AGENDA ITEM V-F

College Readiness and Success

60×30TX
Texas Higher Education Coordinating Board

Developmental Education Update and 2018-2023 Statewide Plan for Supporting Underprepared Students

A Report to the Texas Legislature
Per Rider 33, 85th Texas Legislature –
Developmental Education
and
SB 1776, 84th Texas Legislature –
College Preparatory Courses

DRAFT
November 2018

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Texas Higher Education Coordinating Board

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Agency Mission

The mission of the Texas Higher Education Coordinating Board (THECB) is to provide leadership and coordination for Texas higher education 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.

The THECB's core values are:
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.

The Texas Higher Education Coordinating Board does not discriminate on the basis of race, color, national origin, gender, religion, age or disability in employment or the provision of services.

Please cite this report as follows: Texas Higher Education Coordinating Board. (2018). 2018-2023 Statewide Plan for Supporting Underprepared Students. Austin, TX.

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Executive Summary

The state's higher education strategic plan, *60x30TX*, outlines four goals and is built on the premise that all students seeking to better their lives through postsecondary education receive fair and equitable opportunities for meeting their academic and career aspirations. The previous higher education statewide plan, *Closing the Gaps by 2015*, included access to higher education as one of its major goals. The current plan, adopted by the Texas Higher Education Coordinating Board (Coordinating Board or THECB) in 2015, continues to build on those goals but also places increased emphasis on completions in higher education.

According to the most recent Coordinating Board data,[1] almost 40 percent of students entering Texas public institutions of higher education are reported as not meeting Texas Success Initiative (TSI) standards for college readiness (58.3% entering community colleges and 15.8% entering universities). When compared to students entering college ready, underprepared students are much less likely to complete degrees and certificates. In fact, only 14.9 percent of underprepared students entering community colleges and 32.3 percent of those students entering universities actually graduate, compared to 25.3 percent and 65.1 percent, respectively, for students entering college ready.[2] With graduation rates for students entering college ready nearly double of those who enter not college ready, it is clear that the success of the underprepared student population in higher education is essential if Texas is to increase completions by 48 percent in the next 12 years to meet the *60x30TX* completion goal.

In support of meeting the goals outlined in *60x30TX*, the General Appropriations Act, Senate Bill (SB) 1, Article III, Section 33, 85th Texas Legislature (Rider 33) requires the THECB, in collaboration with Texas public institutions of higher education, to scale effective interventions such as non-course competency-based remediation, corequisite models, emporium models, and modular offerings. Rider 33 also requires the THECB to analyze and compare information collected annually from all Texas public institutions on the Developmental Education Program Survey and other TSI data to determine the most effective and efficient interventions. Findings from the THECB's analysis are discussed in this report and support enhancing and scaling the following key interventions:

- Corequisite models that encompass
  - targeted, individualized advising
  - multiple measures to determine "best fit" corequisite model for students
  - intentional alignments to support students' successful completion of college-level course
- Non-course competency-based options (NCBOs) for both underprepared students and college-ready students who are struggling and may need additional support (e.g., finances, housing, child care, etc.)
- College Preparatory Course options for high school students to demonstrate college readiness prior to graduation

This report includes preliminary outcomes required by key legislation, House Bill (HB) 2223 (85th Legislature, Regular Session), supporting corequisite implementation. Furthermore, while

[1] Texas Higher Ed Accountability System (Fall 2017 FTIC)
[2] Texas Higher Ed Accountability System (CC 2014, University 2011 Cohorts, FY 2017)

still early in statewide implementation, these reforms have an important impact in helping to build students' momentum toward meeting their completion and transfer goals.

A key component of developmental education includes exemptions allowing certain entering students to meet the Texas Success Initiative (TSI) requirements (Texas Education Code (TEC), Chapter 51, Subchapter F-1) by demonstrating college readiness through other measures, including high school College Preparatory Courses (CPCs) (TEC, Section 28.014). Senate Bill (SB) 1776, 84th Texas Legislature, Regular Session, tasked the THECB to report biennially on the progress of high school CPCs intended to help students achieve college readiness prior to their enrollment in higher education, thereby allowing students to enroll directly in college-level coursework without required developmental education. This report provides the THECB's analysis, which includes two main findings: 1) students enrolling with the CPC exemption perform similarly to students enrolled in entry-level college reading/writing-intensive courses but do not perform as well as students enrolled in entry-level college math courses, and 2) the CPCs may be underused, with fewer than eight hundred high school students enrolled statewide per subject area. The analysis suggests there is room for improvement with regard to utilizing this exemption.

Even though much progress continues to be made in refining and scaling developmental education practices at Texas institutions of higher education, data show that significant work remains statewide to scale and enhance practices that support underprepared students. Building on past plans in support of this work and to continue moving the state forward in the next five years toward meaningful progress, this report outlines the next 2018-2023 Statewide Plan for Supporting Underprepared Students (hereafter 2018 Statewide Plan) through the following revised vision statement and four new recommendations.

Vision Statement for the 2018 Statewide Plan. By fall 2021, Texas public institutions of higher education will support the goals of *60x30TX* by significantly improving the success of underprepared students, both identified upon entry and those struggling during engagement with coursework. Institutions will continue to address underprepared students' individualized needs, identified through reliable diagnostic assessment and other best practice indicators, such as high school Grade Point Average (GPA) and course performance, and by using corequisite support models that incorporate student-centered and active learning strategies, technologically-mediated interventions, and integrated support. By fall 2023, every public community and technical college will provide Adult Education and Literacy (AEL) services, either directly or through partnerships, to students who assess below high school skill levels but who seek to transition to postsecondary certificate and degree programs. The AEL services will be aligned to those students' academic and career goals.

2018 Statewide Plan Recommendations. To realize the vision, Texas institutions should continue to pursue all the ways they can make their institutions "student ready," whereby institutional practices and policies are regularly reviewed and revised, as needed, to be student-centered and highly focused on supporting transfers and completions. The following recommendations are important to build momentum toward success for those 40 percent of students who enter institutions of higher education underprepared, as well as those academically prepared students who may still face obstacles (e.g., finances, housing, child care, etc.) that hinder their success:

- Deliver efficient and effective Developmental Education via corequisite models by 2023.

- Provide Adult Education and Literacy services, directly or through partnerships, for students not subject to the requirements of House Bill (HB) 2223[3] at all community and technical colleges.
- Improve efficiency and effectiveness of TSI exemptions for high school students through the College Preparatory Course (CPC) (TEC, Section 28.014) by requiring the administration of the TSI Assessment to students completing the CPC.
- Expand grant eligibility for gateway course student support programs for all struggling students, not just for those who are deemed academically underprepared, and for institutions that require student participation in support services, such as Supplemental Instruction; targeted tutoring; adaptive courseware; and technology-mediated, proactive alerts and advising.

Finally, this report shows the important progress Texas has made and provides the path forward to continue to ensure the most efficient and effective delivery of developmental education. The THECB will continue to track progress and report findings to stakeholders to further help inform optimal use of limited resources, while supporting the most promising results. The THECB will also continue to support Texas public institutions of higher education through grant opportunities and professional development focused on enhancements and scaling of corequisite models and support services that are paramount to the persistence and success of underprepared students.

[3] HB 2223 requires all Texas public institutions of higher education to develop and implement corequisite models and ensure that a certain percentage of their students enrolled in developmental education be specifically enrolled in such models. The percentage is phased in over a three-year period: 25 percent in 2018-2019; 50 percent in 2019-2020; 75 percent in 2020-2021.

Introduction

Developmental Education Supports *60x30TX*

Since the creation and implementation of the Statewide Developmental Education Plan in 2009 (2009 DE Plan), the Texas Higher Education Coordinating Board (THECB) has funded various developmental education initiatives, including research and evaluation, to support Texas public institutions of higher education in achieving the goals outlined in the plan. Evaluation of the various initiatives, coupled with institutional data, show that institutions have made significant strides in improving student advising, diversifying instructional strategies and opportunities for students, and accelerating curriculum by targeting student needs within intensive program structures. After years of steady but slow progress, Texas now begins a bold initiative that scales corequisite models to provide the best opportunity for significant progress that supports not only the college readiness of underprepared students, but also their first college-level course completions – important milestones for building momentum toward persistence and success in this population. The 2018-2023 Plan for Underprepared Students (2018 DE Plan) builds on promising strategies and initiatives and establishes new program and institutional objectives to bring corequisite models and their supporting best practices to scale. As noted, this report provides a new vision and recommendations to help ensure statewide goals for underprepared students are met in support of *60x30TX* goals.

Since *Closing the Gaps 2015* (CTG) was initiated in 2000, the state has seen a significant increase in higher education participation. Although the number of college ready students entering higher education continues to increase, a substantial number of students remain underprepared, especially students entering community and technical colleges. Addressing the needs of those students continues to be a challenge for meeting the completion goal of *60x30TX*. Furthermore, while students who enter college ready are twice as likely to graduate, they too struggle and may need additional support (e.g., finances, housing, child care, etc.), especially in the first year of matriculation, as evidenced by less than stellar passing rates for entry-level gateway courses.[4]

The overarching goal of *60x30TX*, that at least 60 percent of Texans ages 24-35 hold 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) plays a key role in better preparing a large segment of students entering higher education to reach those certificate and degree completions. In particular, efficient and effective interventions directly support meeting those goals. Students who enter higher education college ready, or who reach college readiness quickly, complete at higher rates and are able to reserve use of their financial aid toward courses that apply to their degree, rather than for courses that do not.

Furthermore, strategies outlined in *60x30TX* 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.

[4] CBM00S, TX Higher Education Coordinating Board (e.g., Pass rates of 62 – 74% MATH 1314 and 1324; 76% ENGL 1301)

Texas institutions of higher education (IHEs) are required to offer corequisite options for underprepared students assessed at the developmental education level. The THECB continues to support such strategies through grant and professional development opportunities.

- **Use assessments, such as the Texas Success Initiative Assessment (TSIA) to improve placement decision-making**.

  Assessments, like the TSIA, 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 are required to use both placement and diagnostic components of the TSIA, along with other factors, such as high school Grade Point Average (GPA), non-cognitive 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 IHEs to help identify promising practices and disseminate information regarding those practices, as well as address implementation obstacles. Providing funding through a competitive grant process, the THECB is working with Austin Community College on a two-year comprehensive, statewide professional development program, The Texas Corequisite Project, which will provide a number of events and activities to support IHEs as they scale and enhance their corequisite models, as required in House Bill 2223 (85th Texas Legislature, Regular Session).

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

  Through initiatives, such as Advise TX, Generation Texas (GenTX), ApplyTexas, and Grad TX, THECB staff is working with partner agencies, such as the Texas Education Agency (TEA) and the Texas Workforce Commission (TWC), along with other organizations, such as the Texas Success Center and Education Service Centers, 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.

  In support of student success and developmental education reform efforts, the THECB recently spearheaded the effort to update and revise the College and Career Readiness Standards (CCRS) for English Language Arts (ELA) and Math and will require the TSIA, Version 2.0 to align with the updated standards. The TSIA helps institutions to better identify the academic needs of their nonexempt, incoming undergraduate students and to address those needs through effective advising, individualized instructional interventions, and targeted corequisite options.

  While THECB funding for adult education students ended in the last legislative session, staff have worked very closely to refer and transition students to and from federally funded Adult Education and Literacy (AEL) programs, administered by the TWC. Ongoing collaborations among the TEA, TWC, and THECB further strengthen cooperation among school districts, postsecondary institutions, adult

education programs, and workforce programs and bring new opportunities for better serving all students in Texas.

Accelerating the scaling and enhancement of nontraditional, high-impact interventions for underprepared students is paramount to meeting the goals of *60x30TX*, and HB 2223, 85th Texas Legislature, Regular Session, provides the impetus for institutions to scale and enhance corequisite models. Rather than requiring students to complete one or more developmental education courses prior to enrollment in entry-level courses, these models allow underprepared students to enroll in college-level courses for their first semester and also require co-enrollment in academic support interventions that support students' successful completion of the college-level course. While progress continues on a slow but steady pace, Texas must accelerate the pace of scaling and enhancement of such practices, including integration of reading and writing, as well as nontraditional interventions, such as corequisite models, non-course competency-based options (NCBOs), and modular/emporium-style models (see Glossary of Terms for expanded definitions of each practice).

Beginning with the current state of developmental education, 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.

Current State of Developmental Education

In January 2013, the THECB adopted and submitted to the Legislature the 2012-2017 Statewide Developmental Education Plan (2012 DE Plan). The DE Plan built on the six goals of the previous 2009 DE Plan. The vision, goals, and performance measures set forth in the 2012 DE Plan called 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, including the Developmental Education Demonstration Projects (2009-2011), the Scaling and Sustaining Success (S3) program (2012-2015), and College Readiness and Success Models for *60x30TX* program (2016-present), continue to inform the institutional practices that positively impact students' outcomes. Moreover, positive results from other colleges and universities nationwide, such as those from Virginia, Maryland, and Florida, which are implementing large-scale strategies and interventions, are coalescing to suggest nontraditional interventions, such as corequisite models, are effective practices for meeting the needs of underprepared students. Furthermore, institutions are scaling these practices not only for students who enter their institutions underprepared, but also for students who enter academically prepared and yet, for various reasons, still struggle to build momentum in reaching academic milestones and completion goals.

Even though much progress continues to be made in refining and scaling developmental education practices at Texas institutions of higher education, completion data show that significant work remains statewide to scale practices that support underprepared students. The 2018 Statewide 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 of building an iterative process of continuous improvement. Findings from those efforts inform what is being scaled currently in the state to make optimal use of limited resources, while also supporting the most promising results.

Student Preparation and College Readiness

After a short decline, progress for underprepared students entering higher education institutions continues upward. In comparison to 2016, the overall percentage of students entering college ready in 2017 has increased by over three percentage points (52.6% in fall 2016 vs. 55.9% in fall 2017, Figures 1 and 2). These increases may be attributable to changes in the TSIA writing benchmark and an increase in high school students completing college-level coursework via dual credit, along with continued statewide focus on college readiness efforts.

Figure 1. Percentage of Entering College Ready Students.

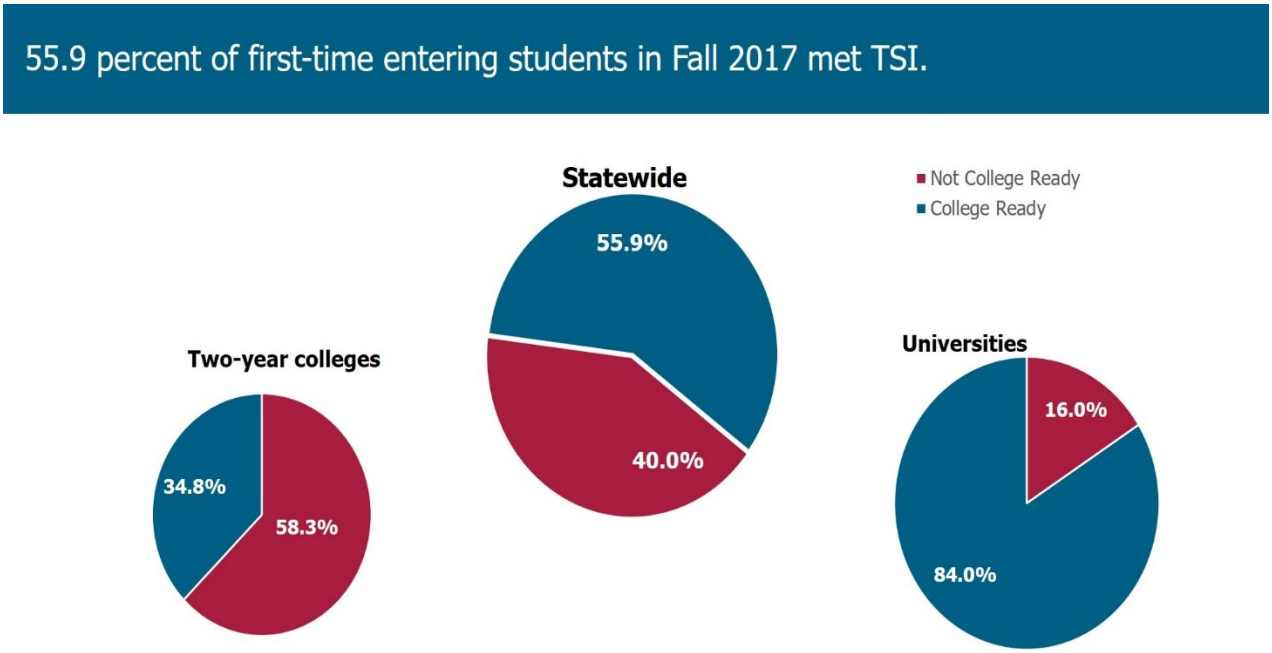
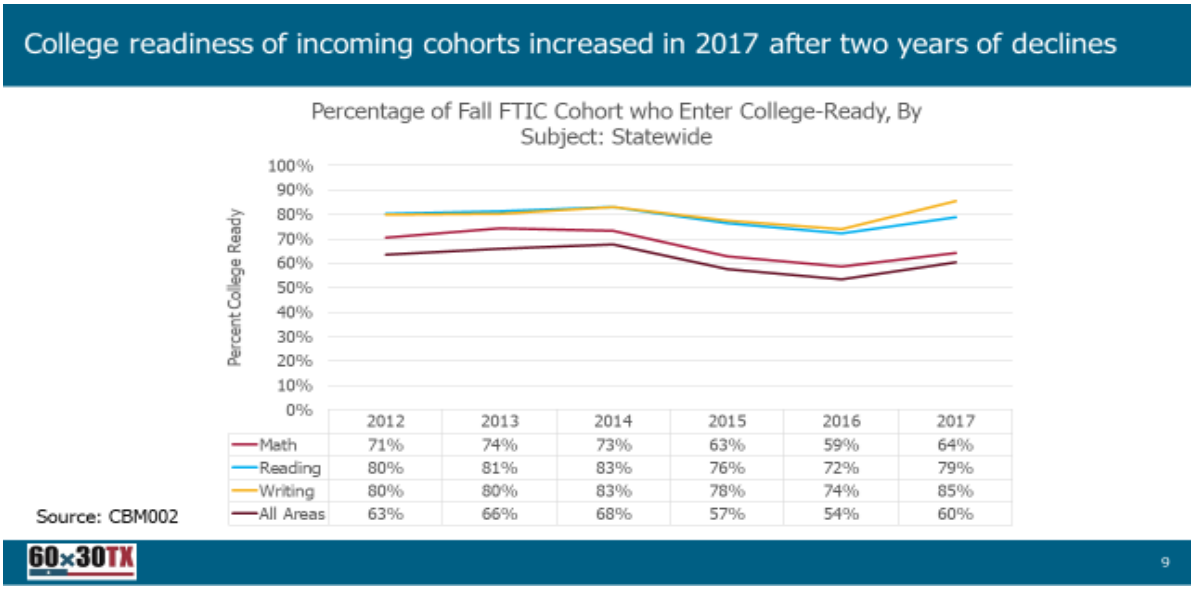
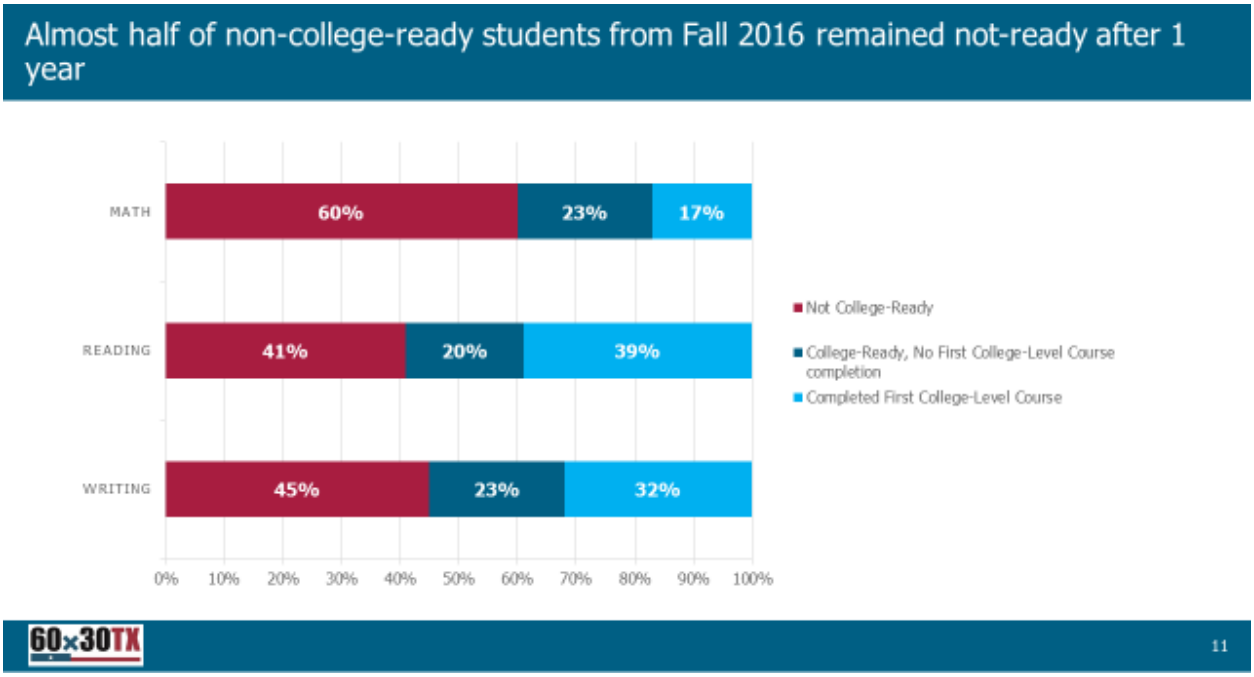


Figure 2. Percentage of College Ready Students by Subject Areas.



While these increases reflect intentional and robust efforts to improve access to higher education, significant work remains to translate these gains in college readiness to gains in first college-level completions, persistence, and graduation rates, which remain stubbornly low (Figure 3). As mentioned, to accelerate first college-level course (FCLC) completions for underprepared students, Texas legislators passed House Bill 2223 (HB 2223), which requires institutions to implement corequisite models that allow students to complete FCLCs in one semester.

Figure 3. Percentage of Underprepared Students Not College Ready After One Year



Supporting Efficient and Effective Delivery of Developmental Education through Corequisite Models

Under Texas Success Initiative (TSI) statue (TEC, Chapter 51, Subchapter F-1), underprepared students are generally not eligible to enroll in college-level courses deemed math, reading, or writing intensive (TSI liable) by an institution where the institution's respective TSI requirement(s) have not been met. However, through College Readiness and Success Models for *60x30TX* (CRSM) grant opportunities, the THECB has incentivized institutional efforts to provide efficient and effective developmental education by helping ensure the success of underprepared students through the scaling and enhancement of corequisite models. These models encompass targeted, accelerated support for underprepared students to successfully complete first college-level courses (FCLC) in one semester, whereas in traditional DE models, the FCLC completion time is generally one year or longer. The funding for these grants is based on the number of students served, defined as those who successfully complete the FCLC in one semester with a grade of A, B, or C. CRSM funds create access for more underprepared students to enroll in the first college-level courses in which they traditionally would not be eligible to enroll, while concurrently enrolling in a DE course/intervention.

In June 2016, the THECB issued a Request for Applications (RFA) for community and technical colleges (CTCs) and universities to support the scaling and enhancement of developmental education acceleration models for underprepared students (CRSM-2016). Twenty-one institutions submitted applications for this model and seven were awarded grants totaling $1,247,054 and impacting over 4,000 students across the state. (Additional details regarding each award can be found in Appendix F, p. 36). As part of the grant's competition, priority points were given to institutions where 50 percent or more of the project's corequisite enrollments targeted underrepresented populations, such as first-generation, African American, Hispanic, and/or economically disadvantaged students. Awarded institutions utilized one or more of the following acceleration models:

1. Enroll student in a **concurrent** model of the first college-level course with DE course/intervention scheduled before or after the credit course, providing just-in-time support from a content expert, such as a developmental education faculty member.
2. Enroll student in a **sequential** model of intensive, short-term DE course/intervention delivered in the initial part of the semester addressing relevant basic skills, with the college-level course starting immediately thereafter with additional ongoing support throughout the college-level course period (e.g., 4 +12 or 8+8-week model).
3. Enroll student in DE course/intervention taking place over a complete semester, with the related college-level course enrollment starting the following semester.

Over the two-year project period of CRSM 2016, awarded institutions implemented, enhanced, and scaled math and Integrated Reading and Writing corequisite model courses achieving promising success completion rates. Overall by corequisite subject area (Table 1), awarded institutions achieved considerable success in both math and Integrated Reading and Writing (IRW), with successful completion rates of 70 percent and 62 percent, respectively.

Table 1. All reported Corequisite Enrollments and Completions for CRSM-2016

Corequisite Subject	All Corequisite Enrollments*	All Successful FCLC Completions	Successful FCLC Completion percent
IRW**	1,923	1,200	62%
Math	2,403	1,672	70%
* Numbers presented in the "Corequisite Enrollments" column are unduplicated enrollments. **IRW = Integrated Reading and Writing			

As an example of CRSM work, Amarillo College implemented and scaled one-semester IRW corequisite courses, where underprepared students were enrolled in a Psychology or English 1301 course paired with a DE course/intervention. The grantee also used CRSM-2016 funds to enhance the services at their success center, which serves first-year and underprepared students. This investment improved their capacity to offer more efficient and high-quality pre-assessment and academic advising, career navigation and counseling, and faculty/support staff professional development in support of corequisite course implementation. Amarillo College's intentional deployment of these wraparound services certainly attributed to their strong FCLC completion rates under the CRSM-2016 Grant and played an important role in making the institution "student ready."[5]

CRSM-2018. Building on the success of the corequisite models supported though the CRSM-2016 grant competition, in July 2017, the board members of the THECB approved the issuance of an RFA in support of the requirements of House Bill 2223, 85th Texas Legislature, Regular Session, to further scale corequisite models. (The 85th Texas Legislature passed HB 2223, which requires all Texas public institutions of higher education to develop and implement corequisite models and ensure that a certain percentage of their students enrolled in developmental education be specifically enrolled in such models.[6])

[5] Student ready institutions regularly review and revise institutional practices and policies, as needed, to be student-centered and highly focused on supporting transfers and completions.
[6] 75 percent phased in over a three-year period: 25 percent in 2018-2019; 50 percent in 2019-2020; 75 percent in 2020-2021

To support institutions as they develop and implement corequisite models required by HB 2223, this grant competition sought applications from interested institutions of higher education at various stages of development and scaling in preparation for the first phase of HB 2223 implementation, effective fall 2018. The THECB received 38 applications under this opportunity, but limited funding only allowed 18 grants to be awarded, totaling $2,741,634. Based on the anticipated number of corequisite enrollments submitted by awarded institutions, CRSM-2018 will have an impact on more than 40,000 students across the state. (Additional details regarding each CRSM-2018 award can be found in Appendix F (p. 36). Follow-up reporting will continue to focus on enrollments and completions, as well as longitudinal research to determine the impact on success points milestones,[7] including graduation rates.

Major Policy Shift: HB 2223

In May 2017, as mentioned, the 85th Texas Legislature, Regular Session, approved HB 2223, signed by Governor Abbott, to accelerate the progress and completions of nearly 43 percent of students entering public community/technical colleges and universities underprepared to enroll in freshman college-level coursework. Traditional approaches to helping this population of students be ready for college-level coursework required enrollment in non-credit remediation courses (aka developmental education), sometimes up to two or three courses per subject areas of reading, writing, and/or mathematics, depending on assessment results and other factors, such as high school GPA and courses taken. Having exhausted finances and motivation, many of these students dropped out, sometimes adding to their student loan debt without a tangible certificate or degree completion in hand. Those who continued on, even with targeted support efforts, persisted and graduated at significantly lower rates than those who entered higher education college ready (38.3% vs. 58.6%[8]).

In an effort to ensure efficient and effective delivery of developmental education and thus improve outcomes for this population, HB 2223 requires that a certain percentage of underprepared students enrolled in remediation coursework be enrolled in a corequisite model. Corequisite models require students to enroll in the same semester in both the college-level course and a support course/intervention explicitly designed to help ensure students' success in the college-level course. These models have been used in other states such as California, Connecticut, West Virginia, Colorado, and Tennessee among others, with great success, often increasing student success in the college-level course by 50 or more percentage points, even for the least prepared students. Most importantly, outcomes from Texas institutions clearly demonstrate that corequisite models are a more effective and efficient delivery of developmental education when compared to traditional, linear models because their successful rates are double or triple in half the time.

To support institutions in their development, enhancement, and implementation of corequisite models, the THECB has provided a number of professional development and technical assistance opportunities since the passage of HB 2223, through conferences, meetings, and presentations. The THECB continued to provide support in 2018 with four, two-day conferences focused on ensuring IHEs are supported in their scaling and enhancement efforts. THECB staff also provided statewide webinars, monthly meetings, an FAQ document, and direct communication with each institution's instructional and reporting office to ensure optimal compliance starting in fall 2018, HB 2223's effective date.

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[7] Success points are earned by community colleges as their students meet certain milestones and provide additional funding to the institution

[8] Texas Higher Education Accountability Data (2016)

Institutions have worked and continue to work on the ongoing continuous improvement process to meet the goals of HB 2223, so that the required corequisite models positively impact the outcomes of this population of students, students who will play an important role in helping Texas meet its higher education completion goals outlined in *60x30TX*.

To provide a set of guiding principles for the next five-year period for serving underprepared students, the 2018-2023 Statewide Developmental Education Plan builds on the previous iteration of the plan but also targets its recommendations toward the areas that indicate the most promise for positively moving the needle significantly for this population. Goals and recommendations that focus on improving access are important, but if those newly recruited students are not prepared for the rigors and expectations of postsecondary opportunities, then those efforts may not yield the level of growth needed to meet necessary completions. This new plan is laser-focused on completions for students who enter underprepared.

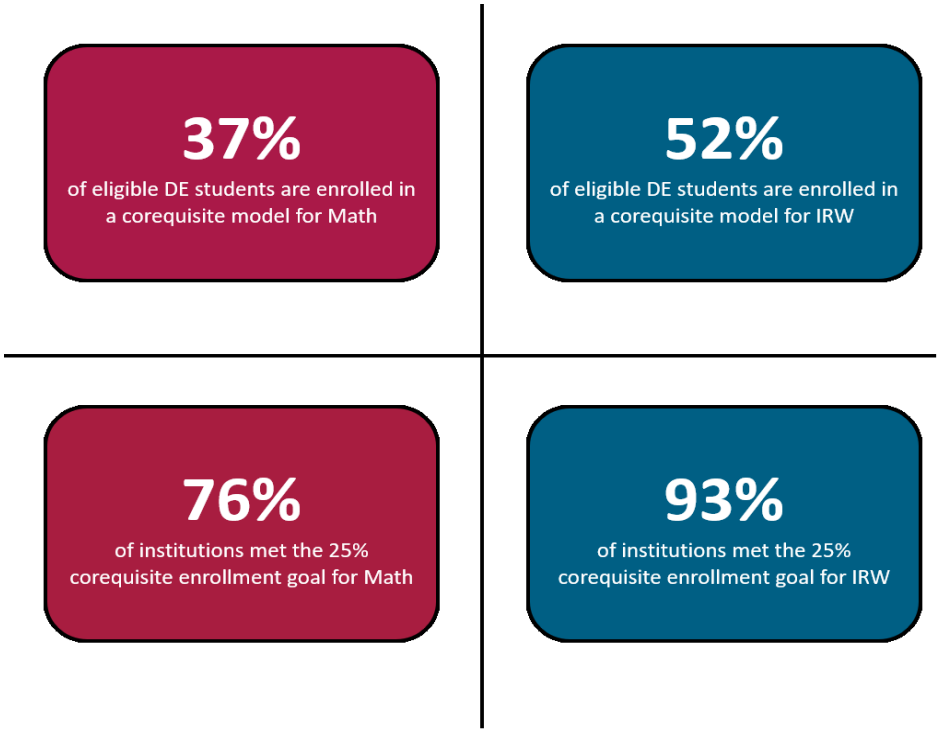
Developmental Education Program Survey (DEPS) and Preliminary HB 2223 Findings. HB 2223 requires 75 percent of an institution's developmental education enrollments be in corequisite models. This percentage should be phased in over a three-year period, with 25 percent required in fall 2018. Reporting by institutions in terms of compliance with this requirement is based on the official census date, the 12th class day (or its equivalent for terms shorter than 15-16 weeks), and occurs via the normal Coordinating Board Management (CBM) reporting process, which requires the census date to be reported at the end of the semester. Submission and verification protocols for CBM reporting means the data will not be available until April 2019. A preliminary gauge of institutional progress toward meeting the initial phase-in requirement is based on the annual DEPS, as shown in Figure 4 and Appendix E (p. 32-35). Figure 5 shows estimated costs reported by institutions.

The Developmental Education Program Survey (DEPS) is administered by the THECB and contains items related to DE student placement, DE course and intervention options, and college preparatory courses. Each institution has a registered DEPS contact that is responsible for the completion of this survey as part of the evaluation requirement in Texas Administrative Code, Section 4.60.

Preliminary data based on institutional Developmental Education Program Survey reporting show that on a statewide level, Texas institutions of higher education not only met but exceeded the 25 percent corequisite enrollment requirement for fall 2018, the first phase of implementation (Figure 4). In fact, for Integrated Reading and Writing, Texas institutions have already exceeded the fall 2019 requirement of 50 percent. Again, these percentages are based on DEPS responses, which will be confirmed via normal CBM reporting processes and updated with certified data. Individual institutional responses to DEPS questions related to the initial phase-in requirements of HB 2223 can be found in Appendix D (p. 27-31).

While still in the beginning phase of HB 2223 implementation, institutions have clearly invested both human and fiscal capital to ensure robust enrollments in corequisite models. In order to provide a snapshot estimate of institutions' costs, the DEPS asked institutions to identify how these resources were parsed. Figure 5 indicates that initial cost estimates by institutions for corequisite requirements were $25,000 or below (39%), followed by "unable to estimate at this time" (24%). Appendix D (p. 27-31) provides details on how these costs were distributed, along with additional questions and institutional responses related to corequisite implementation.

Figure 4. Fall 2018 Statewide | HB 2223 Corequisites in Preliminary Numbers

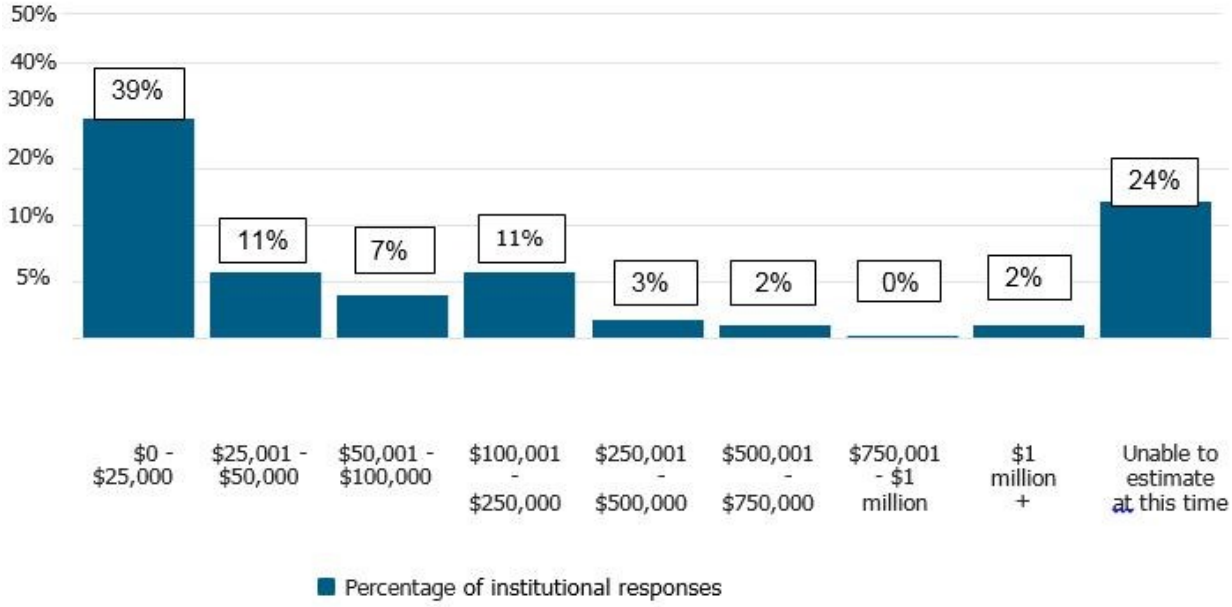


Data are self-reported by institutions.*

*Note: Compliance with corequisite legislation, HB 2223 (85R), for fall 2018 will be assessed using student-level data reported to the THECB (CBM reports). Results anticipated for release in spring 2019.

Figure 5. Statewide Responses of Cost Estimates for Implementing HB 2223

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



College Preparatory Course (CPC) Analysis – 2018

Senate Bill (SB) 1776 of the 84th Texas Legislature, Regular Session, directs the THECB to report on the effectiveness of CPC, as measured by students' successful completion of the first college-level course in the exempted content area. Under TEC, Section 28.014, school districts are required to partner with at least one institution of higher education (IHE) to develop and provide college preparatory courses in English Language Arts and mathematics. Students in the Foundation High School Program may use a CPC to satisfy advanced math or advanced ELA credits.[9] Per statute, the CPCs are locally designed and developed, and determination of "successful completion" and acceptance of the TSI exemption vary among school districts and institutions of higher education. Students who successfully complete the college preparatory 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 CPC in partnership with the local school district, or through a Memorandum of Understanding (MOU) accepts the CPC developed by another IHE in partnership with the local school district.

Key CPC Findings

- Relatively few students across the state were reported by institutions with the college prep exemption: 523 students in math, 600 students in reading, and 795 students in writing in 2016-17.
- Fifty-seven percent of institutions reported at least one CPC partnership with a school district or IHE in 2017-18, down from 64 percent reported in 2015-16.
- Among institutions that reported partnerships, three out of five (60%) reported partnerships only with school districts, meaning that the CPC exemption would not apply to another institution.
- Fewer than half of institutions (41%) that accept the CPC exemption reported multiple standards used for successful completion of the course. Multiple standards might lead to more difficulty in documenting students' eligibility to receive and apply the exemption.
- About a quarter of institutions in math (26%) and a third in English Language Arts (31%) reported using the TSIA college readiness standard as demonstration of successful completion of the course.
- Among those students who received the college prep exemption and enrolled in a first college-level course in 2016-17, 52 percent passed a math-intensive course, 65 percent passed a reading-intensive course, and 72 percent passed a writing-intensive course in their first attempt.
- Approximately 46 to 56 percent of students who were reported as enrolled in a CPC in high school and who enrolled in a Texas public two- or four-year college in fall 2016 met TSI in the relevant subject area.

While the CPC offers another opportunity for high school seniors to attain college readiness prior to graduation, data show that this initiative is greatly underused. Almost 40 percent of students enter higher education not college ready, and 64 percent of those students are direct from high school.[10] Enrolling more high school students in the CPC will improve their chances of entering higher education without the need for remediation. A more detailed analysis for the CPC

[9] Students under the Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP) cannot use CPCs to satisfy requirements for advanced math and advanced ELA credits.
[10] Texas Higher Ed Accountability, CBM 001 and 002 (fall 2017)

is found in Appendix C (pp. 19-26).

The 2018-2023 Statewide Plan for Supporting Underprepared Students

To meet the goals of *60x30TX*, Texas must continue its developmental education reform efforts supporting the most efficient and effective delivery methods that significantly accelerate pathways for students entering higher education underprepared. These pathways begin with robust and individualized advising that identifies the best interventions, including corequisite models, for bringing students to successful completion of the gateway courses, and supporting persistence toward completions and transfers.

Institutions across the state are also engaged in various initiatives that help ensure support for this population is intentional and targeted. Institutions recognize that challenges faced by underprepared students are not limited to this group but are also experienced by those identified as college ready.

It is expected for students to strive to be college ready; those same students expect to enroll at institutions that are student ready, whereby institutional practices and policies have been reviewed and revised, as needed, to be student-centered and highly focused on supporting transfers and completions. Thus, a new vision statement and set of recommendations form the core of the next iteration of the statewide plan and reflect a philosophy that all students, regardless of how they are identified, deserve to be engaged with institutions that are student ready.

Vision Statement for 2018 Statewide Plan

By fall 2021, Texas public institutions of higher education will support the goals of *60x30TX* by significantly improving the persistence and success of underprepared students, both identified upon entry and those struggling during engagement with coursework. Institutions will continue to address underprepared students' individualized needs, as identified through reliable diagnostic assessment and other best practice indicators, such as high school GPA and course performance, and by using corequisite support models that incorporate student-centered and active learning strategies, technologically-mediated interventions, and integrated support. By fall 2023, every public community/technical college will provide AEL services, either directly or through partnerships, to students who assess below high school skill levels but who seek to transition to postsecondary certificate and degree programs. The AEL services will be aligned to those students' academic and career goals.

2018 Statewide Plan Recommendations

In order to realize this vision, Texas institutions should continue to pursue all the ways they can make their institutions "student ready." The following recommendations are important to build momentum toward success for those 40 percent who enter underprepared, as well as those academically prepared students who may still face obstacles that hinder their success.

- **Deliver developmental education via corequisite models by 2023.**

  HB 2223 requires for the 2020-2021 academic year, and each subsequent academic year, that at least 75 percent of an institution's students be enrolled in corequisite models. Preliminary data show that Texas has not only met the first phase-in requirement but is on a path to meet this goal before 2021. Because preliminary data show significant gains toward successful completion of the first college-level course

using corequisite models in an underprepared student's first semester, Texas should consider such models for all underprepared students currently subject to HB 2223. Enrollment and outcomes data must also inform continuous improvement practices to help ensure efficient and effective delivery of corequisite models.

- **Provide Adult Education and Literacy (AEL) services, directly or through partnerships, for students not subject to the requirements of HB 2223 at all community and technical colleges.**

  Currently, 38 community and technical colleges offer AEL programs administered through the Texas Workforce Commission. Because these services are offered free for eligible students, including those assessed up to the TSI Assessment ABE Diagnostic Test Level 5 (on a six-point ascending scale to college readiness), institutions can offer these programs as part of a pathway that allows students to reserve use of their Pell Grant and other federal financial aid eligibility for programs leading to certificates and degrees. Students enrolled in AEL programs may also be less likely to build student loan debt while still transitioning to and engaging in programs meeting the goals of *60x30TX*. Because of the benefits for lower-skilled students not subject to HB 2223, as well as local and regional labor markets, TWC is a ready partner with the THECB to help ensure "best fit" for students in meeting their academic and career goals.

- **Improve efficiency and effectiveness of TSI exemptions for high school students through the College Preparatory Course (CPC) (TEC, Section 28.014) by requiring the administration of the TSI Assessment to students completing the CPC.**

  The results for students who participate in College Preparatory Courses (CPCs) are promising. CPC students have higher successful completion (grades of C or higher) in the first college-level courses in the first year of enrollment compared to those who enroll who were not college ready. However, the CPC exemption is underused and thus has not substantially decreased the number of students receiving developmental education support. The CPC exemption may have not been as impactful because some students enroll in institutions that do not accept the particular CPC they took, or students may not meet the requirement to enroll in their first college-level course in the corresponding subject area during their first year of enrollment. Requiring the administration of the TSI Assessment (TSIA) to students completing the CPC may address the issues resulting in lackluster impact of this exemption. Students who pass the TSIA would qualify for an exemption that is applicable at any Texas public institution of higher education, not just the partnering institution, for five (5) years, not just one (1) year, from date of test administration. Students who do not pass the TSIA may still use the course to satisfy advanced high school math or advanced ELA credits. Furthermore, because the CPC is developed with a partnering institution of higher education, students not passing the TSIA and enrolling at that institution may be more likely to be enrolled in a corequisite model. Students enrolled in corequisite models are treated similarly to college ready students in that the student enrolls in the entry-level college course; however, these students must also co-enroll in a developmental education intervention designed to support their successful completion of the college course. Requiring the TSIA as part of the CPC may further provide incentives for school districts to not only *offer* the CPC, as is currently required by TEC, Section 28.014, but also to increase actual enrollments in the CPC.

- **Expand grant eligibility for gateway course student support programs for all struggling students, not just for those who are deemed academically underprepared, and for institutions that require student participation in support services, such as Supplemental Instruction; targeted tutoring; adaptive courseware; and technology-mediated, proactive alerts and advising.**

  Currently, Rider 33 (SB 1, Article III, Section 33, 85th Texas Legislature) provides funding to IHEs to enhance and scale corequisite models for students entering underprepared. However, as evidenced by gateway (i.e., first college-level course) pass rates, students entering college ready may still struggle and need additional support (e.g., finances, housing, child care, etc.). Because corequisite options include these courses, the benefits of corequisite models can be extended to all course participants, regardless of TSI status. Such practices can be incentivized by expanding eligibility for Rider 33 grants to institutions interested in requiring proven practices that support successful first college-level course completions of all enrollees.

Challenges and Opportunities

As the progress described in this report illustrates, Texas higher education has committed itself to better and more efficiently providing innovative and individualized support for academically underprepared students through the Texas Success Initiative. Focus has shifted from traditional models to intentional and targeted improvements in advising, placement, and curricular interventions. Texas is also focused on scaling corequisite models that raise the level of expectations for underprepared students. As data suggest, corequisite models provide the opportunity for this population to meet and exceed those raised expectations and to help guide significant reform efforts to serve this population more efficiently and effectively.

During the next five 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 anticipated significant increases in underprepared students' retention and completion rates. If current efforts are any indication, Texas will continue to meet and overcome the challenges, which include developing a comprehensive, statewide professional development and referral system, as well as continuing, full-scale implementation of corequisite interventions for underprepared students seeking to meet their academic and career goals.

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, as well as to provide the necessary resources to support institutions on their path to being fully student ready. THECB staff also will continue its collaboration with other partners, such as the Texas Education Agency and the Texas Workforce Commission, to identify and coordinate systems that support *60x30TX* and the educational and economic goals of all Texans.

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.

Corequisite (also known as co-requisite or mainstreaming) – An instructional strategy, whereby undergraduate students, as defined in Texas Administrative Code (TAC), Section 4.54, are co-enrolled, i.e., concurrently enrolled, in a developmental education course or non-course competency-based option (NCBO), as defined in TAC, Section 4.54, and an entry-level freshman course of the same subject matter within the same semester. The developmental component provides support aligned directly with the learning outcomes, instruction, and assessment of the entry-level freshman course, and is adjusted, as needed, to advance students' success in the entry-level freshman course. Participation in the entry-level freshman course is not contingent upon performance in the developmental education component of the corequisite courses.

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 and/or a workforce program. These types of activities are also referred to as developmental education courses or interventions.

Developmental Education (DE) – Non-degree-credit courses, tutorials, laboratories, and other means of assistance that are included in a plan to help ensure the success of a student in entry-level college 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.

High School College Preparatory Course (CPC) – Under Section 28.014 of the Texas Education Code, school districts are required to partner with at least one institution of higher education (IHE) to develop and provide college preparatory courses in English Language Arts and mathematics. Students in the Foundation High School Program may use a CPC to satisfy advanced

math or advanced ELA credits.[11] Per statute, the CPCs are locally designed and developed, and determination of "successful completion" and acceptance of the TSI exemption vary among school districts and institutions of higher education. Students who successfully complete the college preparatory 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 CPC in partnership with the local school district, or through a Memorandum of Understanding (MOU) accepts the CPC developed by another IHE in partnership with the local school district.

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).

Measurable 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 timeframe 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 non-cognitive 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.

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

Public Community and Technical College – Any public junior college, public community college, public technical institute, or public state college, as defined in Texas Education Code, Section 61.003. Public Community and Technical colleges are also referred to as public two-year colleges.

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 of, or strengths in, those learning outcomes(s).

Appendix A

Rider 33

Developmental Education. Funds appropriated above in Strategy D.1.2, Developmental Education Program, $1,125,000 in General Revenue for fiscal year 2018 and $1,125,000 in General Revenue for fiscal year 2019 shall be used to continued scaling effective strategies that promote systemic reforms, to improve student outcomes and provide professional development opportunities for faculty and staff to improve advising, acceleration and completion of underprepared students. Out of funds appropriated to this strategy, the Higher Education Coordinating Board will collaborate with Texas public institutions of higher education, to scale effective interventions such as non-course competency-based remediation, core-requisite models, emporium models, 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 and other TSI data to determine the most effective and efficient interventions 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, 2019. Any balances remaining as of August 31, 2018 are hereby appropriated for the same purpose for the fiscal year beginning September 1, 2018.

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

High School College Preparatory Course Analysis

College Preparatory Course agreements. Related to Section 28.014 of the TEC, institutions were asked how many schools districts and/or institutions of higher education (IHEs) had a MOU to accept the College Preparatory Course (CPC) for English Language Arts (ELA) and math credit in Academic Year 2017-18.

A little over half (57%) of institutions reported at least one partnership with a school district or IHE for a college preparatory course in fall 2017 on the Developmental Education Program Survey (DEPS).[12] This is down from 64 percent of institutions that reported partnerships for the 2015-16 academic year. The decline may suggest waning interest or capacity for the courses. As shown in Figure 6, the majority of institutions with a MOU (60%) only had partnerships with school districts, meaning the CPC exemption would not apply to another institution.

More two-year institutions reported CPC partnerships than did four-year institutions (Figure 7). Although a greater percentage of public two-year institutions reported partnerships for the CPC, four-year institutions reported more agreements, on average.

Figure 6. College Prep Partnerships, Fall 2017

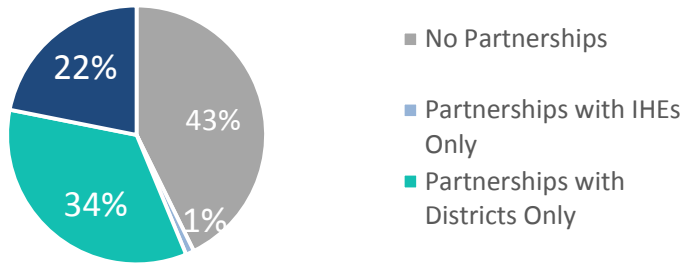
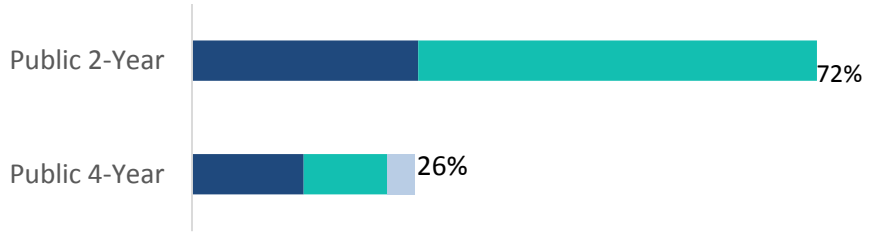


Figure 7. College Prep Partnerships, by Institution Type, Fall 2017



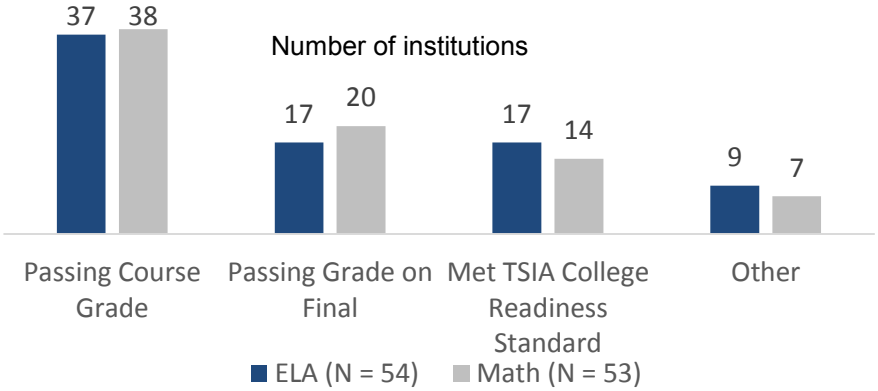
College Preparatory Course (CPC) successful completion standard. Although Texas Success Initiative (TSI) exemptions are provided to students based on successful completion of the CPC the standard that defines *successful completion* may vary, not only across institutions, but also within an institution through its various MOUs. The DEPS 2017 asked institutions what was required for students to demonstrate successful completion of the CPC. Two out of five (41%) institutions with MOUs had multiple standards defining successful completion of a CPC.

[12] There were 100 Texas public institutions that participated on DEPS in 2016 and in 2017.

The majority of institutions reported a passing grade in the course was a standard for successful completion (Figure 8). Other standards reported by institutions to satisfy CPC successful completion included:

- Met minimum criteria for ELA portfolio
- Passing grade of 75 percent or 80 percent
- Combination of minimum score on final exam, overall course grade, or TSIA score (set slightly below the college readiness benchmarks)

Figure 8. College Prep Course Standards for Successful Completion, Fall 2017



College Preparatory Course (CPC) Exemptions Reported by Institutions

Relatively few first-time-in-college (FTIC) students enrolled in academic years 2015-16 and 2016-17 with a college prep exemption (Table 2). Due to the few students reported and to ensure compliance with the Family Educational Rights and Privacy Act (FERPA), the first college-level course passing rates are reported at the state level only. Further, not all students who qualified for the exemption took a first college-level course in the relevant content area in the first full academic year of enrollment, which also contributes to not being able to provide results by institution and district.

Table 2. Students Receiving College Preparatory Course Exemptions, by Institution and Academic Year

Institution	Mathematics		Reading		Writing	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Statewide	**353**	**523**	**289**	**600**	**604**	**795**
Alamo Community College District	7	60	6	109	5	107
Austin Community College	9	*	29	20	30	19
El Paso Community College District	*	18	*	27	*	27
Houston Community College	*	44	*	*	*	*
Lee College	7	*	10	*	10	*
Lone Star College System District	*	102	*	187	*	198
San Jacinto Community College	7	9	24	68	21	63
South Plains College	247	179	164	114	470	317
South Texas College	*	5	*	5	*	*
Tarrant County College District	5	*	5	*	5	*
Tyler Junior College	42	47	28	23	33	22
The University of Texas at El Paso	*	39	*	25	*	22
Victoria College	*	*	6	*	8	*
Wharton County Junior College	12	*	10	15	13	5
Other institutions	17	20	7	7	9	15

* Cells below 5 are redacted and included in the category "other institutions."

First college-level course performance of students who received a CPC exemption. Students who were reported with a college prep exemption[13] were tracked in the first academic year of enrollment in select first college-level courses.[14] Among those students who received the college prep exemption in 2016-17 and enrolled in a first college-level course, 52 percent passed a math-intensive course, 65 percent passed a reading-intensive course, and 72 percent passed[15]a writing-intensive course in their first attempt (Table 3).

[13] In the TSI report (CBM002), the college prep exemption is coded as a *waiver*.
[14] The first college-level course is reported through the Course Report (CBM00S) for students who earn a C or higher. Since the first college-level course is not identified for all students, courses had to be identified for use in the study to obtain performance of students who did not earn a C or higher in their first attempt. This analysis used courses identified as those with the highest counts of student enrollments.
[15] Passed includes A, B, C, D, and credit.

Table 3. Performance of Students with a College Prep Exemption in First College-Level Course Attempted, by Subject Area and First Academic Year Enrolled

	Students with CPC exemptions	Students who enrolled in first college-level course (FCLC)											
		Enrolled in FCLC		Successful Completion (A, B, or C)		Complete (D or Credit)		F		Withdrawal		Other	
	Total	***N***	***%****	***N***	***%***	***N***	***%***	***N***	***%***	***N***	***%***	***N***	***%***
Enrolled in College in 2015-16*													
Mathematics	353	179	51%	49	27%	20	11%	37	21%	53	30%	20	11%
Reading	289	165	57%	55	33%	27	16%	46	28%	24	15%	13	8%
Writing	604	410	68%	255	62%	33	8%	61	15%	33	8%	28	7%
Enrolled in College in 2016-17													
Mathematics	523	239	46%	81	34%	42	18%	56	23%	53	22%	7	3%
Reading	600	285	48%	155	54%	32	11%	61	21%	37	13%	*	*
Writing	795	526	66%	340	65%	35	7%	83	16%	57	11%	11	2%

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

First-time-in-college (FTIC) students receiving the college prep exemption in the fall 2016 were also tracked to determine when they earned a C or better in the first college-level course in the same subject area of their exemption. Table 4 provides the cumulative percentage of students who successfully completed a first college-level course, by semester. Within the first year of enrollment, half of students with a college prep exemption in writing earned a C or higher in a writing-intensive college-level course. Slightly fewer (42-44%) earned a C or better in a reading-intensive college-level course in the first year of enrollment.

Approximately one in six students with an exemption in math earned a C or higher in 2015-16. The percentage of students earning a C or better in math within one year went up 10 percentage points for the fall 2016 FTIC cohort. A few students reported with a CPC exemption in fall 2016 enrolled in developmental education courses in the relevant subject area in their first year of college enrollment (math [n = 62; 16%], reading [n = 34; 9%], and writing [n = 56; 10%]).

Table 4. Cumulative Successful Completion* Rates for Students with a College Prep Course Exemption, by Subject Area and Semester

	Fall FTIC** with College Prep Exemption	Students who enrolled in first college-level course (FCLC)							
		First Fall Semester		First Spring Semester		Second Fall Semester		Second Spring Semester	
	Total	***N***	***%***	***N***	***%***	***N***	***%***	***N***	***%***
FTIC Fall 2015**									
Mathematics	284	25	9%	48	17%	69	24%	77	27%
Reading	231	47	20%	96	42%	106	46%	110	48%
Writing	505	177	35%	251	50%	278	55%	290	57%
FTIC Fall 2016***									
Mathematics	377	63	17%	102	27%				
Reading	377	90	24%	164	44%				
Writing	543	230	42%	296	55%				

*Successful completion is an A, B, or C in the course.
**First time in college
***Only one year of first college-level course completion data was available for students who enrolled in fall 2016.

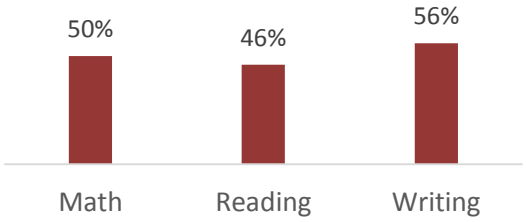
Performance of students reported by school districts as enrolled in College Preparatory Courses. The data reported to the THECB by institutions are limited to only students who are reported with the CPC exemption who enrolled in college at the institution that offered the course or partnered with an IHE (Table 5). High school students who enrolled in a CPC in ELA or math might not have graduated or enrolled in college. School districts were able to report students enrolled in CPCs to the TEA through the Student Course Completion Report (Submission 415) and are identified by a service identification code.[16] Not all districts reported students in a CPC. The CPC may have been underreported by districts if the course was combined with another math or ELA course to ensure students meet the four-by-four graduation plan[17] requirements, the default program for most seniors in 2015 through 2017. Some districts may have reported the CPC under a different service code.

Table 5. Students Reported by Districts as Enrolled in a College Preparatory Course in High School

	Class of 2015	Class of 2016
Number of districts reporting	164	175
Enrolled in College Prep	7,790	8,722
Graduated High School	6,515	7,515
Enrolled in College Following Fall	3,069	3,392
TX Public Two-Year	2,244	2,397
TX Public Four-Year	701	853
TX Independent	124	142

Approximately 46 to 56 percent of students who were reported as in a CPC in high school and who enrolled in a Texas public two- or four-year college in fall 2016 met TSI requirements in the relevant subject area (Figure 9).[18]

Figure 9. Percentage of College Prep Students Enrolled in Texas Public Two- and Four-Year Colleges in Fall 2016 who Met TSI, by Relevant Subject Area



[16] CP110100 (College Prep ELA); CP111200 (College Prep Math)
[17] The four-by-four graduation plan required 4 credits in each of the core subject areas for those under the recommended and distinguished plans: ELA, math, science, and social studies. The plan was required of students who started ninth grade in 2007-08 through 2013-14. The class of 2018 will be the first class fully under the foundations graduation plan.
[18] Based on CBM002, items 20, 40, and 60 (see Appendix C, pp. 19-26)

How students met TSI requirements is presented in Table 6. It is possible that a few institutions did not report the college prep exemption correctly, as the majority of students in the *unknown/other* category were reported as met without CPC exemption or waiver and were also reported as not being assessed.

Table 6. College Prep Students' Satisfaction of TSI Requirements in Relevant Subject Area, by Type, Fall 2016

	Math		Reading		Writing	
	N	***%***	***N***	***%***	***N***	***%***
ACT Exemption	52	4%	9	2%	9	1%
Successful College Course Completion	11	<1%	8	2%	7	1%
CPC Waiver	153	12%	95	18%	135	21%
Dual Credit	24	2%	15	3%	15	2%
Level 1 Certificate	61	5%	41	8%	40	6%
Previously Reported/Not Applicable	221	17%	62	12%	63	10%
SAT Exemption	57	4%	11	2%	11	2%
TSIA	555	43%	235	44%	295	46%
Unknown/Other	154	12%	53	10%	63	10%
Total	1,288	100%	529	100%	638	100%

Among all students who took a CPC and enrolled at a Texas public higher education institution in fall 2016, 33 percent enrolled in a DE course in the relevant subject area. Among all students who took a CPC and enrolled in a first college-level course in the relevant subject area in the first year without developmental education support, 64 percent passed in math, 75 percent passed in reading, and, 78 percent passed in writing (Table 7).

Table 7. Performance in First College-Level Course Attempted, by Area and First Academic Year Enrolled

	College Prep in HS; Enrolled in College	Students who enrolled in first college level course (FCLC)									
		Enrolled in FCLC		Successful Completion (A, B, or C)		Complete (D or Credit)		F		Withdrawal/ Other	
	Total	***N***	***%****	***N***	***%***	***N***	***%***	***N***	***%***	***N***	***%***
High School Graduates First Time In College Fall 2015**											
Math	2,013	749	37%	401	54%	92	12%	119	16%	137	18%
Reading	1,426	689	48%	439	64%	76	11%	100	15%	74	11%
Writing	1,426	709	50%	487	69%	53	7%	84	12%	85	12%
High School Graduates First Time In College Fall 2016											
Math	2,556	932	36%	491	53%	102	11%	172	18%	167	18%
Reading	1,148	513	45%	332	65%	53	10%	84	16%	44	8%
Writing	1,148	533	46%	369	69%	47	9%	74	14%	43	8%

* Percentages presented for "enrolled in FCLC" are based on the total number of students who received a college prep exemption. All other percentages are based on only those who enrolled in a first college-level course in the subject area.

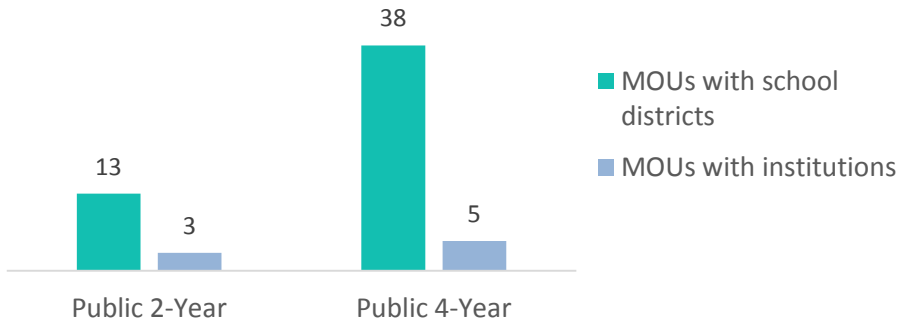
Note. Percentages may not sum to 100 percent due to rounding.

First College-Level Courses

The following courses were used as first college-level courses[19] in Tables 4 (p. 22) and 7 (p. 24), based on highest frequencies of enrollment:

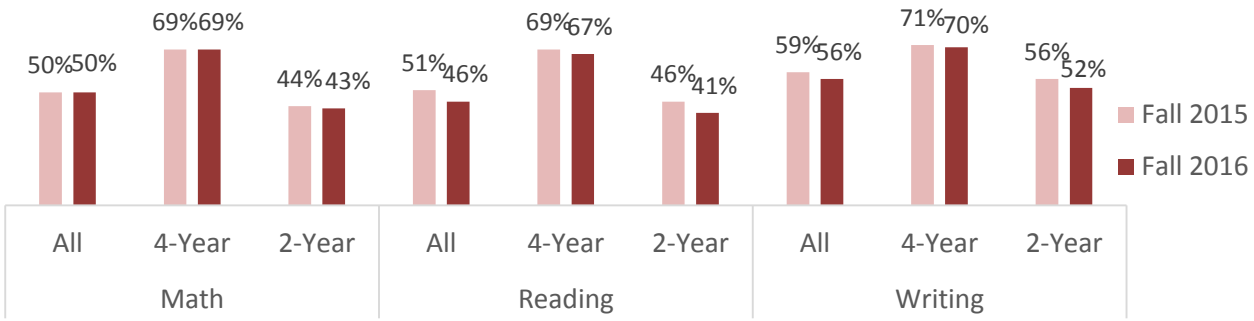
- Mathematics
  - MATH 1314 – College Algebra
  - MATH 1414 – College Algebra
  - MATH 1324 – Mathematics for Business & Social Sciences I
  - MATH 1332 – Contemporary Mathematics I
  - MATH 1342 – Elementary Statistical Methods
- Writing
  - ENGL 1301 – English Composition I
  - ENGL 1302 – English Composition II
- Reading
  - GOVT 2305 – Federal Government
  - GOVT 2306 – Texas Government
  - HIST 1301 – United States History I
  - HIST 1302 – United States History II
  - HUMA 1301 – Introduction to Humanities I
  - PHIL 1301 – Introduction to Philosophy
  - PSYC 2301 – General Psychology
  - SOCI 1301 – Introductory Sociology

Median Number of College Prep MOUs, by Institution Type

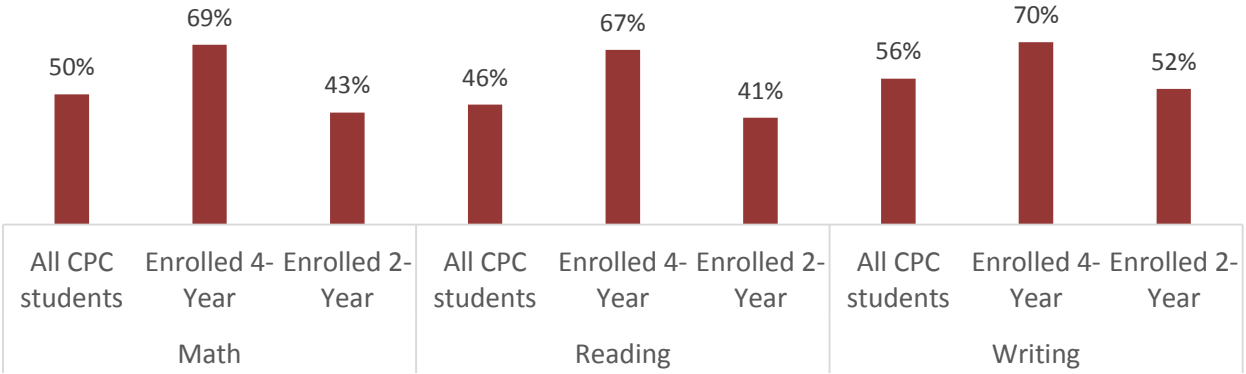


[19] See *Guidelines for Reporting First College-Level Courses* in the Texas Higher Education Coordinating Board *Reporting and Procedures Manual*.

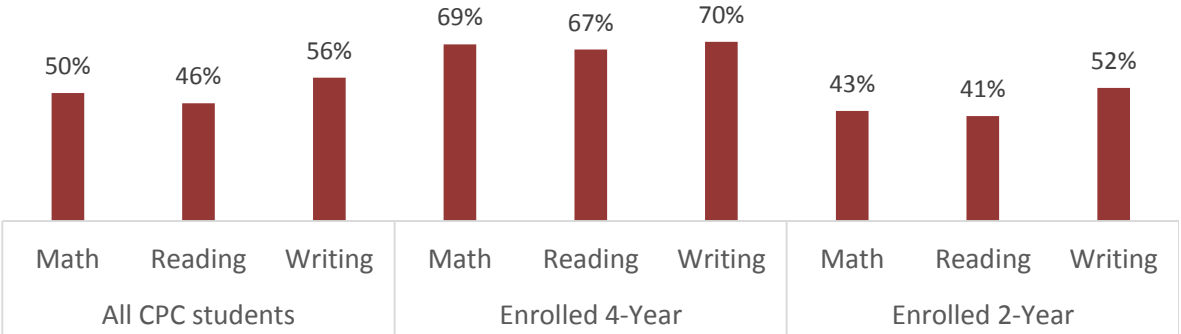
Percentage of College Prep Students Enrolled in Texas Public four-year and two-year Colleges who Met TSI, by Relevant Subject Area and Type of Institution



Percentage of College Prep Students Enrolled in Texas Public four-year and two-year Colleges who Met TSI, by Relevant Subject Area and Type of Institution, Fall 2016



Percentage of College Prep Students Enrolled in Texas Public four-year and two-year Colleges who Met TSI, by Relevant Subject Area and Type of Institution, Fall 2016



Appendix D

Select 2018 Developmental Education Program Survey (DEPS) Results

Statewide Breakdown of Math Corequisite Models

Which of the following DE math corequisite model structures does your institution currently implement? (Check all that apply.)

Field	Percentage of Institutional Responses
Concurrent/paired course model (Students co-enrolled in college-level course and linked DE course simultaneously, e.g., ALP)	79%
Sequential course within same semester model (Students enrolled in a DE course followed by enrollment in an accelerated college-level course in same semester, e.g., 8 week x 8week, 4 week x 12 week)	17%
Concurrent intervention model (Required non-course based option [NCBO] that provides assistance concurrent to the college-level course scheduled time, e.g., tutoring, supplemental instruction)	39%
Sequential intervention model (Required non-course based option [NCBO] that provides the majority of assistance before the scheduled college-level course in the same semester)	6%

Statewide Breakdown of IRW Corequisite Models

Which of the following DE IRW corequisite models does your institution currently implement? (Check all that apply.)

Field	Percentage of Institutional Responses
Concurrent/paired course model (Students co-enrolled in college-level course and linked DE course simultaneously, e.g. ALP)	85%
Sequential course within same semester model (Students enrolled in a DE course followed by enrollment in an accelerated college-level course in same semester, e.g., 8 week x 8week, 4 week x 12 week)	9%
Concurrent intervention model (Required non-course based option [NCBO] that provides assistance concurrent to the college-level course scheduled time, e.g., tutoring, supplemental instruction)	34%
Sequential intervention model (Required non-course based option [NCBO] that provides the majority of assistance before the scheduled college-level course in the same semester)	4%

Statewide Response for Cost Investments in Implementing HB 2223

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

Field	Percentage of Institutional Responses
Any costs associated with enhancing academic support services (e.g. supplemental instruction, tutoring, math / writing lab etc.)	60%
Professional development for instructors of new developmental education courses	56%
Compensation to faculty for curriculum development or course redesign work	48%
Developed new online or print materials to explain developmental education and gateway course options	45%
Created or revised data systems to meet new state reporting under HB 2223	41%
Develop "early alert" systems to identify at-risk students	25%
Other, describe	23%
Purchase of additional computers for existing classrooms or labs for developmental education courses	20%
Purchase of new technology (smartboards, document cameras, etc.) for developmental education courses	20%
Stipends for faculty or staff participating on planning teams	18%
Addition of new facilities, such as computer labs	17%
Purchase of new technology (smartboards, document cameras, etc.) for student support services	12%

Statewide Responses of Cost Estimates for Implementing HB 2223 by Math Corequisite Model

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

Field	$0 - $25,000	$25,001 - $50,000	$50,001 - $100,000	$100,001 - $250,000	$250,001 - $500,000	$500,001 - $750,000	$750,000 - $1 million	$1 million +	Unable to estimate
Concurrent / paired course	38%	11%	8%	11%	4%	3%	0%	3%	22%
Sequential course within same semester	44%	19%	0%	13%	0%	0%	0%	0%	25%
Concurrent intervention	43%	11%	3%	14%	3%	0%	0%	0%	27%
Sequential intervention	33%	33%	0%	17%	0%	17%	0%	0%	0%

Percent of Institutional Responses

Statewide Responses of Cost Estimates for Implementing HB 2223 by IRW Corequisite Model

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

Field	$0 - $25,000	$25,001 - $50,000	$50,001 - $100,000	$100,001 - $250,000	$250,001 - $500,000	$500,001 - $750,000	$750,000 - $1 million	$1 million +	Unable to estimate
Concurrent / paired course	38%	10%	9%	11%	4%	2%	0%	2%	24%
Sequential course within same semester	33%	11%	0%	11%	0%	0%	0%	0%	44%
Concurrent intervention	41%	13%	0%	13%	6%	0%	0%	6%	22%
Sequential intervention	50%	0%	0%	0%	25%	0%	0%	0%	25%

Percent of Institutional Responses

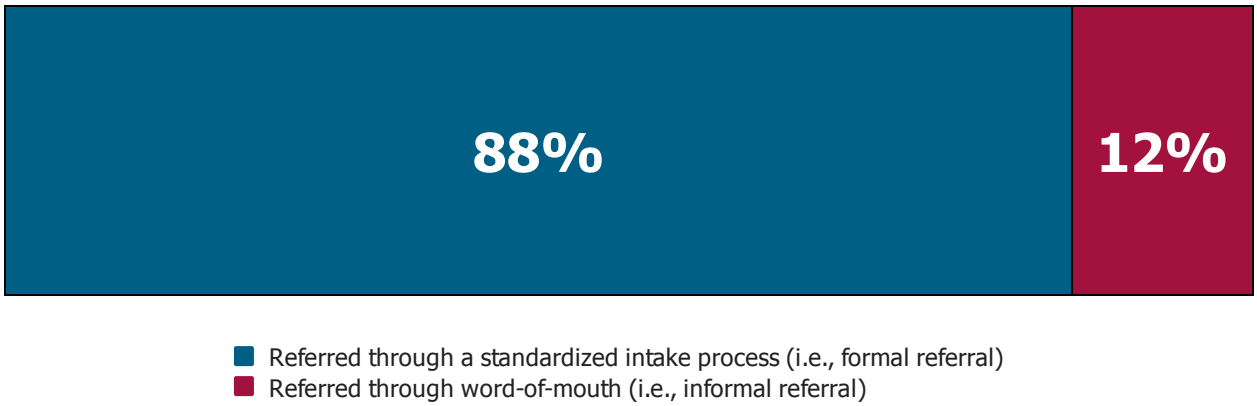
Statewide Responses of ABE Score of 1-4 Placement

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?

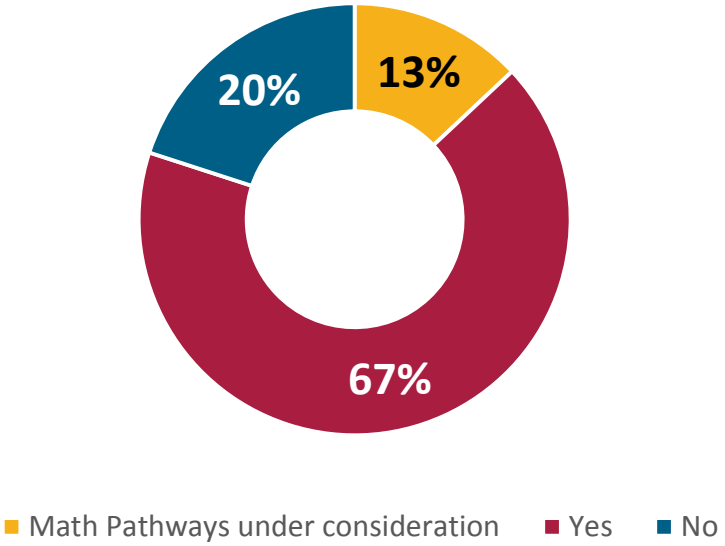
Field	Percentage of Institutional Responses
DE courses without BASE NCBO	42%
DE courses with BASE NCBO	37%
Adult education and literacy (AEL) programs	25%
Not applicable/Not available	17%
TSIA test and re-test preparation programs	11%
Career and technical education (CTE; SCH) courses without BASE NCBO	8%
Continuing Education (CE; CEU)	8%
Accelerate Texas/Integrated Career Pathways	2%
Career and technical education (CTE; SCH) courses with BASE NCBO	0%

Statewide Responses of Adult Education Program Referral Methods (Percent of Institutional Responses)

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



Statewide Breakdown of Math Pathways Participation



Appendix E

Fall 2018: Percent of Students Enrolled in Developmental Education that are in a Corequisite Model
Source: DEPS 2018, self-report*
(Yellow and red highlights did not meet Fall 2018 HB 2223 requirements)

Institution	Math	Reading/Writing/IRW
Alamo Community College-Northeast Lakeview College	27.8%	88.8%
Alamo Community College-Northwest Vista College	35.0%	79.6%
Alamo Community College-Palo Alto College	18.6%	83.2%
Alamo Community College-San Antonio College	38.5%	72.2%
Alamo Community College-St. Philips College	47.3%	64.0%
Alvin Community College	33.5%	57.3%
Amarillo College	50.5%	56.9%
Angelina College	46.1%	47.0%
Angelo State University	88.6%	100.0%
Austin Community College	37.2%	51.6%
Blinn College	96.3%	33.5%
Brazosport College	70.0%	87.3%
Central Texas College	22.6%	16.4%
Cisco College	100.0%	71.4%
Clarendon College	77.0%	84.9%
Coastal Bend College	43.4%	76.1%
College of the Mainland Community College District	85.2%	93.5%
Collin County Community College District	25.1%	41.8%
DCCCD-Brookhaven College	22.0%	48.2%
DCCCD-Cedar Valley College	17.6%	40.7%
DCCCD-Eastfield College	21.3%	58.3%
DCCCD-El Centro College	0.0%	59.8%
DCCCD-Mountain View College	10.5%	36.4%
DCCCD-North Lake College	20.5%	69.0%

Institution	Math	Reading/Writing/IRW
DCCCD-Richland College	19.4%	52.7%
Del Mar College	20.9%	25.2%
El Paso Community College District	12.2%	36.5%
Frank Phillips College	46.1%	18.5%
Galveston College	28.1%	51.6%
Grayson College	52.9%	42.3%
Hill College	40.4%	35.3%
Houston Community College	14.1%	48.9%
Howard College	25.9%	30.9%
Kilgore College	42.9%	81.1%
Lamar Institute of Technology	80.7%	92.3%
Lamar State College-Orange	0.0%	38.2%
Lamar State College-Port Arthur	42.5%	94.4%
Lamar University	38.9%	100.0%
Laredo Community College	38.6%	44.3%
Lee College	31.3%	51.6%
Lone Star College System District	30.5%	72.7%
McLennan Community College	31.7%	34.4%
Midland College	24.2%	37.3%
Midwestern State University	63.3%	35.5%
Navarro College	29.5%	16.9%
North Central Texas College	62.5%	100.0%
Northeast Texas Community College	34.0%	51.6%
Odessa College	35.4%	42.8%
Panola College	100.0%	100.0%
Paris Junior College	95.5%	90.7%
Prairie View A&M University	100.0%	99.1%
Ranger College	60.8%	91.7%

Institution	Math	Reading/Writing/IRW
Sam Houston State University	54.9%	80.0%
San Jacinto Community College	35.9%	42.5%
South Plains College	33.2%	62.2%
South Texas College	26.7%	28.3%
Southwest Collegiate Institute for the Deaf	23.1%	26.3%
Southwest Texas Junior College	4.3%	33.0%
Stephen F. Austin State University	47.5%	12.0%
Sul Ross State University	33.1%	81.3%
Tarleton State University	26.4%	32.7%
Tarrant County College District	50.4%	25.4%
Temple College	32.3%	19.5%
Texarkana College	46.5%	93.3%
Texas A&M International University	42.2%	99.1%
Texas A&M University	24.8%	75.0%
Texas A&M University at Galveston	79.4%	70.0%
Texas A&M University-Central Texas	No DE Offered	No DE Offered
Texas A&M University-Commerce	50.1%	100.0%
Texas A&M University-Corpus Christi	22.8%	91.5%
Texas A&M University-Kingsville	39.1%	100.0%
Texas A&M University-San Antonio	No DE Offered	No DE Offered
Texas A&M University-Texarkana	53.0%	100.0%
Texas Southern University	17.6%	29.4%
Texas Southmost College	62.9%	62.1%
Texas State Technical College-West Texas	50.0%	52.8%
Texas State University	43.8%	31.3%
Texas Tech University	68.8%	61.2%
Texas Woman's University	15.2%	100.0%
The University of Texas at Arlington	41.6%	19.3%

Institution	Math	Reading/Writing/IRW
The University of Texas at Austin	38.3%	40.0%
The University of Texas at Dallas	No DE Offered	No DE Offered
The University of Texas at El Paso	21.6%	30.5%
The University of Texas at San Antonio	25.5%	81.5%
The University of Texas at Tyler	No DE Offered	No DE Offered
The University of Texas of the Permian Basin	31.9%	61.0%
The University of Texas-Rio Grande Valley	76.8%	100.0%
Trinity Valley Community College	100.0%	100.0%
Tyler Junior College	14.1%	25.7%
University of Houston	61.1%	100.0%
University of Houston-Clear Lake	100.0%	100.0%
University of Houston-Downtown	87.5%	100.0%
University of Houston-Victoria	100.0%	100.0%
University of North Texas	74.8%	100.0%
University of North Texas at Dallas	88.0%	100.0%
Vernon College	67.4%	59.0%
Victoria College	26.2%	100.0%
Weatherford College	30.7%	27.6%
West Texas A&M University	64.1%	42.4%
Western Texas College	48.0%	21.1%
Wharton County Junior College	15.3%	32.4%
***Note: Compliance with corequisite legislation, HB 2223 (85R) Fall 2018, will be assessed using verified student-level data reported to the THECB (CBM reports). Results anticipated for release in Spring 2019.**		

Appendix F

College Readiness and Success Models 60x30TX (2016)

Institution	Corequisite Subject	Award Amount	Number of Students Impacted
Amarillo College	IRW	$104,000	322
Kilgore College	IRW	$337,500	974
Palo Alto College	IRW	$102,750	230
Sam Houston State	IRW	$113,000	397
San Jacinto CC District	Math	$370,750	1,807
Texas State Technical College - Waco	Math	$106,000	371
University of Houston - Downtown	Math	$113,054	225
Total:		**$1,247,054**	**4,326**

College Readiness and Success Models 60x30TX (2018)

Institution	Award Amount	Anticipated Number of Students Impacted
Collin College	$294,985	5,827
El Paso Community College District	$384,200	6,581
Galveston College	$43,725	561
Grayson College	$113,775	1,263
Lamar University	$102,325	715
Lone Star College - Kingwood	$165,925	2,833
Lone Star College - Tomball	$147,101	1,379
McLennan Community College	$114,574	3,321
Northwest Vista College	$229,300	2,725
Panola College	$74,247	916
South Texas College	$250,088	3,702
Stephen F. Austin State University	$105,437	1,202
Texas A&M University-Commerce	$103,986	1,065
Texas A&M University - Kingsville	$108,746	750
Texas Southmost College	$141,075	2,332
Texas State University	$147,000	1,910
University of Houston – Downtown	$94,520	640
Victoria College	$120,625	4,134
Total:	**$2,741,634**	**41,856**

This document is available on the Texas Higher Education Coordinating Board website.

For more information contact:

Suzanne Morales-Vale, PhD
Division of College Readiness and Success
Texas Higher Education Coordinating Board
P.O. Box 12788
Austin, TX 78711
PHONE 512-427-6262
FAX 512-427-6444
suzanne.morales-vale@thecb.state.tx.us