

Understanding
Developmental Education
Non-Course Competency-
Based Options (NCBOs)



Texas Higher Education
Coordinating Board

THECB Webinar
February 2017

Introduction

- The purpose of this webinar is to provide information to Texas institutions of higher education on implementing programs, strategies, or interventions that are non-course competency-based options (NCBOs).

Presenters

- **Suzanne Morales-Vale, Ph.D.**
 - Director of Developmental and Adult Education (College Readiness & Success)
- **Kathy Zarate, J.D.**
 - Program Specialist, Developmental Education (College Readiness & Success)
- **Melissa Humphries, Ph.D.**
 - Program Director (Research and Evaluation)

Additional Presenters

- **Denise Lujan**, Director of Developmental Math, University of Texas at El Paso
- **Dr. Rebecca Goosen**, Associate Vice Chancellor for College Preparatory, San Jacinto College

Webinar Agenda

- Review Definitions
- Highlight current successful NCBOs
- Address funding issues
- Discuss procedure for reporting NCBO activities
- Q&A

Authorization for Activities

- Original General Appropriations Act, House Bill 1, 81st Texas Legislature, Section **59**
- Continued authorization through House Bill 1, 82nd Texas Legislature, Section **34**

- The THECB shall approve developmental education interventions including:
 - course-based,
 - non-course-based,
 - alternative entry/exit, and
 - other intensive developmental education activitiesin the *Lower Division Academic Course Guide Manual (ACGM)** before August 31, 2009.

**The ACGM outlines all courses approved for community college formula funding and includes learning outcomes and other parameters that must be met*

Approved non-course competency-based options (NCBOs) for developmental education interventions shall be eligible for formula funding beginning in fall 2010 and subject to limitations prescribed by law.

Definition: (from TSI Rule 4.53.18):

**Non-Course Competency-Based Developmental Education Options
(also known as NCBO)--**

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.

Terminology

- **Non-course competency-based**
 - Not a compressed course (a compressed course has the same number of contact hours as the traditional but delivered in a shorter time)
 - Can include non-regular meeting dates/times
 - Can go the entire length of a semester
 - Delivers accelerated instruction*
 - Must include consideration of options after completion of the NCBO (don't lose students in the gap time)

**targeted for students' weak area(s)*

Terminology

- **Non-course competency-based**
 - Must address ACGM learning outcomes; however, students' mastery of outcomes, as demonstrated through diagnostics (including but not limited to the TSIA) are acknowledged, and students' content of the NCBO is targeted to meet the outcomes not yet mastered
 - The contact hours for the NCBO in which the student is enrolled are based on the estimated time a student needs to master the unmet outcomes
 - Range: 4 – 96* contact hours

**64 for Intermediate Algebra*

General Process to Develop NCBO

- Faculty content experts
 - Verify purpose
 - Determine
 - student eligibility
 - number of student contact hours
 - assessment and instruction
 - instructor of record and tutor/SI responsibilities
 - advisor, registrar, IT, IR roles
 - Follow institutional process for development/implementation of new DE course

Examples of Successful NCBOs

- Math NCBOs at University of Texas at El Paso
 - NCBM* 011
 - NCBM 021
 - NCBM 031
- INRW NCBO at San Jacinto College
 - INRW 0102
 - INRW 0112/COMP I

**like traditional DE, institutions may use any rubric/course number that begins with "0"*

Math NCBOs at UTEP

Denise Lujan, Director of Developmental Math, University of Texas at El Paso

Reporting of Math NCBOs at UTEP

- All NCBO's are reported on the following reports:
 - Census Day Reports
 - CBM001: Student Report
 - CBM004: Class Report
 - End of Term Reports
 - CBM00S: Student Schedule Report
 - CBM0E1: Student End of Semester Report
 - CBM002: Texas Success Initiative Report
 - CBM008: Faculty Report

Structure of Math NCBOs at UTEP

- All NCBO's are set up on Banner with the following structure:
 - Given Course Name, NCBM
 - Given Course Number, M011, M021, M031
 - Set up so that the Student Contact Hours/16 is the Semester Credit Hours
 - Do NOT count in GPA
 - DO count in total Semester Credit Hours
 - Classified as Hybrid so that we can have flexible meeting times
 - Have a Grade Window, Census Day, and Instructor of record
 - Set up as pass (S*) or fail (U*) and act as a pre-requisite for the next math course.

Description of Math NCBOs at UTEP

- NCBM M011, MDM Summer Bridge

- Target Population: Bubble Students, TSI Range 345-349
- Requirements:
 - 7 hours per week until completion of their math work at a time of their choosing during open lab hours.
 - All work done on Aleks.
 - Program starts with the first New Student Orientation and has a rolling start and end.

- Semester Credit Hours Reported: 2 SCH

- Data:

MDM	# Students	# Completed	% Completed
MDM 2013	61	52	85%
MDM 2014	29	25	86%
MDM 2015	105	95	90%
MDM 2016	62	51	82%

Description of Math NCBOs at UTEP

- NCBM M021, Extender Program
 - Target Population: Repeaters
 - Requirements:
 - Program runs two weeks after the semester has ended
 - 3 hours per day until completion of their math work
 - Semester Credit Hours Reported: 2 SCH
 - Data:

	# Students Eligible for Extender	# Students who Attended	% Eligible who Attended	# Attended who Passed	% Attended who Passed	Cost Savings to Students
Spring 2014	73	63	86%	55	87%	\$ 41,250.00
Fall 2014	116	110	95%	89	81%	\$ 66,750.00
Spring 2015	50	40	80%	30	75%	\$ 25,350.00
Fall 2015	152	109	72%	107	98%	\$ 90,415.00
Spring 2016	34	29	85%	21	72%	\$ 17,745.00
Fall 2016	190	157	83%	100	64%	\$ 84,500.00

Tuition for course estimated at \$750

Description of Math NCBOs at UTEP

- NCBM M031, ABE Program
 - Target Population: Adult Basic Education Students
 - Requirements:
 - Four-Week Basic Math Program paired with a 12 Week Intermediate Algebra Course
 - Students Meet MW or TR for an hour and 20 minutes with an additional hour of lab on Friday.
 - Semester Credit Hours Reported: 2 SCH
 - Data:

	NCBM M031 # Enrolled			Math 0311		
	Enrolled	Passed	Percent Passed	Enrolled	Passed	Percent Passed
Spring 2015	55	49	89%	49	30	61%
Fall 2015	178	140	79%	140	109	78%
Spring 2016	38	30	79%	30	25	83%
Fall 2016	122	109	89%	109	68	62%

INRW NCBOs at SJC

Dr. Rebecca Goosen, Associate Vice Chancellor for College
Preparatory, San Jacinto College

INRW NCBO at San Jacinto College

Two types of NCBO

- One is attached to INRW (0102)
- One is a co-requisite with COMP I (0112)

All are 4 weeks, 16 contact hours

Meet 2 hours/day twice a week

Aplia software is used as an additional diagnostic

Students work on Aplia software out side of class

Class time is used for individual instruction

Not a compressed course

Results of INRW 0102

- INRW 0102 attached to INRW's

Fall 2015		
Sections	Enrolled	% A-C
33	554	86%

Results of INRW 0112/COMP I

- Accelerated 4/12 Model*

Fall 2016		
Sections	Enrolled	% A-C Success
12	241	99% in NCBO
		94 % COMP I
		97% Overall

* Majority of 4/12 Courses are taught by the same instructors

SJC NCBO

- What's one challenge you faced/lesson you learned when implementing?

College Preparatory faculty are excellent at teaching the NCBO since they understand instruction and how students learn. The challenge for us is that we do not have enough faculty credentialed to teach the COMP I and having a consistent instructional strategy is key.

Funding of NCBOs

- Students enrolled in NCBOs may or may not be charged tuition and/or fees
- Determination is made based on the institutional decision of its governing board (Section 54.225)

Additional Requirements for Funding

- Student must be *enrolled* at institution
 - Completed application
 - Entered into system
 - Reported as a student in all other applicable reports
- Student must have taken the TSI Assessment and/or not yet demonstrated college readiness prior to NCBO enrollment

Additional Requirements (cont'd)

- NCBO must have an **Instructor of Record (IR)** who is available to assist students upon request
 - IR does not have to be physically present at all times in case the student needs assistance.
 - A tutor, TA, or other content expert may also be available to assist students who need help.
 - Faculty qualifications for IR should align with qualifications for DE faculty

Additional Requirements (cont'd)

- **IRs** for NCBOs are responsible for the following:
 - Determining the best NCBO for the student;
 - Assuring the student meets the contact hour range and curricular requirements of the NCBO;
 - Checking on the progress of the student;
 - Assuring is student is appropriately assessed/evaluated upon NCBO completion (e.g., departmental final exam, quizzes, etc.);
 - Assigning and reporting the student's final grade based on IHE policy (can be **pass/no pass**);
 - Helping the student register for the next step (i.e., course)

Examples of NCBO Interventions

- Refresher workshops
- Intensive Bridging Classes
- Zero Week Transition Workshops
- Corequisite Course (e.g., simultaneous enrollment in ENGL 1301 and IRW NCBO)

Reporting Non-Course Competency- Based (NCBOs) Developmental Education

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Reporting NCBOs

- Instructions for reporting NCBOs are provided in the introductions of these CBM reports:

CBM001 (Student Report)

CBM002 (TSI Report)

CBM004 (Course Report)

CBM00S (Student Schedule Report)

CBM0E1 (Student End of Semester Report)

SCH and Contact Hours

- Universities report only semester credit hours (SCHs), not contact hours.
- Community college reports require SCH information for some items and student contact hours for others.
 - Contact hours used for funding
 - NCBOs of 4 or more contact hours may be reported for formula funding
 - SCH used to track DE SCH limits for each student

Reporting SCH for NCBOs

- Semester credit hours can be reported as decimals on all reports (CBM001, CBM00S, CBM004, CBM0E1)
- Two methods for determining SCH:
 - 1 - Divide the student contact hours by 16
 - 2- Round the hours to the nearest quarter SCH.
- Reporting Examples:
 - ▶ A 5 contact hour intervention: 0031 (5/16) or 0025 (rounded to nearest $\frac{1}{4}$ SCH)
 - ▶ An 8 contact hour intervention: 0050 (8/16) or 0050 (no need to round)
 - ▶ A 19 contact hour intervention: 0119 (19/16) or 0125 (rounded to nearest $\frac{1}{4}$ SCH)

Reporting NCBOs on the CBM002

- Report any participation in non-course-based developmental education on Items #23/43/63 (both funded and unfunded)
- Funded DE interventions are also reported on the CBM00S

Item #63 Participation in Alternative/Non-course-based Method for Developmental Education Writing this Reporting Period.

- 0 Not applicable (did not participate)
- 1 Yes, participated and satisfied TSI obligation for writing in the semester being reported
- 2 Yes, participated but did **not** satisfy TSI obligation for writing in the semester being reported

Reporting NCBOs on the CBM00S: DE Course/Intervention Type

- CTC – Item #22, Universities – Item #19

Developmental Education Course/Intervention. Interventions include non-semester-length and non-course-based activities but do NOT include traditional courses offered in a compressed time frame.

- 0 Not a developmental course/intervention
- 1 Highest level developmental course
- 4 Highest level developmental intervention
- 7 Self-paced course or intervention (for example, emporium or module-based)
- 8 Co-requisite or paired course or intervention

- Reporting prioritization for NCBOs:
 - ‘8’ if NCBO is paired with a college-level course as part of a co-requisite model
 - ‘7’ if NCBO is self-paced
 - ‘4’ if NCBO does not fall under the previous two definitions

Reporting NCBOs on the CBM00S: Approval Number for CTCs

- CTC Item #26

Item #26 Approval Number. Enter the ten-digit approval number assigned to the academic course or the six-digit CIP code for the technical program area (left-justified with trailing zeros). For technical courses, the Coordinating Board will insert zeros in positions 7 and 8. For both academic and technical courses, the Coordinating Board will insert the associated funding code in positions 9 and 10 of the CIP code during the edit process.

- Make sure to report correct CIP code. There are separate DE course and DE intervention CIPs
- Institutions may have multiple NCBOs reported under one CIP code

27/18 Hour Rules Still Apply

- ▶ The 18 and 27 hour rules apply to NCBO developmental education
- ▶ Community college students may be reported for funding for 27 or fewer hours of developmental education/interventions. **This applies to all DE including English for Speakers of Other Languages (ESOL) developmental education classes and interventions.**
- ▶ Universities students may only be reported for funding for up to 18 hours of developmental education and cannot include ESOL DE

Questions?

- Questions will be compiled into a FAQ document that will be posted at www.thecb.state.tx.us/tsi.
- Denise Lujan will offer a session on NCBOs during the Acceleration Institute (April 6-7).

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