

Statewide Plan for Supporting Underprepared Students: Updates and Progress

**A Report to the Texas Legislature
Per Rider 32, 86th Texas Legislature –
Developmental Education
and
SB 1776, 84th Texas Legislature –
College Preparatory Courses**

January 2021

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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.

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Executive Summary

Implemented since 2015, the state's higher education strategic plan, *60x30TX*, outlines four main goals and is built on the premise that all students seeking to better their lives through postsecondary education should 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, builds on those goals but also places increased emphasis on completions in higher education.

Furthermore, the COVID-19 pandemic continues to present higher education with new challenges as well as opportunities, especially for meeting the needs of populations that have been traditionally underserved. With a growing number of Texans unemployed and underemployed, higher education is meeting these challenges by placing a new emphasis beyond postsecondary completions, on credentials of value that both provide family-sustaining wages and meet labor market needs.

According to the most recent Coordinating Board data,¹ almost 40% of students entering Texas public institutions of higher education are reported as not meeting Texas Success Initiative (TSI) standards for college readiness (58% entering community colleges and 15% entering universities). When compared with students entering college ready, underprepared students are much less likely to complete degrees and certificates. In fact, only 17.8% of underprepared students entering community colleges and 33.2% of those students entering universities actually graduate, compared with 28.3% and 65.4%, 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 meet the *60x30TX* completion goal.

In support of meeting the goals outlined in *60x30TX* and expanding higher educational attainment, the General Appropriations Act, Senate Bill 1, Article III, Section 32, 86th Texas Legislature (Rider 32) 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 32 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. This report provides updates about important metrics that support the progress of interventions and activities for underprepared students, and provides a preliminary qualitative report on the implementation of House Bill 2223, passed by the 85th Texas Legislature, an important advancement for increasing equitable outcomes and addressing opportunity gaps.

A key component of developmental education includes exemptions allowing certain entering students to meet Texas Success Initiative 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 before

¹ Fall 2019 FTIC, calculated based on certified or error-free data supplied to the THECB as of 12.18.2020

² Texas Higher Ed Accountability System (CC 2015, University 2012 Cohorts, FY 2018)

they enroll 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 continue to 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) important progress has been made both in the offerings of CPCs to high school students and in outcomes. Institutions of higher education and their partnering school districts should continue to build on this important progress.

Even though much progress has been made in refining and scaling developmental education practices at Texas institutions of higher education, data show that work remains statewide to continue enhancing best practices that support underprepared students. The 2018-2023 Statewide Plan for Supporting Underprepared Students includes a vision to scale corequisite models for all underprepared students. At its October 2020 meeting, the board of the THECB approved an amendment to its rules to make important inroads in meeting this vision. THECB staff continue to work with the Texas Workforce Commission's Adult Education and Literacy program on ways to support integrated programs for underprepared students to seamlessly transition to postsecondary programs leading to credentials of value. THECB also continues to expand funding through Gateway Course Completion Models grants that support students, including those identified as underprepared, who are struggling in gateway courses with high incompleteness and failure rates.

While work continues, 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. Most importantly, data suggest that scaling and enhancing corequisite models may be the single most promising practice that impacts closing the opportunity gaps for underprepared students, especially for African American students, who show a 164% increase in gateway course completions since implementation in 2018.

The THECB will continue to track progress and report findings to stakeholders to further 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.

Introduction: Developmental Education Continues to Support *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 passed key legislation (House Bill 2223, 85th Legislature) that required institutions to scale a specific model called “corequisite” that had been showing impressive results in other states. Since implementation in Texas, corequisite models have provided 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 completions for this population. With the approval of the 2018-2023 Plan for Underprepared Students (2018 DE Plan), Texas institutions built on best practice strategies and initiatives, and established new program and institutional objectives to bring corequisite models and their supporting best practices to scale.

Since 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, some also struggle and may need additional support (e.g., finances, housing, child care, etc.), especially in the first year of enrollment, as evidenced by lower passing rates for entry-level gateway courses.³

The overarching goal of *60x30TX*, that at least 60% 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. Especially with the implementation and continued scaling of corequisite models, developmental education (DE) will continue to play 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 delivery of DE 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.**

³ CBM00S, TX Higher Education Coordinating Board (e.g., pass rates of 62-74% in MATH 1314 and 1324, and 74% in ENGL 1301)

These courses allow students to take credit-bearing courses while they take developmental education courses to improve their skills.

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 efficiently and effectively students' strengths and weaknesses and give advisers and faculty members 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.

Agency staff have been working very closely with the TSIA test vendor, The College Board, to upgrade and enhance the current version of the test. TSIA 2.0 is scheduled to launch on January 11, 2021. Key enhancements and upgraded features will help make assessment results more useful and informative for the placement of underprepared students.

- **Scale up and share practices that support underprepared students to increase persistence and completion and to reduce their time to degree.**

THECB staff continue to work with IHEs and other stakeholders to help identify promising practices and disseminate information regarding those practices, as well as address implementation obstacles. In 2018, the THECB provided funding through a competitive grant process for a contract with Austin Community College for a two-year, comprehensive, statewide professional development program, The Texas Corequisite Project, which provided 15 events and activities in the areas of advising, curriculum and course revision, corequisite model implementation, and continuous improvement to support IHEs as they scaled and enhance their corequisite models, as required in House Bill 2223.

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

Through initiatives such as Advise TX, Generation Texas, ApplyTexas, Grad TX, ADVi, and Texas OnCourse, THECB staff is working with partner agencies, such as the Texas Education Agency (TEA) and the Texas Workforce Commission (TWC), and 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.

While THECB funding for adult education students ended in the 85th legislative session, staff have worked very closely to refer and transition students to and from federally funded adult education and literacy 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.

With the implementation of HB 2223, institutions continue to scale and enhance corequisite models. Starting in fall 2018 and with each subsequent fall semester, institutions are required to expand by 25% the number of students enrolled in developmental education to be enrolled specifically in corequisite models. Rather than requiring students to complete one or more developmental education courses before enrolling 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.

To reach more students, especially underserved populations, Texas should 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, and modular/emporium-style models (see Appendix E for the definitions of those interventions). The implementation of these reform initiatives, although not full-scale, has already resulted in the most significant progress to date for underserved populations in successfully completing their gateway courses, an important milestone in building students' momentum towards completions and jobs.

Beginning with the current state of developmental education, what follows is an update on student preparation college-readiness measures across the state and funding to support reform efforts. These measures reflect best practices for serving underprepared students and act as guides as institutions continue to scale and enhance their developmental education reform efforts.

Updates: 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 2012 DE Plan built on the six goals of the previous plan, the 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 through nontraditional interventions including models that are modular, mainstream/corequisite, non-course competency-based, and integrated (see Appendix E for the definitions of those interventions).

Evaluation results of initiatives funded by the THECB, including the Developmental Education Demonstration Projects (2009-2011), the Scaling and Sustaining Success program (2012-2015), and College Readiness and Success Models for *60x30TX* (CRSM, 2016-present), indicate these programs positively impact students' outcomes. Moreover, positive results from programs at colleges and universities around the nation, such as those from Virginia, Maryland, and Florida, which have implemented large-scale strategies and interventions, indicate nontraditional interventions, such as corequisite models, are some of the most 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 reach academic milestones and completion goals.

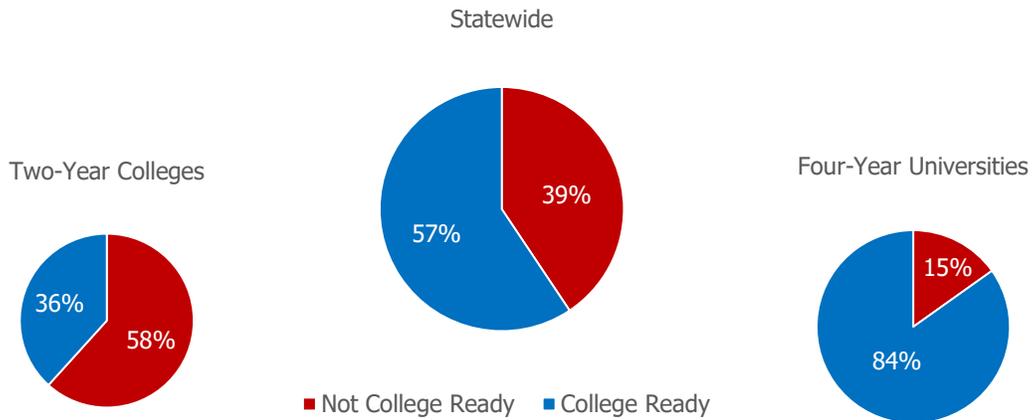
The 2018 Statewide Plan builds on lessons learned from previously funded projects and establishes program and institutional objectives to continue the work of bringing best practices, including corequisite models, to scale and of building an iterative process of continuous improvement. Findings from those efforts inform what is being scaled currently through HB 2223 legislation to make best use of limited resources, while also supporting the most promising results.

Student Preparation and College Readiness

Until fall 2019, progress for underprepared students entering higher education institutions trended upward. In fall 2017, the overall percentage of students entering college ready increased by over 3 percentage points compared with fall 2016 (52.6% in fall 2016 vs. 55.9% in fall 2017, Figures 1 and 2). These increases were 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.

However, in fall 2019 the number of students entering higher education that met TSI benchmarks in math, reading, and writing decreased by 2 percentage points compared with fall 2018 (59% in fall 2018 vs. 57% in fall 2019, [Figure 1](#)). This decrease may be attributable to an increase in the overall number of students entering college (approximately 200,000 in fall 2018 vs. approximately 210,000 in fall 2019).

Figure 1. Percentage of Fall 2019 First Time in College Cohort Entering College-Ready

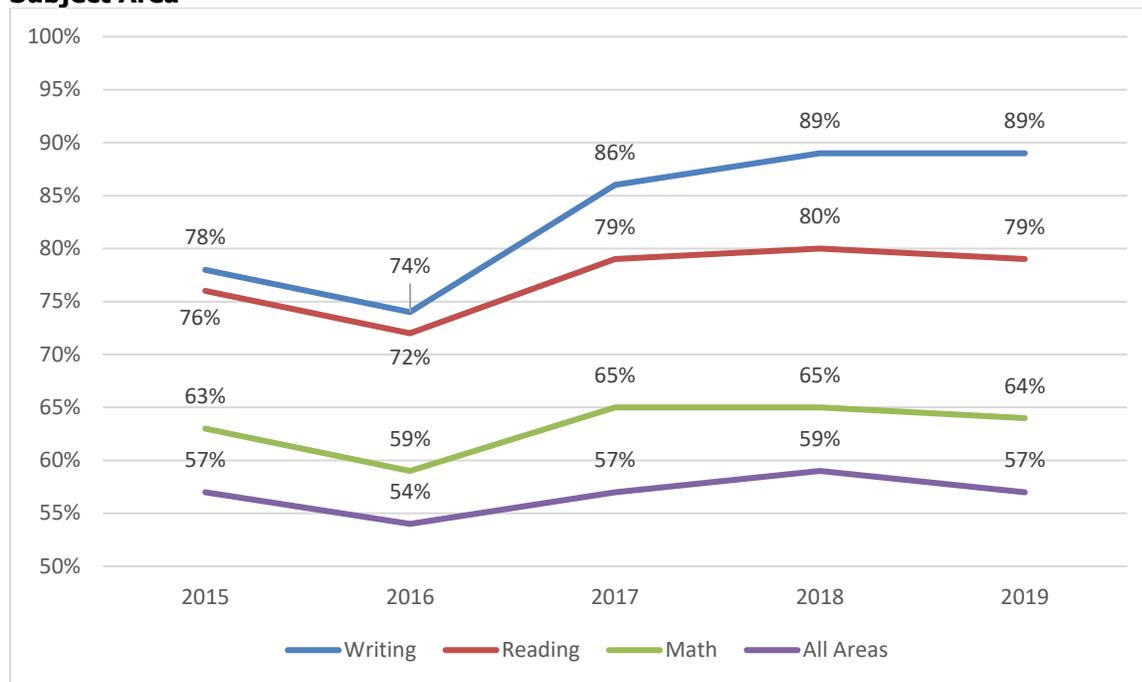


*College ready students refer to those who met TSI benchmarks in all of math, reading, and writing; Not college-ready students refer to those who did not meet TSI benchmarks in one or more subjects.

Source: THECB CBM002

Note. Numbers are calculated with certified or error-free data supplied to the THECB as of 12.18.2020.

Figure 2. Statewide – Percentage of First Time in College Cohort Entering College Ready by Subject Area



Source: THECB CBM002

Note. Numbers are calculated with certified or error-free data supplied to the THECB as of 12.18.2020.

While the 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 meeting TSI benchmarks and completing first college-level courses (FCLCs). In response, Texas legislators passed HB 2223, which requires institutions to implement corequisite models that allow students to complete FCLCs in one semester. Fluctuations in college readiness data will

need to be closely monitored as institutions continue to build and enhance their partnerships with school districts and other stakeholders to increase the college readiness of high school graduates.

Corequisite Models – Rider 32 Grants

In June 2016 and June 2018, 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, CRSM-2018). In 2016, 21 institutions submitted applications for funding, but due to limited funding, only seven were awarded grants totaling \$1,247,054 and impacting over 4,000 students across the state. In 2018, there was a 45% increase in the number of applications received from institutions for funding. Using funds appropriated for developmental education and agency funds redirected to this initiative, 18 of the 38 applications received were awarded grants totaling \$2,741,634. Awarded institutions used 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-week or 8+8-week model).
3. Enroll student in a one-semester corequisite model that differs from the above models that includes simultaneous first college-level course and DE intervention in the same subject area.

Over the two-year project period of CRSM-2018, awarded institutions received completions-based funding for their ability to meet or exceed the requirements of HB 2223 and for students that enrolled in a corequisite model course and successfully completed the college-level course. Funding supported institutions with various levels of experience delivering corequisite models to further implement, enhance, and scale math and integrated reading and writing corequisite model courses impacting over 33,000 students across the state. Overall, awarded institutions achieved success in both math and integrated reading and writing (IRW), with successful completion rates of 55% and 61%, respectively (Table 1).

Table 1. All Reported Corequisite Enrollments and Completions for CRSM-2018

Corequisite Subject	All Corequisite Enrollments*	All Successful FCLC Completions	Successful FCLC Completion Percentage
IRW**	13,027	7,696	61%
Math	20,381	11,112	55%

* Numbers presented in the "Corequisite Enrollments" column are unduplicated enrollments.

CRSM-2020. Building on the success of the previous grant competitions (CRSM-2016 and CRSM-2018) and the promising statewide corequisite model course outcomes of House Bill 2223, in May 2020, the board members of the THECB approved the issuance of an RFA in

support of three required strategies to increase corequisite model course enrollments and outcomes. The strategies are as follows:

- 1) One hundred percent (100%) of eligible students enroll in corequisite models in both subject areas of mathematics and English language arts and reading.
- 2) Use of multiple measures in placement decisions with consideration to research-based indicators beyond Texas Success Initiative Assessment scores, such as high school GPA and/or high school course-taking patterns in math and English language arts.
- 3) Use of supplemental instruction, technology-supported learning, and other non-course options, proposed by the applicant, as the DE-support component of corequisite models designed to help ensure successful completion of the college-level course.

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.⁴

The THECB sought applications from interested institutions of higher education at various stages of development and scaling to implement each required strategy by the spring 2021 semester. Thirteen applications were received. Each application was funded, resulting in grants totaling \$1,134,792. Data collected from grantees will inform future statewide developmental education reform. Follow-up reporting will continue to focus on enrollments and completions, as well as longitudinal research to determine the impact on success points milestones,⁵ including graduation rates.

What follows is a progress report on how corequisite models are implemented in Texas. The analyses include both quantitative and qualitative data, as well as preliminary findings. It should be noted, however, these analyses were greatly impacted by a lack of access, delays in reporting, and other factors resulting from COVID-19-related restrictions and challenges. THECB will provide a follow-up addendum to this report in spring 2021.

Progress: Corequisite Models (HB 2223) Analysis

Developmental education statute established by HB 2223 (Texas Education Code, Chapter 51, Subchapter F-1) requires 75% of an institution's developmental education enrollments be in corequisite models. This percentage was phased in over a three-year period, with 25% required in fall 2018, 50% in fall 2019, and 75% in fall 2020. 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.

Starting in summer 2017, the THECB's Strategic Planning and Funding division provided several updates to reporting officials, including at biannual Texas Association of Collegiate Registrar and Admissions Officials conferences and meetings. However, reporting for corequisite models proved to be challenging, resulting in the option for institutions to recertify their CBM data in cases of mismatched responses submitted through the annual Developmental Education

⁴ 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.

⁵ Success points are earned by community colleges as their students meet certain milestones and provide additional funding to the institution.

Program Survey (DEPS). While data were expected to be certified in spring 2019, submission and verification protocols for the second attempt at CBM reporting continued to cause a major delay. Thus, a preliminary gauge of institutional progress toward meeting the initial and second phase-in requirements is based on data that are error-free but not certified and the annual DEPS, as shown in [Figure 3](#) and [Appendix D](#).

The Developmental Education Program Survey 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 \(TAC\), Section 4.60](#).

Data show that on a statewide level, Texas institutions of higher education not only met but exceeded the 25% corequisite enrollment requirement for fall 2018 and the 50% corequisite requirement for fall 2019 ([Figure 4](#)). In fact, for integrated reading and writing, many Texas institutions have already exceeded the fall 2020 requirement of 75%. These data will be confirmed via normal CBM reporting processes and updated with certified data. Individual institutional responses to DEPS questions related to phase two and three requirements of HB 2223 can be found in [Appendix D](#).

Table 2. Percentage of Institutions with DE Students Meeting HB 2223 Benchmarks - Math

Data	CTCs	Universities	Total
Fall 2018	73%	78%	74%
Spring 2019	76%	85%	78%
Summer 2019	60%	56%	60%
Fall 2019*	66%	77%	69%

Source: THECB CBM002 and CBM005

Note: Analysis based on certified and error-free data as of 12.18.2020.

*The benchmark increased from 25% to 50% in fall 2019.

Table 3. Percentage of Institutions with DE Students Meeting HB 2223 Benchmarks – Reading/Writing/IRW

Data	CTCs	Universities	Total
Fall 2018	80%	79%	80%
Spring 2019	85%	74%	82%
Summer 2019	74%	46%	70%
Fall 2019*	82%	69%	79%

Source: THECB CBM002 and CBM005

Note: Analysis based on certified and error-free data as of 12.18.2020.

*The benchmark increased from 25% to 50% in fall 2019.

Table 4. Statewide – Percentage of Eligible DE Students Enrolled in Corequisite Models

Semester	Math	Reading/Writing/IRW
Fall 2017	6%	10%
Fall 2018	32%	48%

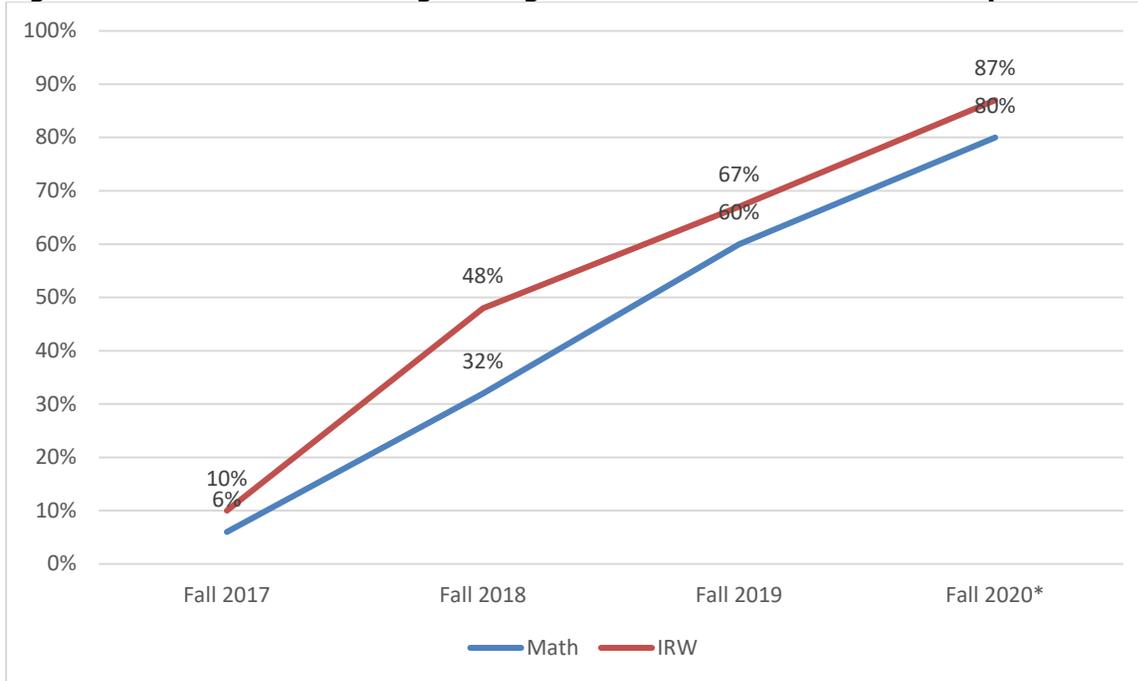
Fall 2019	60%	67%
Fall 2020*	80%	87%

Source: THECB CBM002, CBM005, 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.

Figure 3. Statewide – Percentage of Eligible DE Students Enrolled in Corequisite Models



Source: THECB CBM002, CBM005, 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.

Institutions have also made important progress towards supporting students' successful completions of first college-level courses. Table 5 shows 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. More importantly, more than 30% more students in corequisite models completed their first college level math and in reading/writing/IRW than those in traditional DE.

Table 5. 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 CBM005

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.

Most importantly, the data shown in Table 6 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.

Table 6. Number and Percentage of Successful First College-Level Course Completions for HB 2223-Eligible* Students within Two Semesters, by Race - Math**

Semester	Total	White	African American	Hispanic	Asian	Other Race
Fall 2017	9,638 (13%)	2,608 (14%)	1,175 (8%)	5,304 (14%)	281 (17%)	270 (15%)
Fall 2018	17,100 (26%)	4,956 (31%)	2,420 (19%)	8,865 (26%)	467 (31%)	392 (28%)
Fall 2019	21,470 (39%)	5,901 (44%)	3,103 (30%)	11,357 (40%)	611 (48%)	498 (42%)

Source: THECB CBM002 and CBM005

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.

Table 7. Number and Percentage of Successful First College-Level Course Completions for HB 2223-Eligible* Students within Two Semesters, by Race – Reading/Writing/IRW**

Semester	Total	White	African American	Hispanic	Asian	Other Race
Fall 2017	8,994 (23%)	1,550 (25%)	1,364 (16%)	5,040 (24%)	612 (27%)	428 (30%)
Fall 2018	11,675 (36%)	1,900 (40%)	2,126 (30%)	6,584 (37%)	722 (47%)	343 (40%)
Fall 2019	12,408 (43%)	1,993 (46%)	2,224 (36%)	7,050 (43%)	754 (52%)	387 (42%)

Source: THECB CBM002 and CBM005

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.

While percentages are important for gauging trends, actual numbers represent real lives of students and their families. 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.

This progress becomes even more significant when reviewing the percentage increases, especially for African American students in the math area, which has traditionally had the lowest first college-level completions. 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.

- White HB 2223-eligible students completed 3,293 more gateway courses in math (126% increase).
- White HB 2223-eligible students completed 443 more gateway courses in reading and writing (29% increase).
- African American HB 2223-eligible students completed 1,928 more gateway courses in math (164% increase).
- African American HB 2223-eligible students successfully completed 860 more gateway courses in reading and writing (63% increase).
- Hispanic HB 2223-eligible students completed 6,053 more gateway courses in math (114% increase).
- Hispanic HB 2223-eligible students successfully completed 2,010 more gateway courses in reading and writing (40% increase).

Preliminary Qualitative Findings: EduPolicy’s Independent Review

Through a competitive Request for Proposals process, THECB awarded EduPolicy Research, LLC (see [Appendix C](#) for company description) the contract to conduct an independent statewide evaluation of the implementation of HB 2223 Corequisite Models. The following summarizes EduPolicy’s findings from virtual site visits of two colleges as part of its ongoing evaluation of the corequisite implementation. These site visits occurred during fall 2020 when institutions were required to have at least 75% of underprepared students in co-requisite courses. Data collection and analysis was conducted by external researchers to ensure objectivity of the results. Across the U.S., IHEs have been rapidly implementing corequisite coursework to replace traditional methods of developmental course sequences, so the results of this study have important implications for institutions in other contexts as they implement and scale-up similar reform efforts.

Limitations. Original plans for the evaluation included physical site visits to 10 institutions throughout the state of Texas. However, the restrictions to travel brought on by the ongoing Coronavirus (COVID-19) pandemic prohibited physical visits to each site. To mitigate this, EduPolicy conducted virtual site visits, using technology to conduct focus groups with administrators, faculty, advisors, and students directly involved in the corequisite implementation. The original sampling strategy included consideration for institution location and size, as the intent was to solicit participation from a variety of institutions to examine how institutional variation may influence implementation. Given the global impact of the pandemic, institutions were balancing sudden transitions to virtual learning and online student services. While corequisite instruction continued, many institutions indicated limited bandwidth to participate in the study during fall 2020 but offered reconsideration later in 2021 once they had time to stabilize from this COVID-19 crisis. A follow-up report will be provided in spring 2021 with responses from additional sites.

Our analysis was guided by the overarching evaluation question “What were the experiences of stakeholders implementing and participating in corequisite education?” When analyzing the administrator, faculty, advisor, and student stakeholder meetings from both field sites, three primary themes and additional subthemes were identified across the sites and participant groups. The first theme, “Centering Student Success,” primarily described how both institutions facilitated students’ movement from entrance and placement criteria through quick

and concentrated completion of the corequisite coursework. The second theme, "Organizational Structures," examined the internal structures that institutions put in place while also acknowledging the ongoing tension between the desire for proactive and responsive academic structural goals over exclusively responsive state-initiated outcomes. The third theme, "Ahead of the Curve," centered on authentic planning; however, EduPolicy identified the attention given to and the need for individual, sustained adaptations as the cornerstones of institutional long-term successes. The sections below present summary data from administrators, faculty, advisors, and students.

Administrative Findings. In both field sites, the greatest strength evident in the qualitative data was an informed leadership that cared about programming alignment, staffing, and students' needs. The leadership teams generally undertook a well-rounded view that often delegated detail-level decision-making to academic units. For both IHE field sites, one of the main outcomes of the corequisite implementation, according to administrators, involved students "getting in and through faster; we're trying to convince them that here's the course at the college level course, but you need some help." Another highly successful administrative strategy included linking the implementation with each IHE's aligned Southern Association of Colleges and Schools Commission on Colleges Quality Enhancement Plan. In general, administrators viewed the corequisite model as a way to bridge or fill students' knowledge gaps.

Faculty Findings. The implementation changed each of the IHE's academic landscapes. Faculty noted restructuring changes in the academic landscape, which further revealed both strengths and obstacles. Faculty buy-in to the corequisite model implementation helped these changes in the academic landscape to be viewed through positive lenses. However, some faculty expressed long-standing concerns about the future of developmental education. They admitted, "it's been going on for years... these grumblings and that you know that they're going to defund developmental education."

From the faculty point of view, the greatest strengths of the corequisite model include more time with and more support for students when they teach both the on-level and corequisite course. Instructors also observed two primary obstacles: (1) increased faculty workload and (2) changes in the credentialing of faculty vis-a-vis the course staffing.

Increased Faculty Workload

The increased workload entailed a wide variety of differences for faculty based on their earned credentials and assigned courses. In many cases, the changes due to the implementation of the corequisite model increased communication among faculty who taught developmental education and college-level courses. Overall, the faculty shared a sense of autonomy within a guided system of changes. They described open communication about student success, concerns, and being proactive in anticipating potential challenges in student learning as a result of the modifications.

Many faculty members described revising their courses well before the corequisite implementation. For example, one faculty member shared, "I had already started designing over a period of semesters, it allowed me just to kind of do my own thing." On one hand, the corequisite implementation resulted in a streamlining of their curriculum. However, this also included a narrowing of the curriculum within their response that faculty did not always perceive as wanted or positive. One instructor explained that the time needed for students to grasp concepts was truncated in corequisite instruction. The shortened time in their opinion did not allow students to fully solidify their learning. They explained,

"When you give it to them, it's kind of in a jelly status, and it's gotta sit there for a period of time before it actually starts to make sense and all of the pieces can come together before it actually becomes a full pizza rather than just a piece of pizza. And unfortunately, the coreq doesn't give us that time to make that happen anymore. We can't get the little parts, can't necessarily get all gelled as well as they should have been."

A math faculty member who taught developmental education and college algebra at another institution also acknowledged making changes to their course before implementation, with their department chair's approval and support. Over time, they explained, the changes reduced the time allotted for instruction from 12 hours per week to 9 hours per week and narrowed the curriculum. The revisions to the curriculum continued as faculty tweaked courses to align with student learning outcomes as prescribed by THECB and students' performance. They admitted concerns about pacing for both students and teachers, in terms of instructional depth and continuity. This faculty member identified potential attrition of students being placed at-risk in hyper-acceleration as a concern, noting,

"And so, actually this semester, we've made a decision to still continue to whittle down a little, because it is too-- there is no breathing room from an instructor perspective. If you were to ever be sick a day and not have class, then understand you would be behind, and it will never-- you would never have an opportunity to get caught up. And I mean, you can, you know, we can always throw it out there, right? But do the students actually learn anything from it?"

In other cases, the streamlining was viewed as positive. For example, one English instructor described a similar process of focusing on quality versus quantity. This instructor reduced the number assignments, with the intention of spending more focused time on the assignments and providing more detailed feedback to students. They explained their rationale for this change and noted how the revision helped them to clarify their stated learning for the student. They noted,

"I changed. I dropped from four formal essays in a series to three, and really what that allowed me to do was spend more time on each assignment, get a more in-depth look of how each student was processing the information as we worked through those, but also refine the assignments themselves. And really what I was trying to do was to get them to think of writing as a process not simply something you g-- you sit down one time, you type your essay, and you never look at it again."

Changes in Faculty Credentialing

Understandably, the compressed timetables sometimes meant spending less time on specific content, and subsequent changes to syllabi reflect such changes. As academic units restructured to implement the corequisite models, this also illuminated inequities and differences. Some obstacles arose regarding the credentialing of faculty concerning which faculty members could teach which courses. A new emphasis placed on identifying highly qualified instructors to teach the college-level courses did not always allow for the same instructor who taught the aligned support course. This brought about a detailed focus on scheduling and additional faculty changes as the IHEs designated who could and would teach which courses. Institutions focused on creating a viable curricular alignment in courses and scheduling between corequisite and on-level courses. Prime implementation challenges were delegated to departments and faculty to determine alignment with departmental context,

credentialed instructor availability, and class offerings. Both IHEs utilized restructuring and increases in faculty's summer duties to implement these changes.

For the most part, faculty demonstrated their buy-in through swift and sustained action in making the immediately needed changes and ensuring that these modifications worked well over time. Faculty efforts carried through the bulk of corequisite changes, including redesigning and re-aligning curriculum. Faculty members were informed about data and often led data collection and analysis efforts at the institution that then shaped further curricular modifications. Both administrators and students praised the faculty and their work on corequisite implementation.

Advisor Findings. Advisors involved in the implementation noted the advantages of embedded advisors in academic departments. The embedded advisors' proximity to faculty resulted in developing strong relationships with faculty and students alike. Through these relationships, advisors noted several benefits, including (1) faculty support during advising sessions, (2) student acceptance of corequisite instruction options, (3) a shift to more holistic advising, and (4) faculty-advisor collaboration in early alert systems.

Formally centralized advisors' offices were relocated into the academic departments, and there they provided content-centered advising for students. This restructuring benefitted students as they were able to see a consistent advisor instead of a rotating advisor based on availability. Advisors admitted this close physical proximity allowed for easier accessibility to faculty in case questions arose during an advising session they could not answer. One advisor explained how faculty, particularly department chairs, were instrumental in informing them of the important details about the corequisite requirement while also providing additional support as needed when student questions arose that were outside of the advisor's sphere. Another advisor explained the benefits of being located in an academic department, noting that, "Now I have relationships with my faculty, and they have a relationship with me. If I have any questions about the corequisites [the department chair]'s right next door, so I can just go over there and go, 'Okay. I'm confused about this or the student wants to know this.' And [they] never hesitate to help me."

In helping students to identify courses, advisors noted a shift to more holistic advising and the increased use of multiple measures to determine course placement, particularly during the COVID-19 pandemic. For example, because students were unable to take the TSI because of the pandemic, many students did not have scores on file for advisors to reference in making course recommendations. Despite this, advisors relied on high school GPA, high school course-taking, and student assessments of their learning gaps to guide course recommendations.

With input from faculty regarding the course structures and benefits of these offerings, advisors actively convinced students of the benefits of corequisite courses, helping them to complete their college-level requirements and receive remediation simultaneously. For many students, the convincing was not needed as they admittedly recognized the need for a refresher of some concepts as necessary for their academic success. In fact, advisors noted that students seemed appreciative of the extra support the corequisite provided. For other students, advisors relied on questions, provided by academic departments, that they used to query students about their previous academic experiences and comfort levels. These questions formed the basis of advising sessions for many students as they helped determine which courses best suited students' needs.

The relationships, based on advisors' embeddedness in departments, with both faculty and students, were especially important for the institution's early alert system. An early alert,

initiated by the faculty member, for students enrolled in either the corequisite or on-level course as any student had an indicator of concern, such as declining attendance or performance, alerted both the student and advisor of a concern. In some cases, students responded directly to the faculty member; however, in other cases, advisors needed to intervene. Through their relationships with students, advisors often received additional context for the problem and responses much quicker than responses to faculty. On those occasions, advisors strongly encouraged students to connect with faculty directly to address their concerns.

Student Findings. Overall, students responded favorably to corequisite instruction. For many students, their advisor's recommendations to complete the corequisite course were readily accepted. One student explained their choice given their poor performance on the TSI. They noted, "I failed the math part of my TSI, and they also gave me that option to retake it or take the coreq class and I chose the coreq class because I felt like it would be a better... understanding, and more-- I would understand it more in-depth instead of just taking the class and get it over with, so it was actually really helpful to do that."

Several students who participated in our focus groups initially enrolled in college, stopped out, but then later returned to college. Upon their return, they were met with new requirements, where the traditional developmental course sequencing no longer applied to them. These students could enroll in college-level courses, but several opted into the corequisite course because they recognized they needed additional assistance because of their time away. One student told us about their initial failed attempt at intermediate algebra, but when they returned to the college, an advisor recommended the corequisite course. They explained that despite the accelerated pace of her course, the additional academic support was beneficial:

"...and then when I came back to college, my first flex course and the requirements had changed, so I didn't need to take a corequisite or prerequisite anymore. I just went straight into it. And it was really overwhelming taking that in a flex course, but I'm grateful because I had resources. If I didn't, I am not sure how that class would have gone because I definitely wasn't ready. I didn't remember anything."

While institutional and even course-level variations existed, such as content area or instructor pairing, students identified several aspects of corequisite learning they felt were beneficial for their success. These components centered on the college-level and developmental course curricular alignment, instructional team, and sequencing of both courses. First, students recognized that alignment between the college-level course and the developmental course in areas like content and assignments was imperative. Students rated more favorably courses with scaffolded and connected instruction in both sections. In these examples, students at both institutions spoke highly of the curriculum where lessons and assignments in both courses built upon or were similar to each other. For example, one student noted the "hand-in-hand" alignment of the courses, explaining, "...the teachers were so in sync with lesson plans, to where all you have to do was make sure that, you know, you showed up for class."

Other variations included the sequencing of the corequisite course and the developmental course. This sequencing varied even at the same institution. Some students recounted taking the developmental course within the same day but before the college-level course. While, other students noted the opposite, completing their college-level course first. Yet other students described attending the courses on different days completely. There was no clear-cut preference; student choice was influenced by the courses' availability.

Likewise, students identified the instructor as critical for the corequisite course in a number of ways. First, in some cases, both courses were taught by the same instructor. For these sections, students noted having the same instructor brought a seamlessness to their experience of the two courses. Because the instructors knew what students needed to learn and be able to demonstrate for both levels, they were able to integrate the curriculum in ways that benefitted students. In other cases, institutions offered different instructors for the college-level and developmental courses. As noted in the faculty findings, there was increased communication between developmental education faculty and college-level faculty. This communication likely helped to ensure at least a minimum of synergy between the two courses. Students acknowledged simply wanting faculty willing to explain content to them and answer their questions. This, along with the curricular alignment, worked together to create a positive corequisite experience.

Students also acknowledged the value of both the in-class supports provided by the corequisite course and the on-campus supports provided through learning labs and tutoring. These supports included instructors in learning labs, peer tutors, computer labs, and faculty and academic support staff willing to go the extra mile to help students. At one institution, students raved about the math lab and attributed their success to the supports received there during their corequisite experience. Faculty, likewise, acknowledged the lab as a resource made possible by internal funding.

Cross-Case Findings. While reporting on findings from only two IHE field sites is highly preliminary, there were some cross-case findings that resonated with participants at both sites. Faculty, administrators, and advisors at both IHEs emphasized centering student success. Professional development support was an essential ingredient for the corequisite implementation for both IHEs across roles. This training allowed institutions to, in their words, “stay ahead of the curve.” Professional development for advisors was provided by faculty to help better understand the corequisite course structure and assist students in determining whether the course would work for them. Both IHEs stressed that successful corequisite implementation necessitated being both creative and flexible. Evidence of these qualities stretched across all roles at both IHEs.

Some common implementation structures also emerged at both institutions. Wrap-around learning support resources, such as learning labs and tutoring, helped offset faculty workload and allow for shared responsibility for student success. Additionally, early alert systems expanded safety nets for students at the first sign of students experiencing academic difficulties, helped faculty in meeting success criteria, and assisted both IHEs in lowering attrition. Both IHEs focused on how to scale-up their implementation capacity, even though they approached this in different ways. Both IHEs experimented with threading their chosen implementation model into preloaded and intense corequisite structures that differed by content, with decisions delegated to the academic units.

The corequisite implementation guided advising, course placement, course sequencing, and the IHEs’ approaches to persistence issues toward successful solutions. Each IHE also differed in how they approached statewide structures such as financing. One example that held true for both IHEs was that while grant support was crucial to implementing the corequisite model, it was not the prime impetus behind their corequisite implementation changes. Both IHEs utilized a mix of external and internal funds to support the changes. For both IHEs, the external grant money was closely aligned with and often directed professional development, both the providing and receiving of professional development. Finally, in both cases, the

participants indicated that their goal was student success, and both believed their outcomes reflected that success.

COVID-19 Placement Waivers

The Texas Success Initiative outlines a number of exemptions as well as TSIA college readiness benchmarks for entering students who have not met one or more of the exemptions ([TAC, Section 4.54](#) and [4.57](#)). In response to COVID-19, the THECB allowed institutions of higher education to use indicators other than the TSIA for the placement of non-exempt students with no access to TSIA testing. The TSI waiver, originally effective April 2020 through Academic Year 2021, was extended through Academic Year 2022. For students who did not meet an exemption or TSIA benchmark, institutions could use their own placement methods, using other indicators such as high school GPA, high school course-taking, and non-cognitive factors. This was referred as the “COVID-19 Placement Waiver” or “TSI waiver.”

Using the Developmental Education Program Survey 2020, THECB collected information about institutions’ COVID-19 Placement Waivers. In order to track which placement methods were used by institutions, the DEPS 2020 consisted of two surveys: the first survey included questions related to the measures that institutions used to place non-exempt students directly into first college-level math or integrated reading or writing courses; the second survey asked questions related to DE and college preparatory courses. According to a preliminary analyses of DEPS 2020, 46% to 49% of institutions used a COVID-19 Placement Waiver to place non-exempt undergraduate students into a college-level math course without DE support in summer and fall 2020, and approximately 69% to 73% of institutions used the waiver for reading or writing courses in summer and fall 2020 (Table 8).

Table 8. Number and Percentage of Institutions that Used a COVID-19 Placement Waiver to Place Non-Exempt Undergraduate Students into College-Level Courses Without DE Support

	Math	Reading/ Writing/IRW
Summer 2020	41 (46%)	61 (69%)
Fall 2020	44 (49%)	65 (73%)

Source: 2020 Developmental Education Program Survey

Note: A total of 89 institutions answered the 2020 DEPS at time of analysis.

Institutions of higher education reported various measures to place non-exempt undergraduate students into a first college-level courses. The most used measures included high school overall GPA, TSIA scores, and highest math course taken in high school along with corresponding grade (Table 9).

Table 9. Factors Used to Place Non-Exempt Undergraduate Students into First College-Level Algebra-Based Courses

Measure	Number of Institutions Using Measure for Placement
High School Overall GPA	39
TSIA Math Score	38
Highest Math Course Taken in High School and Corresponding Grade	34
ACT Math Score	19
STAAR Algebra I Test Score	16
Number of Years/Credits in High School Math	14
SAT Math Score	12
PSAT Math Score	9
AP Calculus Score	7
GED Score	6
HiSET Score	3
AP Statistics Score	3
Non-Cognitive Assessments (e.g., LASSI, Grit Scale, ACT Engage, etc.)	1

Source: 2020 Developmental Education Program Survey

Note: A total of 44 institutions reported using an alternate measure for math placement in the 2020 DEPS.

Similarly, IHEs reported they used TSIA reading and writing scores, high school overall GPA, and highest English course taken in high school along with corresponding grade to place undergraduate students without an existing waiver or exemption into first college-level integrated reading and/or writing courses (Table 10).

Table 10. Factors Used to Place Non-Exempt Undergraduate Students into First College-Level Integrated Reading and/or Writing Course

Measure	Number of Institutions Using Measure for Placement
TSIA Reading Score	37
High School Overall GPA	37
Highest English Course Taken in High School and Corresponding Grade	36
TSIA Writing Score	32
ACT English Score	21
SAT EBRW	19
ACT Composite Score	16
Number of Years/Credits in High School English Courses	14

STAAR English II Test Score	11
AP English Language Test Score	9
PSAT EBRW Score	7
GED Score	5
STAAR English I Score	4
Non-Cognitive Assessments (e.g., LASSI, Grit Scale, ACT Engage, etc.)	1

Source: 2020 Developmental Education Program Survey

Note: A total of 44 institutions reported using an alternate measure for math placement in the 2020 DEPS.

College Preparatory Course (CPC) Analysis - 2020

Senate Bill 1776 of the 84th Texas Legislature directs the Texas Higher Education Coordinating Board to report on the effectiveness of college preparatory courses (CPC) as measured by students' successful completion of the first college-level course in the exempted content area. Under [Section 28.014](#) of the Texas Education Code, school districts are required to partner with at least one institution of higher education to develop and provide CPCs in English language arts (ELA) and mathematics. Students who successfully complete the CPC 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 accepts the CPC developed by another IHE in partnership with the local school district.

Key CPC Findings

- Seventy-nine percent of institutions reported at least one CPC partnership with a school district in math or ELA; 21% of institutions reported a partnership with IHEs, down from 25% reported in 2018-2019 (Table 11).
- Over 75% of institutions defined successful completion of CPCs as passing a course; about 30% of institutions reported using the TSIA college readiness standard as demonstration of successful completion of the CPC ([Figure 3](#) and [Figure 4](#)).
- Approximately 37% to 76% of students who were reported as enrolled in a CPC in high school, and who graduated in 2019 and enrolled in a Texas public four-year or two-year college in the following fall met TSI benchmarks in the relevant subject area ([Table 13](#)).
- Relatively few students who enrolled in a CPC in high school and entered an IHE were reported by institutions to have the college prep exemption: 10% in math; 12% in reading; and 9% in writing in fall 2019 ([Table 14](#)).
- The most reported method of meeting TSI upon entering college for students who took a CPC in high school was through TSIA scores: 47% in math, 46% in reading, and 54% in writing ([Table 14](#)).
- CPC students successfully complete a math-, reading-, or writing-intensive first college level courses (FCLC) in their first two semesters at a lower rate than the overall FTIC cohort. Forty-five percent of math CPC students successfully complete a math FCLC in two semesters compared to 68% of the FTIC cohort. The successful completion rates for reading and writing first college-level courses for college prep students were similarly lower than the overall FTIC cohort by 17% points for reading and 9% points for writing (Table 15)

CPC Agreements. In fall 2019, according to the Developmental Education Program Survey, 79% of institutions reported they had a memorandum of understanding (MOU) with school districts to accept CPCs in math and English language arts (Table 11). This is an increase from 74% of institutions that reported they had MOUs in mathematics, and 75% of institutions that answered they have MOUs in ELA in fall 2018.

Table 11. CPC Partnerships

	MOUs with School Districts		MOUs with other IHEs	
	2018	2019	2018	2019
English Language Arts	75%	79%	25%	21%
Mathematics	74%	79%	26%	21%

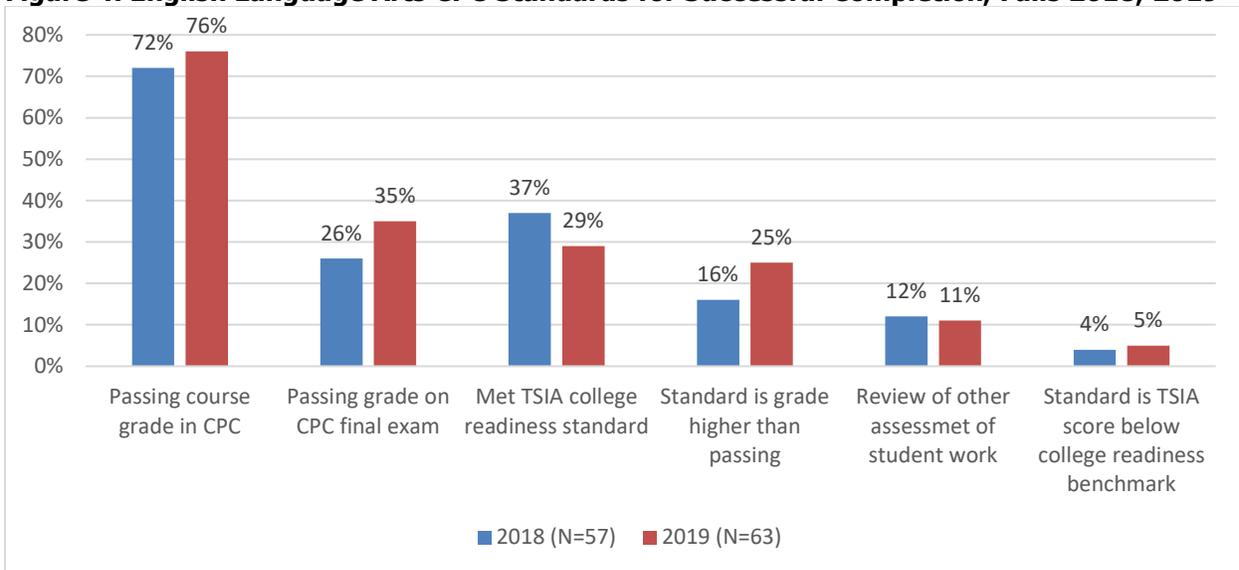
Source: 2018 and 2019 Developmental Education Program Survey

Note: A total of 101 institutions responded to the 2018 and 2019 DEPS.

CPC Successful Completion Standard. Students who successfully complete the CPC receive Texas Success Initiative exemptions. In addition, institutions may define successful completion of CPCs in various ways. DEPS 2019 asked institutions whether the standards for student successful completion of the CPC differ across MOUs. Five out of 63 (8%) institutions answered the standards differ across MOUs, while over 90% of institutions answered the standards for successful completion of the CPC are the same across MOUs. In fall 2018 and fall 2019, over 70% of institutions reported a passing grade in the course was a standard they used to decide whether students successfully completed the CPC (Figure 3, Figure 4). Other standards reported by institutions to demonstrate successful completion of the CPC were:

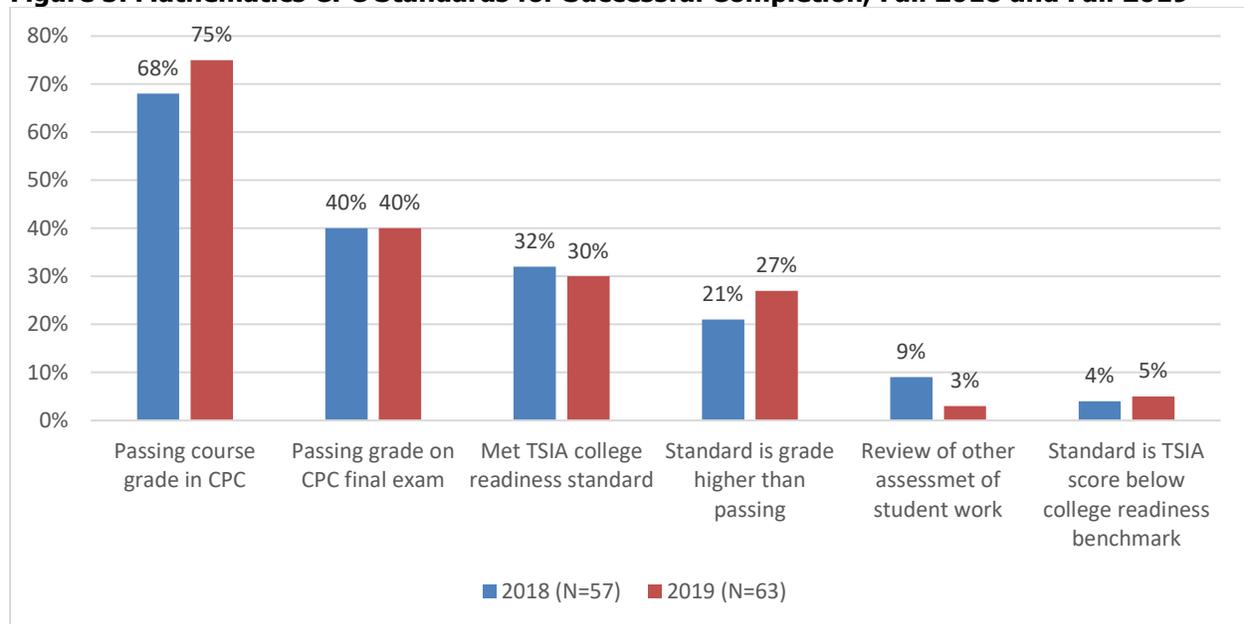
- a passing Grade on CPC Final Exam
- meeting the TSIA College Readiness Standard
- a review or other assessment of student work, e.g., portfolio
- a higher course grade threshold for exemption, e.g. 80%
- a TSIA score set below college readiness

Figure 4. English Language Arts CPC Standards for Successful Completion, Falls 2018, 2019



Source: 2018 and 2019 Developmental Education Program Survey

Figure 5. Mathematics CPC Standards for Successful Completion, Fall 2018 and Fall 2019



Source: 2018 and 2019 Developmental Education Program Survey

Performance of CPC Students in Higher Education. School districts report students enrolled in CPCs to the Texas Education Agency (TEA) through the Student Course Completion Report (Submission 415) and are identified by a service identification code.⁶ THECB tracked the high school students who were enrolled in a CPC in ELA or math, graduated from high school, and enrolled in college the following year.

Table 12. Enrollment Pathway for Students Enrolled in a CPC in High School

	Class of 2018	Class of 2019
Total number of students who took a CPC in high school	21,026	41,764
Number of CPC students who graduated from high school in 2019	18,467	36,927
Number of CPC students who enrolled in a Texas public two-year college the following fall	5,474	10,629
Number of CPC students who enrolled in Texas public four-year college the following fall	2,013	3,540

Source: TEA Course Completion Data, TEA High School Graduate Data, THECB CBM001, CBM002

⁶ CP110100 (College Prep ELA); CP111200 (College Prep Math)

Table 13. Percentage of CPC Students Enrolled in an IHE in Fall 2019 Who Met TSI, by Relevant Subject area

	Percent
Math	37%
Reading	55%
Writing	76%

Source: TEA Course Completion Data, TEA High School Graduate Data, THECB CBM001, CBM002

Table 14. IHE Report of TSI Exemptions and Waivers in Fall 2019 for Students who Took A CPC in High School in a Corresponding Subject Area

	Math		Reading		Writing	
	Number	Percent	Number	Percent	Number	Percent
ACT Exemption	142	1%	63	<1	62	<1%
Successful College Course Completion	42	<1%	23	<1%	26	<1%
College Prep Waiver	1,189	10%	870	12%	649	9%
Level 1 Certificate	310	3%	211	3%	204	3%
Previously Reported/Not Applicable	1,208	10%	707	10	724	10
SAT Exemption	658	6%	712	10%	669	9%
TSIA	5,503	47%	3,360	46%	3,896	54%
No Exemption or Waiver	1,874	16%	1,056	15%	776	11%
Other	833	7%	240	3%	236	3%
Total College Prep Students Enrolled in College	11,759	100%	7,242	100%	7,242	100%

Source: TEA Course Completion Data; CBM001, CBM002

Note: Numbers may not sum to 100 due to rounding.

Students who enrolled in a CPC graduated from high school in 2019 and enrolled at a Texas public higher education institution in the following year being TSI-met were tracked in the first two semesters of enrollment. Forty-five percent of math CPC students were reported as successfully completing a first college-level course in math with an A, B, or C. The overall successful completion rate for the full first-time-in-college cohort of Fall 2019 who were TSI-met or exempt in math was significantly higher at 68%. The successful completion rates for reading and writing first college-level courses for CPC students were similarly lower than the overall FTIC cohort by 17% points for reading and 9% points for writing.

Table 15. Successful Completion* Rates for CPC Students Who Graduated in 2019 and Enrolled in College in 2019, and were TSI-met or TSI-Exempt the Corresponding Subject

CPC Students who Entered TSI-met or with a TSI-Exemption	Successful Completion of FCLC after Two Semesters			Comparison: FTIC Students Successful Completion Rates after Two Semesters
	Total	N	%	%
Mathematics	9,885	3,630	45%	68%
Reading	6,186	3,283	66%	83%
Writing	6,466	3,153	61%	70%

*Successful completion is earning a grade of A, B, or C as reported on the CBM002 indicator.

Source: TEA Course Completion Data; CBM001, CBM002, CBM005

Note: Numbers are calculated based on certified or error-free data supplied to the THEB as of 12.18.2020.

TSI-met or TSI-exempt includes students who entered college and were reported by the IHE as TSI-met, or were reported as having a college prep course waiver, ACT Exemption, SAT exemption, a successful college-level course completion, had a TSIA score above the college-readiness benchmark.

Texas College Bridge Program

The Texas Education Agency implemented the Texas College Bridge (TCB) program, which initiated its first phase in summer 2020. The program offers online, alternative course options for CPCs to high school seniors who have not demonstrated college, career, or military readiness. Based on preliminary analyses of DEPS 2020, 36 out of 88 institutions answered they had considered the Texas College Bridge as a part of their CPC offerings. Moreover, 16 institutions answered they had formally signed on to deliver the Texas College Bridge with their partnering school district or public charters in math; and 15 institutions formally signed on to deliver the program in ELA (Table 16). Outcomes for students enrolled in TCB will be available once summer and fall 2020 data are certified in spring 2021.

Table 16. Number and Percentage of Institutions Considering and Accepting the Texas College Bridge Curriculum, 2020-2021

	Considering Accepting TCB	Formally Signed on to Accept TCB
English Language Arts	36 (41%)	16 (18%)
Mathematics	37 (42%)	15 (17%)

Source: 2020 Developmental Education Program Survey

Note: A total of 88 institutions responded to the 2020 at time of analysis.

Conclusion: Challenges and Opportunities

As the progress described in this report illustrates, Texas higher education continues to show impressive commitment to providing innovative and individualized academic support services and interventions 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. In the midst of restrictions and challenges resulting from the COVID-19 pandemic, Texas institutions still continue to meet those challenges and remain focused on scaling corequisite models that raise the level of expectations for underprepared students and show important progress toward addressing opportunity gaps, especially for underserved populations.

As the agency and Texas institutions of higher education continue to encounter new challenges and opportunities, innovations to support underprepared students' retention and completion rates will be increasingly important. THECB will continue to support institutions as they work towards full-scale implementation of corequisite interventions and other important reform efforts that support equitable access and completions.

Throughout the implementation of these important reform efforts, 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*, educational equity, and economic goals for all Texans.

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Appendix A: Rider 32 (85th Texas Legislature)

Rider 32

Developmental Education. Funds appropriated above in Strategy D.1.2, Developmental Education Program, \$1,225,000 in General Revenue for fiscal year 2020 and \$1,225,000 in General Revenue for fiscal year 2021 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 focused on improving advising, acceleration strategies 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 corequisite models, non-course competency based interventions, emporium/modular models, tutoring and supplemental instruction. 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 annual Developmental Education Program Survey and other Texas Success Initiative (TSI) data to determine the most effective and efficient interventions and submit a report to the Governor, Lieutenant Governor, Speaker of the House, 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, 2021. Any balances remaining as of August 31, 2020, are hereby appropriated for the same purpose for the fiscal year beginning September 1, 2020.

Appendix B: Senate Bill 1776 (84th Texas Legislature)

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: EduPolicy Research, LLC

EduPolicy Research, LLC, is an independent research consulting organization. The primary research team members from EduPolicy Research include Dr. Toby Park-Gaghan, Dr. Christine Mokher, and Dr. Tamara Bertrand Jones, who are also all faculty members in the Department of Educational Leadership and Policy Studies at Florida State University. The three have combined expertise in developmental education (DE), higher education policy, economics of education, quantitative and qualitative research methods, cost analysis, implementation studies, equity in education, community colleges, and student success. Also part of the EduPolicy Research is Texas-based Dr. Emily Summers, who is also an associate professor in the graduate program in developmental education at Texas State University. Dr. Summers has extensive experience conducting qualitative research studies and is highly familiar with DE in Texas. In addition, the team is supported by Stephanie Jarrett, a graduate student at Texas State University.

Appendix D: HB 2223 Institutional Corequisite Model Percentages

Table 17. Percentage of Eligible DE Students* Enrolled in Corequisite Models in Math – Community and Technical Colleges

Required Percentages per TAC, Section 4.60: Fall 2018 (AY 2018-19) at least 25%; Fall 2019 (AY 2019-2020) at least 50%

	Fall 2018	Spring 2019	Summer 2019	Fall 2019
Alamo Community College - Northeast Lakeview College	17%	37%	30%	61%
Alamo Community College - Northwest Vista College	29%	47%	39%	39%
Alamo Community College - Palo Alto College	10%	20%	7%	72%
Alamo Community College - San Antonio College	18%	28%	16%	37%
Alamo Community College - St. Philips College	33%	56%	63%	75%
Alvin Community College	29%	38%	40%	62%
Amarillo College	46%	41%	48%	100%
Angelina College	57%	50%	33%	59%
Austin Community College	36%	66%	65%	72%
Blinn College District	84%	74%	87%	94%
Brazosport College	50%	57%	68%	49%
Central Texas College	20%	57%	83%	80%
Cisco College	100%	0%	100%	100%
Clarendon College	64%	100%	0%	63%
Coastal Bend College	87%	80%	89%	75%
College of the Mainland Community College District	47%	41%	29%	40%
Collin County Community College District	25%	30%	26%	59%
Dallas College Brookhaven Campus	24%	36%	54%	46%
Dallas College Cedar Valley Campus	49%	54%	0%	63%
Dallas College Eastfield Campus	33%	44%	52%	53%
Dallas College El Centro Campus	11%	11%	0%	26%
Dallas College Mountain View Campus	21%	16%	5%	87%
Dallas College North Lake Campus	47%	54%	55%	70%
Dallas College Richland Campus	26%	21%	26%	65%
Del Mar College	16%	23%	14%	50%
El Paso Community College District	11%	37%	29%	50%
Frank Phillips College	22%	25%	0%	0%
Galveston College	21%	27%	31%	53%
Grayson College	51%	50%	0%	58%
Hill College	36%	42%	32%	20%
Houston Community College	12%	19%	8%	54%
Howard College	28%	51%	29%	46%
Howard County Junior College District - SouthWest College for the Deaf	0%	0%	**	0%
Kilgore College	35%	51%	81%	77%
Lamar Institute of Technology	82%	91%	100%	96%
Lamar State College-Orange	0%	0%	0%	1%
Lamar State College-Port Arthur	20%	30%	12%	32%
Laredo College	43%	85%	70%	87%
Lee College	11%	9%	0%	48%

Lone Star College - Cy-Fair	34%	44%	36%	73%
Lone Star College - Houston North	**	**	**	97%
Lone Star College - Kingwood	38%	39%	13%	68%
Lone Star College - Montgomery	37%	41%	8%	93%
Lone Star College - North Harris	26%	41%	29%	79%
Lone Star College - Tomball	36%	48%	56%	89%
Lone Star College - University Park	41%	46%	38%	86%
McLennan Community College	11%	16%	7%	24%
Midland College	33%	23%	**	55%
Navarro College	33%	5%	34%	76%
North Central Texas College	48%	61%	67%	65%
Northeast Texas Community College	33%	38%	**	30%
Odessa College	28%	29%	23%	42%
Panola College	94%	91%	57%	90%
Paris Junior College	60%	71%	14%	55%
Ranger College	55%	40%	3%	61%
San Jacinto College Central Campus	27%	12%	20%	71%
San Jacinto College North Campus	61%	81%	100%	90%
San Jacinto College South Campus	36%	100%	100%	94%
South Plains College	32%	28%	27%	38%
South Texas College	24%	29%	25%	55%
Southwest Texas Junior College	ER	0%	0%	23%
Tarrant County Junior College Northeast Campus	29%	22%	10%	48%
Tarrant County Junior College Northwest Campus	40%	27%	21%	47%
Tarrant County Junior College South Campus	26%	29%	26%	43%
Tarrant County Junior College Southeast Campus	20%	45%	55%	62%
Tarrant County Junior College Trinity River Campus	27%	26%	17%	62%
Temple College	29%	40%	16%	50%
Texarkana College	46%	54%	50%	68%
Texas Southmost College	63%	79%	75%	73%
Texas State Technical College in Harlingen	37%	51%	39%	70%
Texas State Technical College in Marshall	61%	88%	83%	79%
Texas State Technical College in Waco	64%	73%	79%	90%
Texas State Technical College in West Texas	49%	43%	50%	40%
Trinity Valley Community College	100%	0%	0%	NS
Tyler Junior College	18%	21%	18%	41%
Vernon College	48%	51%	52%	46%
Victoria College	28%	49%	71%	40%
Weatherford College	26%	30%	0%	18%
Western Texas College	35%	25%	0%	58%
Wharton County Junior College	15%	15%	13%	45%

Source: THECB CBM002 and CBM005

Note: Analysis based on certified and error-free data as of 12.18.2020.

*HB 2223-eligible students include all students enrolled in DE math in each semester and who meet all other requirements of the statute.

**No DE students reported

ER – Data contains errors as of date of analysis.

NS – Data not submitted to the THECB as of date of analysis.

Table 18. Percentage of Eligible DE Students* Enrolled in Corequisite Models in Reading, Writing, and IRW – Community and Technical Colleges

Required Percentages per TAC, Section 4.60: Fall 2018 (AY 2018-19) at least 25%; Fall 2019 (AY 2019-2020) at least 50%

	Fall 2018	Spring 2019	Summer 2019	Fall 2019
Alamo Community College - Northeast Lakeview College	88%	88%	**	90%
Alamo Community College - Northwest Vista College	78%	87%	100%	88%
Alamo Community College - Palo Alto College	84%	70%	**	86%
Alamo Community College - San Antonio College	63%	56%	0%	76%
Alamo Community College - St. Philips College	74%	78%	50%	69%
Alvin Community College	55%	70%	100%	60%
Amarillo College	36%	52%	50%	100%
Angelina College	52%	8%	0%	0%
Austin Community College	57%	15%	14%	23%
Blinn College District	40%	57%	53%	87%
Brazosport College	80%	76%	73%	67%
Central Texas College	15%	44%	41%	26%
Cisco College	70%	100%	100%	100%
Clarendon College	70%	0%	**	74%
Coastal Bend College	44%	55%	100%	54%
College of the Mainland Community College District	93%	100%	75%	100%
Collin County Community College District	42%	44%	59%	54%
Dallas College Brookhaven Campus	45%	38%	12%	54%
Dallas College Cedar Valley Campus	42%	59%	0%	66%
Dallas College Eastfield Campus	58%	66%	58%	74%
Dallas College El Centro Campus	57%	65%	8%	52%
Dallas College Mountain View Campus	32%	53%	17%	54%
Dallas College North Lake Campus	69%	66%	48%	73%
Dallas College Richland Campus	44%	45%	10%	60%
Del Mar College	25%	63%	54%	55%
El Paso Community College District	5%	19%	18%	54%
Frank Phillips College	30%	75%	**	0%
Galveston College	69%	76%	100%	91%
Grayson College	25%	43%	0%	100%
Hill College	59%	64%	40%	68%
Houston Community College	60%	62%	49%	56%
Howard College	37%	67%	**	49%
Howard County Junior College District - SouthWest College for the Deaf	42%	38%	**	13%
Kilgore College	74%	78%	100%	74%
Lamar Institute of Technology	95%	96%	100%	92%
Lamar State College-Orange	0%	0%	**	0%
Lamar State College-Port Arthur	40%	76%	100%	58%
Laredo College	50%	58%	100%	93%
Lee College	14%	16%	0%	29%
Lone Star College - Cy-Fair	73%	66%	60%	90%
Lone Star College - Houston North	**	**	**	86%

Lone Star College - Kingwood	85%	81%	62%	90%
Lone Star College - Montgomery	89%	81%	100%	92%
Lone Star College - North Harris	68%	79%	62%	89%
Lone Star College - Tomball	87%	82%	92%	94%
Lone Star College - University Park	76%	64%	100%	87%
McLennan Community College	24%	44%	0%	45%
Midland College	37%	60%	0%	87%
Navarro College	16%	37%	20%	78%
North Central Texas College	13%	57%	41%	75%
Northeast Texas Community College	55%	47%	43%	55%
Odessa College	46%	50%	**	57%
Panola College	85%	82%	50%	79%
Paris Junior College	93%	100%	100%	99%
Ranger College	88%	0%	0%	0%
San Jacinto College Central Campus	23%	24%	36%	50%
San Jacinto College North Campus	24%	6%	15%	41%
San Jacinto College South Campus	28%	5%	11%	29%
South Plains College	87%	74%	89%	77%
South Texas College	28%	54%	59%	56%
Southwest Texas Junior College	ER	92%	100%	90%
Tarrant County Junior College Northeast Campus	26%	37%	100%	100%
Tarrant County Junior College Northwest Campus	15%	53%	100%	100%
Tarrant County Junior College South Campus	25%	29%	100%	88%
Tarrant County Junior College Southeast Campus	20%	28%	67%	94%
Tarrant County Junior College Trinity River Campus	22%	56%	100%	100%
Temple College	20%	37%	35%	40%
Texarkana College	68%	76%	44%	85%
Texas Southmost College	65%	75%	100%	76%
Texas State Technical College in Harlingen	67%	56%	60%	69%
Texas State Technical College in Marshall	86%	100%	100%	91%
Texas State Technical College in Waco	56%	60%	100%	83%
Texas State Technical College in West Texas	47%	67%	81%	75%
Trinity Valley Community College	**	0%	0%	NS
Tyler Junior College	26%	24%	**	82%
Vernon College	65%	84%	50%	70%
Victoria College	93%	90%	100%	98%
Weatherford College	20%	46%	**	43%
Western Texas College	21%	69%	**	95%
Wharton County Junior College	28%	35%	100%	56%

Source: THECB CBM002 and CBM005

Note: Analysis based on certified and error-free data as of 12.18.2020.

*HB 2223-eligible students include all students enrolled in DE math in each semester and who meet all other requirements of the statute.

**No DE students reported

ER – Data contains errors as of date of analysis.

NS – Data not submitted to the THECB as of date of analysis.

Table 19. Percentage of Eligible DE Students* Enrolled in Corequisite Models in Math – Universities

Required Percentages per TAC, Section 4.60: Fall 2018 (AY 2018-19) at least 25%; Fall 2019 (AY 2019-2020) at least 50%

	Fall 2018	Spring 2019	Summer 2019	Fall 2019
Angelo State University	100%	100%	**	100%
Lamar University	32%	59%	**	76%
Midwestern State University	33%	30%	**	55%
Prairie View A&M University	100%	100%	100%	100%
Sam Houston State University	56%	43%	**	52%
Stephen F. Austin State University	50%	61%	**	66%
Sul Ross State University	31%	50%	20%	97%
Tarleton State University	24%	45%	**	100%
Texas A&M International University	46%	61%	44%	45%
Texas A&M University	14%	29%	0%	25%
Texas A&M University at Galveston	70%	78%	100%	90%
Texas A&M University-Commerce	**	**	**	**
Texas A&M University-Central Texas	PA	PA	PA	PA
Texas A&M University-Corpus Christi	**	100%	**	47%
Texas A&M University-Kingsville	42%	62%		82%
Texas A&M University-San Antonio	PA	PA	PA	PA
Texas A&M University-Texarkana	53%	61%	**	43%
Texas Southern University	17%	12%	**	100%
Texas State University	46%	63%	0%	94%
Texas Tech University	59%	72%	31%	62%
Texas Woman's University	13%	7%	**	54%
The University of Texas at Arlington	**	**	**	**
The University of Texas at Austin	43%	**	**	100%
The University of Texas at Dallas	PA	PA	PA	PA
The University of Texas at El Paso	14%	32%	0%	42%
The University of Texas at San Antonio	25%	27%	*	62%
The University of Texas at Tyler	PA	PA	PA	PA
The University of Texas Permian Basin	**	7%	**	44%
The University of Texas Rio Grande Valley	100%	100%	100%	100%
University of Houston	61%	62%	**	65%
University of Houston-Clear Lake	89%	**	**	100%
University of Houston-Downtown	88%	93%	**	82%
University of Houston-Victoria	100%	100%	**	100%
University of North Texas	**	**	**	67%
University of North Texas at Dallas	0%	19%	**	18%
West Texas A&M University	100%	100%	**	100%

Source: THECB CBM002 and CBM005

Note: Analysis based on certified and error-free data as of 12.18.2020.

*HB 2223-eligible students include all students enrolled in DE math in each semester and who meet all other requirements of the statute.

**No DE students reported

PA – University partners with another IHE to provide developmental education.

Table 20. Percentage of Eligible DE Students* Enrolled in Corequisite Models in Reading, Writing, IRW – Universities

Required Percentages per TAC, Section 4.60: Fall 2018 (AY 2018-19) at least 25%; Fall 2019 (AY 2019-2020) at least 50%

	Fall 2018	Spring 2019	Summer 2019	Fall 2019
Angelo State University	100%	100%	**	100%
Lamar University	100%	100%	**	100%
Midwestern State University	39%	41%	**	58%
Prairie View A&M University	100%	100%	100%	100%
Sam Houston State University	80%	100%	**	79%
Stephen F. Austin State University	14%	0%	0%	70%
Sul Ross State University	77%	29%	100%	83%
Tarleton State University	100%	100%	**	100%
Texas A&M International University	100%	50%	0%	98%
Texas A&M University	29%	43%	0%	25%
Texas A&M University at Galveston	0%	**	100%	0%
Texas A&M University-Commerce	0%	0%	**	0%
Texas A&M University-Central Texas	PA	PA	PA	PA
Texas A&M University-Corpus Christi	0%	0%	**	0%
Texas A&M University-Kingsville	100%	100%	**	29%
Texas A&M University-San Antonio	PA	PA	PA	PA
Texas A&M University-Texarkana	100%	**	**	100%
Texas Southern University	79%	0%	0%	0%
Texas State University	23%	0%	**	0%
Texas Tech University	56%	61%	20%	60%
Texas Woman's University	100%	**	**	87%
The University of Texas at Arlington	63%	100%	**	100%
The University of Texas at Austin	45%	**	**	0%
The University of Texas at Dallas	PA	PA	PA	PA
The University of Texas at El Paso	33%	78%	35%	91%
The University of Texas at San Antonio	80%	100%	**	100%
The University of Texas at Tyler	PA	PA	PA	PA
The University of Texas Permian Basin	55%	0%	**	0%
The University of Texas Rio Grande Valley	**	100%	100%	100%
University of Houston	88%	86%	0%	88%
University of Houston-Clear Lake	100%	**	**	**
University of Houston-Downtown	99%	**	**	100%
University of Houston-Victoria	100%	100%	**	100%
University of North Texas	**	**	**	98%
University of North Texas at Dallas	**	**	**	**
West Texas A&M University	0%	**	**	**

Source: THECB CBM002 and CBM005

Note: Analysis based on certified and error-free data as of 12.18.2020.

**HB 2223-eligible students include all students enrolled in DE math in each semester and who meet all other requirements of the statute.*

***No DE students reported*

PA – University partners with another IHE to provide developmental education.

Appendix E: 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.⁷ 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.

⁷ 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).



This document is available on the Texas Higher Education Coordinating Board website:
<http://highered.texas.gov>.

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