

# Developmental Education Program Survey (DEPS) 2018

*Research and Evaluation  
College Readiness and Success*



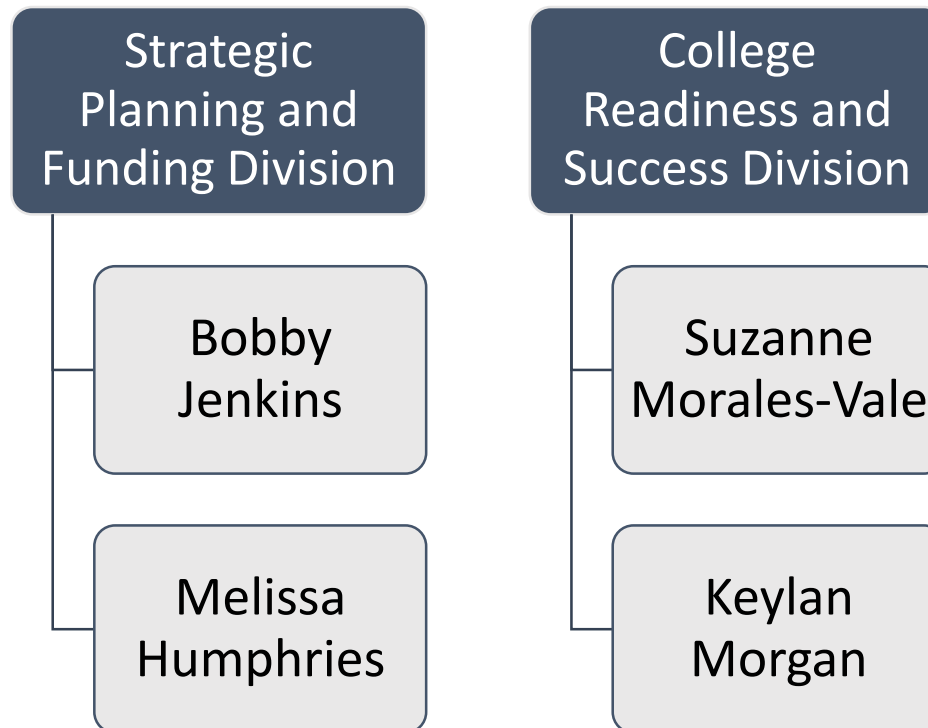
**Texas Higher Education  
Coordinating Board**

September 11, 2018

# Overview

- DEPS Description and Logistics
- Best Practices & Support
- Modified Items
  - ✓ HB2223 student counts
    - HB2223 Fall Methodology
  - ✓ Alternatives to corequisite model placement
  - ✓ DE Grading
- New Items
  - ✓ Students testing in basic skills
  - ✓ HB2223 costs
  - ✓ Math Pathways / Placement (Math and IRW)
  - ✓ Sequential model support (Math and IRW)
- Contact Information

# Introductions



# Background on DEPS

- Participation in the DEPS is a requirement under TAC §4.60.
- DEPS began in 2010 to take the place of annual submissions of DE plans to the Board
- The DEPS supplements information gathered through the CBM submissions on TSI.
  - Contextual information on DE programs across the state and for individual institutions
  - Longitudinal data on trends for DE
- Information gathered through the DEPS may be made publically available and used in reports on DE programs at both the state- and institutional-level.

# DEPS 2018

- Survey Window: September 5 – October 15, 2018
- Survey has 5 sections
  - Corequisite Models: Sections A – C
  - College Preparatory Course: Section D
  - Open-ended response: Section E (optional)

Section ID	Question ID
A	12

# Best Practices & Support

## Best Practices

- ✓ Distribute hard copies to applicable departments / divisions
- ✓ Group review for the final responses, including administration
- ✓ Accurate corequisite enrollment numbers require partnering with your registrar to ensure it matches CBM reporting
- ✓ Review the glossary linked on the DEPS for help defining terms used throughout

**Need additional support?** Staff at the Coordinating Board are available to support you

# Modified Items

2018 DEPS

# A1. HB 2223 Student Counts

In the first column, provide the number of students enrolled in developmental education who enrolled in corequisite math, reading, writing, and integrated reading and writing (IRW) models in fall 2018, i.e., the numerator.

For the second column, provide the number of students who enrolled in any DE math. For DE IRW, provide the number enrolled in any DE reading, DE writing, or DE integrated reading and writing in fall 2018 (i.e., the denominator). Exclude students who scored an ABE diagnostic level score of 1 through 4, are college ready, or those reported with an ESOL waiver.

	<b>Number enrolled in corequisite model in Fall 2018 (Numerator)</b>	<b>Number enrolled in any DE course/intervention in Fall 2018 (Denominator)</b>
<b>DE Math</b>		
<b>DE Reading, Writing, and Integrated Reading &amp; Writing</b>		



# HB 2223 Calculations

**Numerator:** Number of students enrolled in a corequisite DE model

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**Denominator:** Total number of students enrolled in DE (with certain student populations removed)

Percentage is calculated separately for math and reading/writing/IRW for each semester

A student is only counted once in the numerator and denominator, even if they are enrolled in more than one DE course/intervention in the same subject and same semester

**A2(a + b).** What is the primary developmental education support offered at your institution to the majority of your students who are not college ready in **(subject)** who are subject to HB 2223 but are not placed in a corequisite model (i.e., not part of your institution's 25%)?

- DE course/NCBO paired with learning frameworks or first year seminar course
- Standalone DE course
- Standalone NBCO course
- Bridge/boot camp programs provided in semester prior to college-level course
- Prerequisite DE programs provided in same potential semester to college-level course
- Other acceleration offering, explain
- Students receive developmental education at another institution of higher education
  - List up to five institutions that provide DE support to your students who are not college ready enrolling at your institution. Please do not use abbreviations

If you do not offer DE at your institution, check this item.

**B13/C13.** For students who complete both developmental and college-level components of the [math/IRW] corequisite model, how are grades assigned?

- Grade in DE component is independent from college-level component
- Grade in DE component same as in the college-level component
- Other, explain \_\_\_\_\_

**B14/C14.** TAC TSI Rule §4.59 allows an institution to determine when a student who is classified as underprepared has achieved college readiness. Is a student who receives a grade of 'D' in the corequisite **(subject)** college-level course at your institution required to retake the college-level course?

- Yes
- No
- It depends, \_\_\_\_\_

# New Items

2018 DEPS

**A5.** Check the following options based on where students scoring levels 1-4 on the TSIA ABE Diagnostic are most often placed or referred to at your institution?

- DE courses without BASE NCBO
- DE courses with BASE NCBO
- Career and technical education (CTE; SCH) courses without BASE NCBO
- Career and technical education (CTE; SCH) courses with BASE NCBO
- Continuing Education (CE; CEU)
- Adult education and literacy (AEL) programs
- Accelerate Texas/Integrated Career Pathways
- TSIA test and re-test preparation programs
- Not applicable/Not available

**A6.** How are students scoring levels 1-4 on the TSIA ABE Diagnostic referred to adult education and literacy programs?

- Referred through a standardized intake process (i.e., formal referral)
- Referred through word-of-mouth (i.e., informal referral)

## A8. What types of cost investments were directly attributable to implementation of HB 2223 corequisite requirements? (check all that apply)

- Any costs associated with enhancing academic support services (e.g. supplemental instruction, tutoring, math / writing lab etc.)
- Compensation to faculty for curriculum development or course redesign work
- Stipends for faculty or staff participating on planning teams
- Professional development for instructors of new developmental education courses
- Addition of new facilities, such as computer labs
- Purchase of additional computers for existing classrooms or labs for developmental education courses
- Purchase of additional computers for existing classrooms or labs for student support services
- Purchase of new technology (smartboards, document cameras, etc.) for developmental education courses
- Purchase of new technology (smartboards, document cameras, etc.) for student support services
- Developed new online or print materials to explain developmental education and gateway course options
- Created or revised data systems to meet new state reporting under HB 2223
- Developed “early alert” systems to identify at-risk students
- Other, describe \_\_\_\_\_



**A9.** From June 2017 to present, what is the total estimated amount of cost investments directly attributable to implementation of HB 2223 corequisite requirements?

- \$0 - \$25,000
- \$25,001 - \$50,000
- \$50,001 - \$100,000
- \$100,001 - \$250,000
- \$250,001 - \$500,000
- \$500,001 - \$750,000
- \$750,001 - \$1 million
- \$1 million +
- Unable to estimate at this time

**B2.** Does your institution currently enroll students in mathematics pathways options (i.e. Mathematics Pathways, Statway, Quantway)?

- Yes
- No
- Math pathways are under consideration

**B3.** Do placement requirements differ for students in a corequisite algebra pathway versus a corequisite non-algebra pathway?

- Yes
- No

**C2.** Do placement requirements differ for students enrolling in corequisite options for reading-intensive college-level courses (e.g. PSYC, HIST, GOVT) versus a writing-intensive college level courses (ENGL)?

- Yes
- No
- IRW is paired with a reading- and writing-intensive college-level course.

**C3.** Must a student demonstrate college-readiness in at least one area (reading or writing) to be placed into a corequisite option?

- Yes
- No

**(B+C) 11** Describe in detail how continued DE (**subject**) support is provided to students while enrolled in the college-level course component of the sequential model? Please note if continued support is offered to all or only some of the students. If it is offered to only some students, please explain how continued support is determined.

- (Open-ended)

# Questions?

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Questions on DEPS and DE Reporting

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Questions on DE Program

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