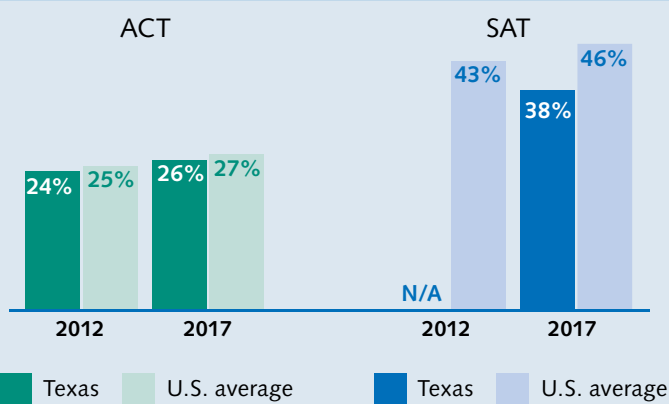


More than 40 percent of students entering a Texas public institution do not meet state college readiness standards. The majority of these students start at public community and technical colleges. Among those who are not college ready in math, reading, or writing, only 40–60 percent meet readiness standards within two years, and about 25–40 percent go on to complete a college-level course. With respect to completion of a degree or certificate within six years, non-ready students lag behind those who enter college ready in all subjects. Fortunately, the outcomes for underprepared students have been improving steadily over the past five years, and more progress is anticipated with the implementation of co-requisite developmental education statewide.

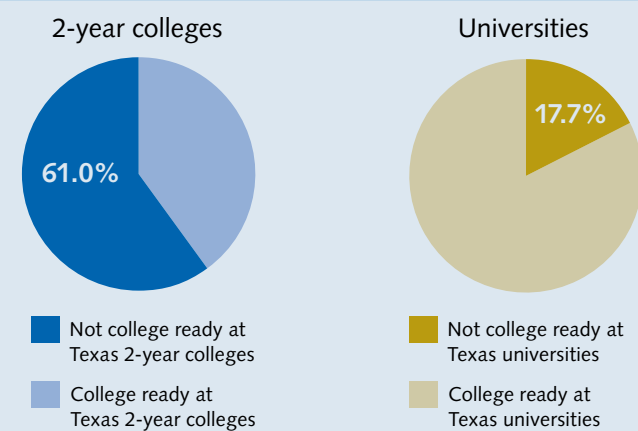
42.6% of first-time students entering higher education are NOT college ready.

Percentage of Students in All Grades Who Took ACT/SAT and Met National Readiness Benchmarks

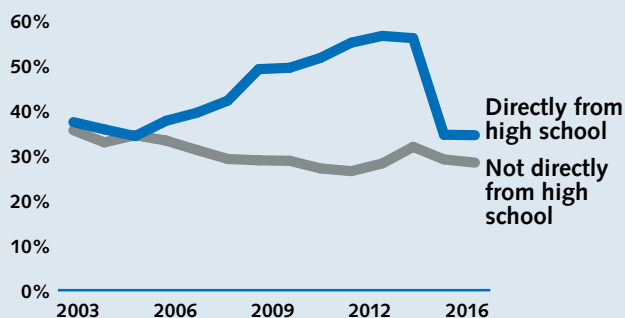


Sources: ACT, The College Board; SAT readiness benchmarks not available for states in 2012. SAT made changes in format and scoring in 2016.

College Readiness of First-Time Entering Students, by Higher Education Sector



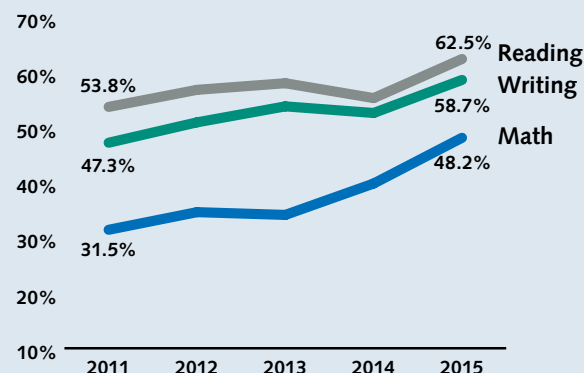
Entering Students Who Met College Readiness Standards



The decrease in college readiness from 2014 to 2015 may be related to a change in high school testing policy; specifically, the exit-level TAKS test, which could be used to show college readiness, is no longer available.

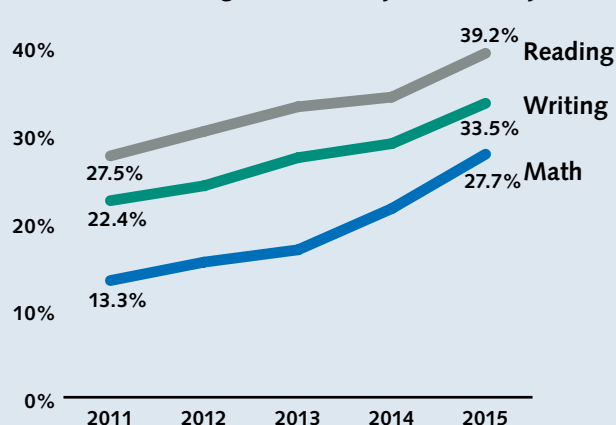
Students Who Were Not College Ready but Met Readiness Standards within Two Years, by Subject

First-time-in-college students, by fall cohort year



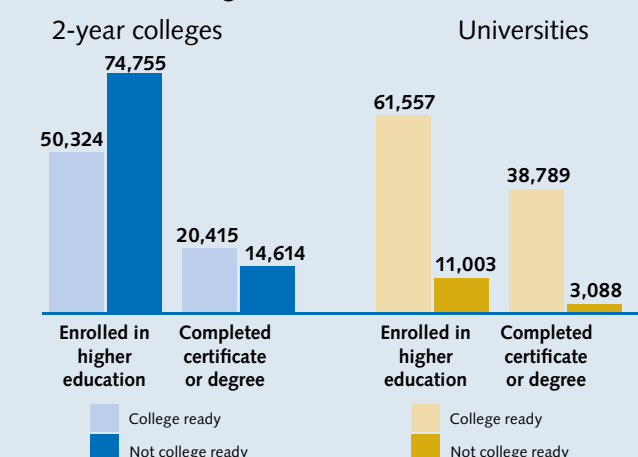
Students Who Were Not College Ready but Completed First College-Level Course within Two Years, by Subject

First-time-in-college students, by fall cohort year



Student Completion within Six Years of College Entry, by College Readiness

First-time-in-college students, fall 2011 cohort



Cohort tracked 6 years for completion of degree.

Corequisite Models– Recent changes to the Texas Success Initiative (TSI) statute (HB 2223, *85th Legislature, Regular Session*) require that certain students enrolled in developmental education courses or interventions at Texas public institutions of higher education be reported as enrolled in corequisite models. These models allow an underprepared student to co-enroll in the entry-level college course and developmental support of the same subject matter in the same semester. The support component of the corequisite must align to the learning outcomes, instruction, and assessment of the entry-level college course and be designed to support students’ successful completion of that college course. By 2020, 75 percent of an institution’s developmental education enrollments must be reported as enrolled in a corequisite model. While the statute exempts certain students from this requirement, including those at lower skill levels, institutions continue to focus on other reforms such as integrated, contextualized, and intensive programs that accelerate underprepared students to and through milestones supporting of the goals of *60x30TX*.

Non-Course Competency-Based Option (NCBO) – NCBOs are a type of developmental education Intervention that encompasses learning approaches designed to address a student’s identified weaknesses while effectively and efficiently preparing the student for college-level work. Through diagnostics and other holistic factors, institutions are able to acknowledge students’ areas of strengths, while individualizing interventions to target students’ areas of weakness. Because of their flexibility in meeting students’ needs, NCBOs are recommended to be used for the developmental support component in a corequisite model and may include tutoring, supplemental instruction, and technologically-supported labs. As part of developmental education reform, Institutions are required to offer NCBOs for their students.

Integrated Reading and Writing (IRW) Courses/Interventions - IRW combines two, separate semester-long developmental education courses into one, thereby accelerating the timeframe of developmental education completion while providing integrated instruction that focuses on the connections between the skills taught in both classes and reflective of the type of engagement required in college-level coursework. IRW is required at the exit-level of developmental education, including corequisite models.

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. A student advances through each unit at a pace that supports his/her learning style and level of understanding. Such models encompass various delivery options, including through dedicated labs, as part of an NCBO, or in a hybrid version. Because of scheduling and instructional flexibilities provided by most modular models, they are especially useful to meeting the needs of returning and non-traditional students.

Holistic advising – For the placement of non-exempt, underprepared students, Institutions are required to use the TSI Assessment (TSIA) placement results and diagnostic profile results to help determine from a range of developmental education options, including corequisite models, the most efficient and effective path for students to enroll in entry-level college coursework. When determining this path, institutions must also consider additional factors, such as high school GPA, class ranking, and course-taking patterns; other formal and informal educational experiences; and family-life issues. Institutions should not use holistic advising to enroll underprepared students directly in college-level coursework *without* an intervention, nor is holistic advising available for high school students seeking eligibility for dual credit.