Developmental Education (DE)

60×30TX
Texas Higher Education Coordinating Board

2021

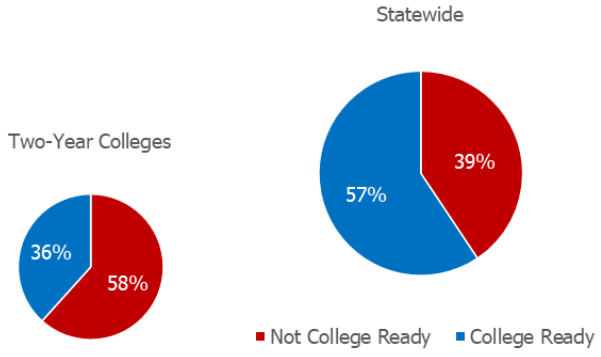
Statewide DE Overview

- Almost 40 percent of students entering a Texas public institution did not meet one or more state college readiness standards in fall 2019.
- Most students entering underprepared (not college-ready) start at a public community or technical college.
- Only 50–69 percent of students who are underprepared in math, reading, and/or writing, meet readiness standards within two years, and about 30–40 percent go on to complete a college-level course.
- Underprepared students lag behind those who enter college ready in all subject areas in degree and certificate completions within six years.

The Future of DE in Texas

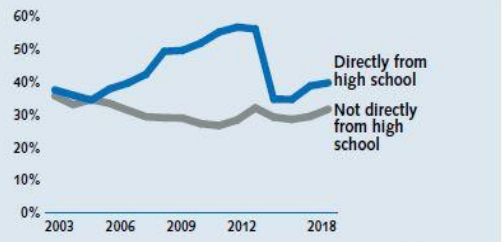
- As a result of DE reform efforts firmly in place, the outcomes for underprepared students have been improving steadily over the past five years.
- Notably, more progress is expected given the fall 2018 implementation of corequisite models statewide (House Bill 2223, 85th Legislature).

Percentage of Fall 2019 First Time in College Cohort Entering College-Ready



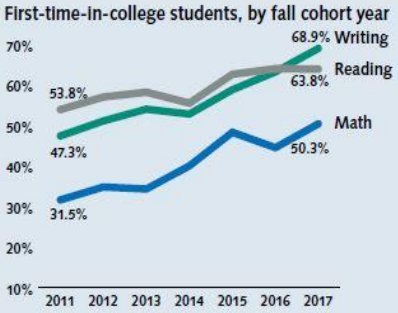
College ready students refer to those who met TSI benchmarks in all of math, reading, and writing; Not college-ready students refer to those who did not meet TSI benchmarks in one or more subjects.
Source: THECB CBM002
Note. Numbers are calculated with certified or error-free data supplied to the THECB as of 12.18.2020.

Entering Students Who Met College Readiness Standards

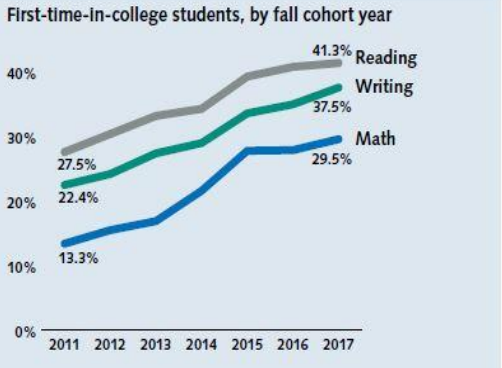


Data are for two-year students. The decrease in college readiness from 2014 to 2015 may be related to a change in high school testing policy; specifically, the exit-level TAKS test, which could be used to show college readiness, is no longer available.

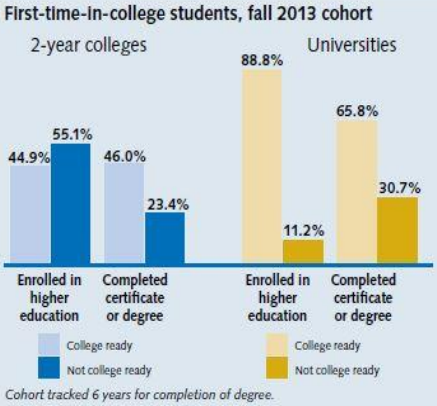
Students Who Were Not College Ready but Met Readiness Standards within Two Years, by Subject



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

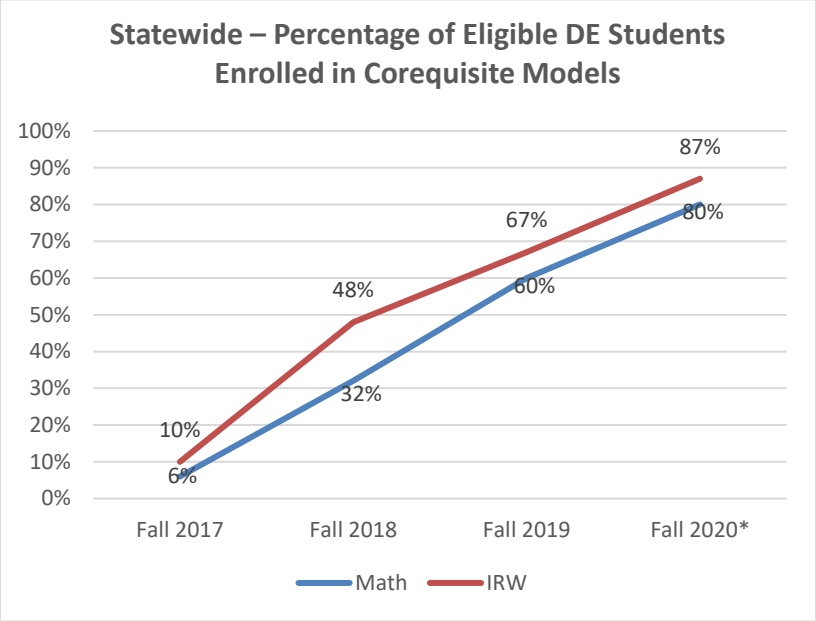


Student Completion within Six Years of College Entry, by College Readiness



Corequisites Models (House Bill 2223): A Promising Practice

The 85th Texas Legislature passed House Bill 2223 (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 (Texas Education Code, Chapter 51, Subchapter F-1, Section 51.336(c))[1].



Source: THECB CBM002, CBM00S, 2020 DEPS
Note: Analysis based on certified and error-free data as of 12.18.2020.
**Fall 2020 percentages based on responses to the 2020 Developmental Education Program Survey.*

Statewide Outcomes for HB 2223-Eligible Students* in Fall 2019 after Two Semesters

	Math		Reading/Writing/IRW	
	Met TSI	Successfully Completed FCLC in Math**	Met TSI	Successfully Completed FCLC in Reading/Writing/IRW**
Corequisite DE	64%	53%	72%	52%
Traditional DE	42%	18%	47%	24%

Source: THECB CBM002 and CBM00S
Note: Analysis based on certified and error-free data as of 12.18.2020. Does not include data from two CTCs.
**HB 2223-eligible students include all students enrolled in DE math in each semester and who meet all other requirements of the statute.*
*** Successful completion of a first college-level course indicates the student received a grade of A, B, or C.*

HB 2223 Outcomes

- **Students enrolled in corequisite models outperformed students in traditional developmental education** in meeting TSI (i.e., meeting college readiness through successful completion of the developmental education course/intervention) by over 20 percentage points in both math and reading/writing/IRW.
- 30 percent more students in corequisite models completed their first college level math and in reading/writing/IRW than those in traditional DE.
- Compared with eligible students enrolled in DE pre-HB 2223 (fall 2017), eligible students in fall 2019 completed 11,832 more gateway courses in math and 3,414 more gateway courses in reading and writing within two semesters.
- African American students' gateway math completions represented by far the greatest increase (164%) when compared with white (126%) and Hispanic (116%) students. This is one of the most promising indicators toward closing opportunity gaps and building equitable outcomes for underserved students regarding the scaling of corequisite courses.
- Data suggest that corequisite models may be the most impactful intervention when comparing first college-level course completions pre- and post-HB 2223 implementation. The 22-percentage-point increase for African American students (from 8% to 30%), while not yet at levels of increase for Asian (31 points), white (30 points), and Hispanic (26 points) students, indicates progress is trending upward.

[1] HB 2223 requires 75% of eligible students be enrolled in such models, phased in over a three-year period: 25% in 2018-2019; 50% in 2019-2020; 75% in 2020-2021.