARS (6) – Understanding NCBOs (Feb. 2017)
 - **Sign up for TSI and DE Updates**

Texas Higher Ed Data

- www.texashighereddata.org

Acceleration Institute

- April 6-7 at Texas State University-Round Rock
- Resources will be available online

Questions?

Contact Information

- Suzanne Morales-Vale, Ph.D. (DE/AE)
 - Suzanne.morales-vale@thecb.state.tx.us
 - (512) 427-6262
- Kathy Zarate, J.D. (DE)
 - Kathy.zarate@thecb.state.tx.us
 - (512) 427-6244
- Melissa Humphries, Ph.D. (Reporting)
 - Melissa.humphries@thecb.state.tx.us
 - (512) 427-6546