Student Success Division

Texas Higher Education COORDINATING BOARD

Supporting Underprepared Students: Continued Progress

A Report to the Texas Legislature Per General Appropriations Act, HB 1, Article III, Section 28, 88th Texas Legislature, Regular Session Regarding Developmental Education

January 2025

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Texas Higher Education Coordinating Board

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Agency Purpose

Our purpose is to strengthen Texas through higher education. By making higher education accessible to a wide range of people, we can ensure Texas remains one of the world's most innovative, valuable educational systems. By bringing together data, policymakers, and institutions, we can inform sensible policies that make a difference and make education beyond high school available to every person in our state. When we do that, we will improve lives, communities, and our shared economy.

Agency Vision

The THECB will be recognized as an international leader in developing and implementing innovative higher education policy to accomplish our mission.

Agency Philosophy

The THECB will promote access to and success in quality higher education across the state with the conviction that access and success without quality is mediocrity and that quality without access and success is unacceptable.

The THECB's core values are:
Accountability: We hold ourselves responsible for our actions and welcome every opportunity to educate stakeholders about our policies, decisions, and aspirations.
Efficiency: We accomplish our work using resources in the most effective manner.
Collaboration: We develop partnerships that result in student success and a highly qualified, globally competent workforce.
Excellence: We strive for excellence in all our endeavors.

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

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Executive Summary

In 2022, Texas released its updated statewide higher education strategic plan, *Building a Talent Strong Texas*, expanding the population for attainment and completion goals, targeting completions for credentials of value, and adding a new focus on innovation and research. *Building a Talent Strong Texas* built on the state's previous higher education plans, *60x30TX* and *Closing the Gaps by 2015*, which outlined several goals with the guiding premise that all students seeking to better their lives through postsecondary education should receive opportunities for meeting their academic and career aspirations. All of these plans focus on building access and completion pipelines from secondary to postsecondary educational opportunities that strengthen economic mobility for Texas students and their families. The COVID-19 pandemic presented higher education with new challenges and repercussions continue to be felt. However, for a growing number of unemployed and underemployed Texans, higher education is addressing these challenges by focusing not only on postsecondary completion but also on expanding access to credentials of value that foster economic mobility for students while strengthening the talent pipeline for the Texas workforce.

More than 40% of students entering postsecondary institutions in Texas (89,467 students out of 208,741 students) are underprepared to engage in college-level coursework, measured by either not meeting one of the number of exemptions or by not meeting the college readiness benchmark on the state-approved Texas Success Initiative Assessment (TSIA or TSIA2). The General Appropriations Act (GAA), House Bill 1, Article III, Section 28, 88th Texas Legislature, Regular Session, requires the Texas Higher Education Coordinating Board (THECB), in collaboration with Texas public institutions of higher education, to provide support for underprepared students through developmental education and to scale effective developmental education interventions that accelerate access to entry-level coursework. The GAA also requires THECB to analyze and compare information collected annually from all Texas public institutions on the Developmental Education Program Survey and other Texas Success Initiative (TSI) data to assess effectiveness and efficiency of interventions.

An important component of developmental education includes exemptions that allow certain entering students to meet TSI requirements (Texas Education Code [TEC], Chapter 51, Subchapter F-1) by demonstrating college readiness through other measures, including high school college preparatory courses (CPCs) (TEC, Section 28.014). Senate Bill 1776, 84th Texas Legislature, tasked THECB to report biennially on the progress of high school CPCs intended to help students achieve college readiness before graduation. The College Preparatory Course Analysis Report, approved by the board of the THECB (Board) at its October 2024 meeting, addresses the outcomes of this course.

Furthermore, THECB, in collaboration with MDRC, a nonprofit national research organization, and Texas public institutions of higher education, have been engaged in robust research and evaluation of the use of multiple measures assessment indicators to expand access to college-level courses without mandatory support. Findings suggest that adding a multiple measures assessment component to TSI could support addressing access and opportunity gaps in completions. More details from MDRC's national and statewide research efforts can be found in the Multiple Measures Assessment section.

Although much progress has been made in refining and scaling developmental education practices at Texas institutions of higher education, data show that work remains 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 approved an amendment to its rules to make important inroads in meeting this vision. THECB also continues to expand funding through the College Readiness and Success Models Grant Program that supports students, including those identified as underprepared, who are struggling in gateway courses with high incompletion and failure rates.

While work continues, this report shows the important progress Texas has made and provides a 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 to close gaps for underprepared students, who continue to show positive increases in gateway course completions since implementation in 2018.

Introduction

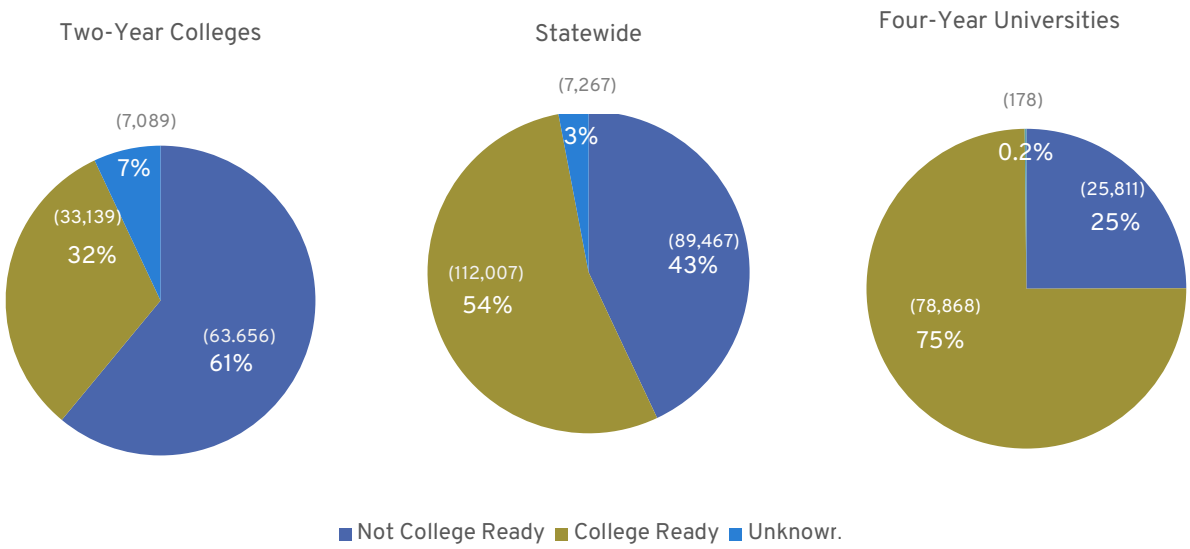
The state of college readiness in Texas is a critical issue that directly impacts the economic future of our communities. Ensuring that students graduating from high school are prepared for the rigors of higher education is essential for their success in postsecondary institutions and their ability to contribute meaningfully to the workforce. Despite various efforts, a significant number of students in Texas remain underprepared when entering college, leading to a heightened need for developmental education programs that can bridge the gap between high school achievement and college-level expectations. The Texas Success Initiative (TSI) was enacted in 2003 by the 78th Texas Legislature as part of an effort to assess and improve college readiness among students entering public colleges and universities in Texas. The initiative requires non-exempt, entering undergraduate students to take the TSI Assessment (TSIA or TSIA2). The assessment approved by the board of the Texas Higher Education Coordinating Board, determines student readiness for college-level coursework in reading, writing, and mathematics. The assessment includes diagnostics, which are used to identify strengths and weaknesses that inform individualized placements, including corequisite models mandated by the 85th Texas Legislature, Regular Session, in House Bill (HB) 2223. Corequisite models allow students immediate access to college-level courses while receiving supplemental, targeted support to ensure students' successful completion of the college course.

This report provides data regarding the current state of college readiness in Texas, outlines progress of the corequisite model implementation required by statute, provides an analysis and impact of COVID placement protocols, reviews the multiple measures assessment approach to predicting student success in entry-level college courses, and concludes with a summary of current efforts.

State of College Readiness in Texas

Consistent with continued national learning loss trends triggered by the COVID-19 pandemic, almost 40% of students entering Texas public institutions of higher education are reported as not meeting TSI standards for college readiness (60% entering community colleges and 25% entering universities, see Figure 1). According to THECB data, underprepared students are much less likely to complete degrees and certificates compared to students entering college ready. In fact, only 17.8% of underprepared students entering community colleges and 33.2% of underprepared students entering universities graduate, compared with 28.3% and 65.4%, respectively, for students entering college-ready. With graduation rates for students entering college-ready nearly double those of students 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 state's attainment goal outlined in the state's higher education strategic plan, *Building a Talent Strong Texas*.

Figure 1. Percentage of Fall 2023 First-Time-In-College Cohort Entering College-Ready



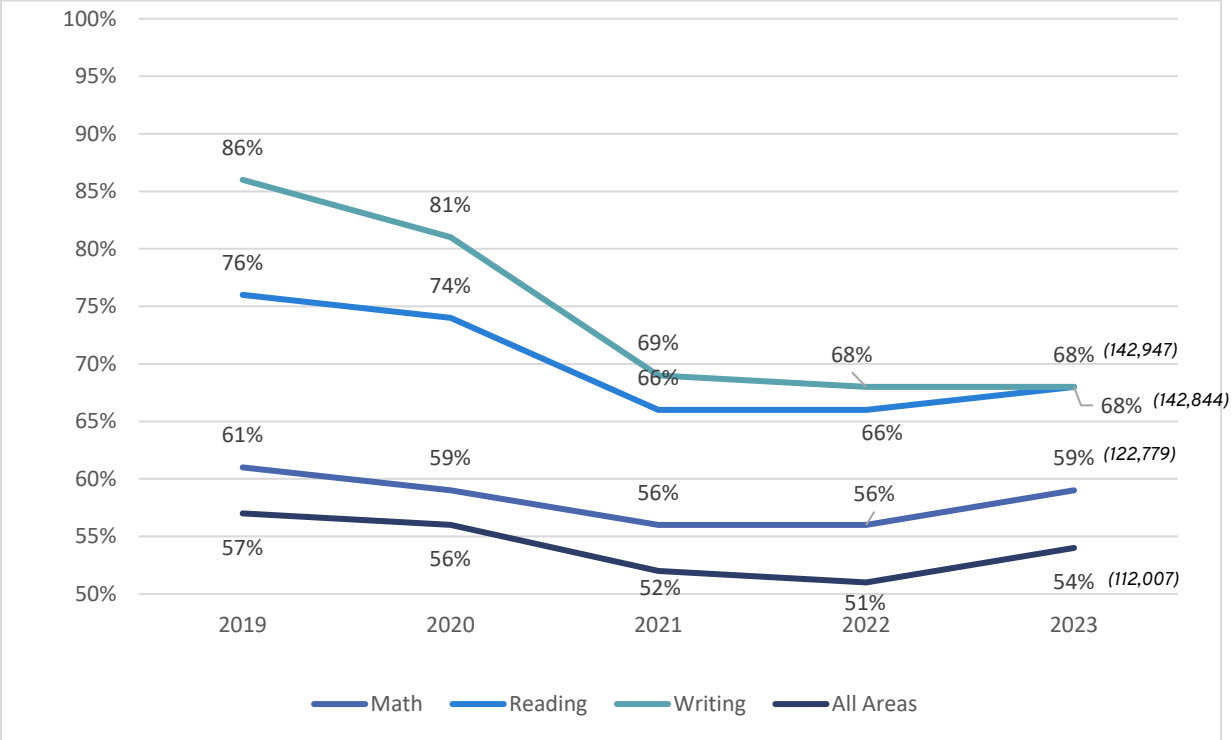
Source: THECB CBM002, CBM00S
Note 1: College-ready students refer to those who met TSI benchmarks in all math, reading, and writing; Not college-ready students refer to those who did not meet TSI benchmarks in one or more subjects; Unknown refer to students whose TSI benchmark is unknown in one or more subjects.
Note 2: Numbers in parentheses are the numerators for the percentages. The denominators for the 2023 percentages are as follows: statewide=208,741, two-year=103,884, four-year=78,868.

In fall 2023, 54% of first time-in-college (FTIC) students enrolling in higher education institutions met TSI benchmarks in math, reading, and writing. Notably, 75% of students entered four-year universities as college-ready, while only 32% of those enrolling in two-year

colleges met the readiness benchmark (Figure 1). It suggests that students enrolled at two-year colleges may face a larger challenge to be prepared for college-level coursework.

The statewide percentage of the FTIC cohorts entering college-ready across all subject areas of math, reading, and writing decreased from 57% in 2019 to 51% in 2022 (Figure 2). A modest recovery was observed in 2023, with the percentage rising to 54%. In math, the percentage of students entering college-ready decreased from 61% in 2019 to a low of 56% in 2021, before slightly rebounding to 59% in 2023. This gradual decline and minor recovery indicate some challenges in math preparedness. Reading saw a more pronounced decrease, starting at 76% in 2019 and dropping steadily to 66% by 2021. However, the percentage remained stable at 66% through 2022 before rising to 68% in 2023, indicating a slight improvement in reading readiness. Writing exhibited the steepest decline. In 2019, 86% of students were considered college-ready in writing, but this number dropped sharply to 68% by 2021. It then stabilized, remaining at 68% in both 2022 and 2023, showing no further decline but also no significant recovery.

Figure 2. Statewide Percentage of First-Time-in-College Cohorts Entering College-Ready by Subject Area, 2019-2023



Source: THECB, CBM002, CBM00S

Note: Numbers in parentheses are the numerators for the percentages. The denominator for the 2023 percentages is 208,741.

HB 2223 Corequisite Model Analysis

Corequisite models, approved by the 85th Texas Legislature, Regular Session, through House Bill 2223, are an approach to developmental education (DE) where students who need academic support are enrolled in both a college-level course and a concurrent support course or lab during the same semester. Unlike traditional models, where students must complete remedial coursework before advancing to credit-bearing classes, corequisites allow students to receive targeted support while earning college credits, thus accelerating their academic progress.

Impact of Corequisite Models on Student Success

The adoption of corequisite models in Texas has marked a significant shift in the approach to developmental education, aiming to better support underprepared students and enhance their academic success. Corequisites have become a central component of statewide strategies to improve college readiness, retention, and completion rates. Unlike traditional developmental education, which often requires students to complete non-credit-bearing courses before advancing to college-level classes, corequisite models allow students to enroll directly in credit-bearing courses while receiving concurrent, targeted academic support. This approach has gained momentum in Texas due to its positive impact on student outcomes, including higher rates of course completion and shorter time to degree attainment. Corequisites have proven to be an effective way to accelerate students' progress by integrating developmental education interventions with college-level learning. This report explores the transformative role of corequisite models in Texas, examining their benefits, challenges, and implications for the state's higher education landscape. By analyzing these impacts, stakeholders can better understand how corequisites contribute to achieving the goals of *Building a Talent Strong Texas* and support a more efficient educational system.

Increased College Completion Rates

Corequisite models have been shown to significantly improve student success by increasing the number of students who complete gateway college-level courses, such as freshman English or math, within their first year. In Texas, the adoption of corequisite models has contributed to higher completion rates in these foundational courses, which are critical for continued academic progression and degree attainment.

Reduced Time and Cost to Degree

By enabling students to complete developmental support alongside college-level coursework, corequisite models reduce the overall time students spend in non-credit-bearing classes. This approach helps students save on tuition and fees associated with extended time in college and decreases the risk of dropout due to prolonged degree timelines.

Higher Retention Rates

Students enrolled in corequisite courses are more likely to stay enrolled and progress through their academic programs compared to those in traditional, stand-alone developmental courses. This is because corequisite models provide immediate access to college-level courses coupled

with targeted supports, boosting students' confidence and motivation as they experience academic success earlier in their college careers.

Improved Access

Corequisite models help close achievement gaps by providing support to students who might otherwise be disproportionately placed in traditional remedial sequences. By streamlining their path to college-level coursework, corequisite models ensure that students from all backgrounds have better access to the same opportunities for success.

Alignment with Texas Higher Education Goals

The implementation of corequisite models aligns with Texas' strategic plan, *Building a Talent Strong Texas*, by helping more students complete college and enter the workforce with essential skills. These models contribute to the state's objectives of increasing educational attainment and closing gaps in college readiness and completion rates.

Overall, corequisite models have transformed DE in Texas by focusing on real-time support and immediate progression, enhancing the likelihood of academic and professional success for students who enter college underprepared. Informed by the benefits of corequisite delivery models, the developmental education statute established by HB 2223 (TEC, Chapter 51, Subchapter F-1) requires that 100% of an institution's developmental education enrollments for students at diagnostic levels 5-6 (out of a 6-point readiness scale) be placed in corequisite models. This percentage was phased in over a four-year period, with 25% required in fall 2018, 50% in fall 2019, 75% in fall 2020, and 100% in fall 2021.

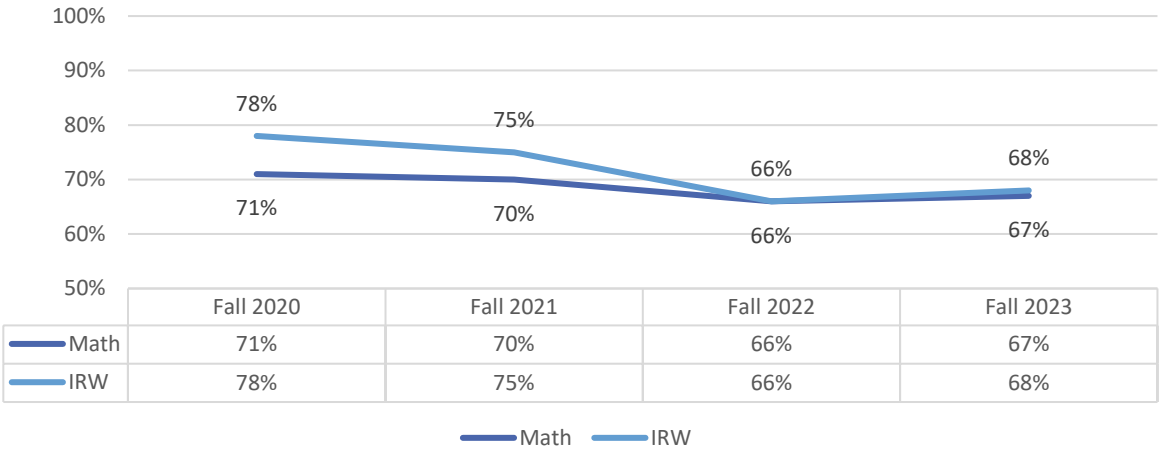
At the statewide level, in fall 2019, 65% of public higher education institutions enrolled at least 50% of their HB 2223-eligible students into a corequisite model in math, and 72% of institutions met the 50% benchmark for enrolling students into corequisite models in reading, writing, or integrated reading and writing (IRW). This reflects a strong start to the implementation of the policy. However, as the benchmark increased over time, institutions faced challenges in meeting the higher thresholds. By fall 2020, the statewide percentage of institutions meeting the 75% benchmark dropped to 50% in math and 61% in reading/writing/IRW. This downward trend continued when the benchmark increased the next year.

Once the requirement for 100% enrollment in corequisite models took effect in fall 2021, only 19% of institutions met the benchmark for math, reading/writing/IRW. Two-year colleges especially struggled, with only 12% meeting the benchmark in math and 13% in reading/writing/IRW. However, after the initial dip, there were signs of recovery. By fall 2023, the percentage of institutions meeting the 100% benchmark had stabilized somewhat, with 30% of institutions meeting the corequisite requirement in math, and 30% doing so for reading, writing, or IRW. Although progress has been slow, the data shows a gradual upward trend in compliance following the initial challenges posed by the full implementation of the HB 2223 requirements. This leveling out of percentages reflects that while institutions have faced challenges in meeting the corequisite placement benchmarks, there has been incremental progress, particularly after the sharp decline when the rule requiring 100% corequisite placements for students assessed at levels 5-6 was first introduced.

Data Limitations

Throughout the analysis for institutional HB 2223 compliance, some anomalies surfaced. For example, institutions known to have robust corequisite placement models, including those known to have 100% placement rates, sometimes show zero corequisite placements. Another anomaly is when institutions reported 100% or near 100% corequisite placements in one semester but zero or a significant decline the following semester. These anomalies, which likely stem from data reporting inconsistencies, also impact the statewide percentage of eligible developmental education students enrolled in corequisite models and outcomes, potentially skewing current practices of corequisite implementation. To address this, staff are working closely with THECB's Data Management and Reporting team to determine the source of the anomalies and to institute a technical assistance plan, including statewide webinars, in-person sessions at conferences (e.g., by the Texas Association of Collegiate Registrars and Admissions Officers and the Texas Association of Community Colleges), and technical assistance site visits. Figure 3 shows enrollment trends in math and IRW corequisite models from fall 2020 to fall 2023.

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



	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Math	71%	70%	66%	67%
IRW	78%	75%	66%	68%

Source: THECB CBM002, CBM00S
Note: The benchmark Increased from 50% to 75% In fall 2020 and from 75% to 100% in fall 2021.

In fall 2020, 71% of eligible DE students statewide were enrolled in corequisite models for math, while 78%were enrolled in IRW corequisite models. This marked a strong start, particularly for IRW. By fall 2021, the percentage of eligible students enrolled in math corequisite models dropped to 70%, and corequisite enrollment in IRW also dropped to 75%. This drop continued into fall 2022, when only 66% of eligible students were enrolled in math corequisites. During this period, IRW enrollment also saw a decline, dropping to 66%. However, in fall 2023, there was a slight increase in both areas. Math enrollment improved marginally to 67%, and IRW enrollment rose to 68%.

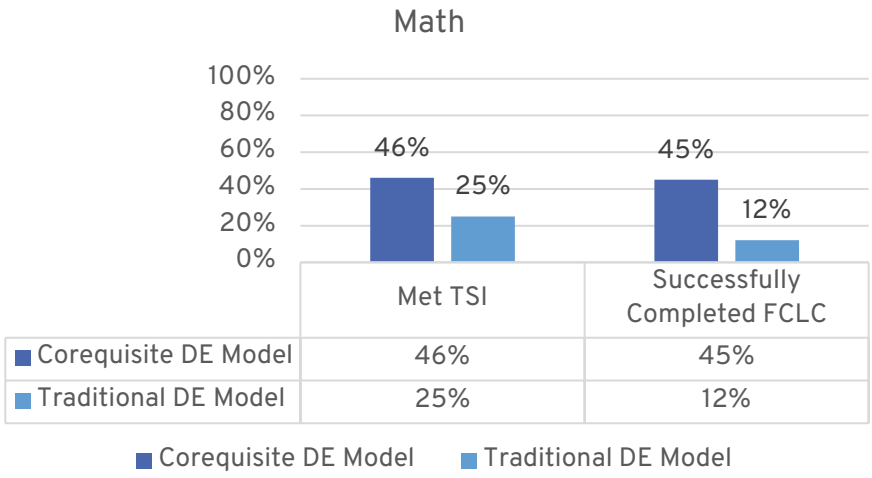
Texas Corequisite Model Outcomes

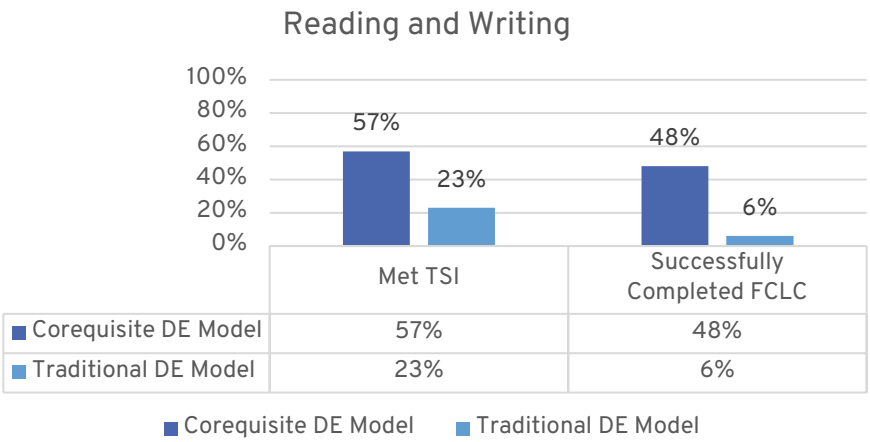
While institutions continue to improve their corequisite model placement rates, underprepared students placed in such models continue to outpace those in traditional DE models. Students

enrolled in corequisite models continue to show a higher rate of success in both meeting TSI requirements and completing their first college-level courses. Tracking students from fall 2023 to spring 2024, 46% of students in the corequisite model met the TSI benchmark in math, and 57% met the TSI benchmark in reading and writing by the end of the spring 2024 semester. In contrast, only 25% of students in the traditional DE model for math and 23% of students in reading and writing met the TSI benchmark within two semesters (Figure 4-Math).

Similarly, 45% of students in the corequisite model for math successfully completed a first college-level course by the end of the spring 2024 semester, compared to just 12% of students in the traditional model. A similar pattern emerged for students in reading and writing. While only 23% of students in the traditional model met the TSI benchmark in IRW within two semesters, 57% of students in the corequisite model achieved this. In terms of completing a first college-level course (FCLC), 48% of corequisite students were successful, compared to just 6% of students in traditional models (Figure 4-Reading and Writing). Data presented in Figure 4 highlights the effectiveness of the corequisite approach in promoting successful course completion and TSI benchmark achievement.

Figure 4. Statewide Percentages of Eligible Students* Meeting TSI Benchmark and Successfully Completing a First College-Level Course in Fall 2023 after Two Semesters: Corequisite Model Compared to Traditional DE Model**

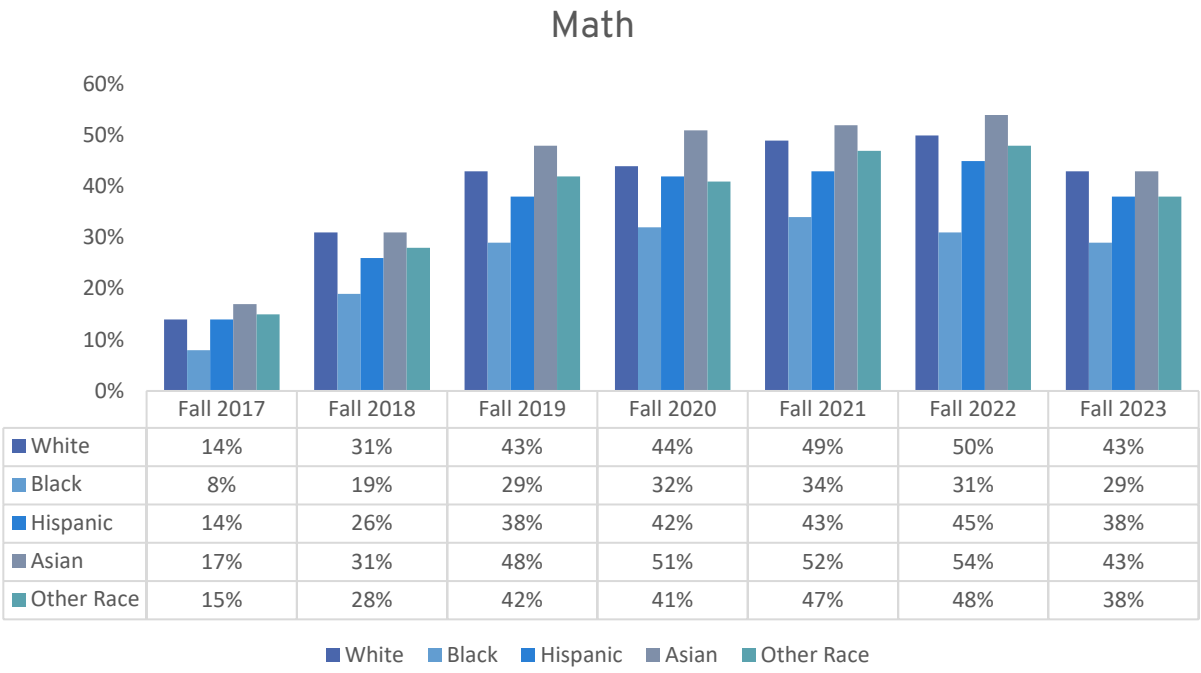




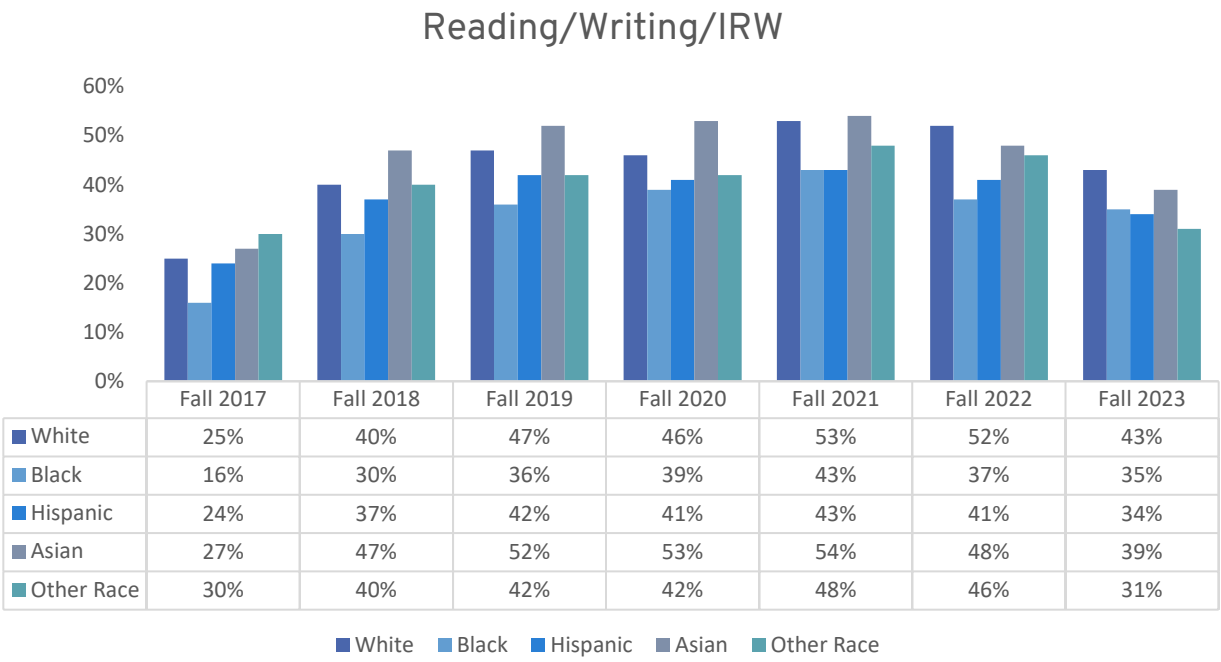
	Met TSI	Successfully Completed FCLC
Corequisite DE Model	57%	48%
Traditional DE Model	23%	6%

Source: THECB CBM002, CBM00S
**"Eligible students" includes all students enrolled in DE math in each semester 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.*

Figure 5. Percentage of Successful First College-Level Course Completions* for Eligible Students** Within Two Semesters by Race



	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
White	14%	31%	43%	44%	49%	50%	43%
Black	8%	19%	29%	32%	34%	31%	29%
Hispanic	14%	26%	38%	42%	43%	45%	38%
Asian	17%	31%	48%	51%	52%	54%	43%
Other Race	15%	28%	42%	41%	47%	48%	38%



	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
White	25%	40%	47%	46%	53%	52%	43%
Black	16%	30%	36%	39%	43%	37%	35%
Hispanic	24%	37%	42%	41%	43%	41%	34%
Asian	27%	47%	52%	53%	54%	48%	39%
Other Race	30%	40%	42%	42%	48%	46%	31%

Source: THECB CBM002, CBM00S
**Successful completion of a first college-level course indicates the student received a grade of A, B, or C.*
***"Eligible students" includes all students enrolled in DE math in each semester who meet all other requirements of the statute.*

COVID-19 Placement Waivers

In response to COVID-19, THECB allowed institutions of higher education to use additional factors to place non-exempt students directly into college-level courses from summer 2020 to summer 2022. If a student does not meet TSI benchmarks based on TSIA scores or with an existing waiver or exemption (as listed in Texas Administrative Code [TAC] 4.57, and TAC 4.54), an institution may use its own placement method using other factors such as high school GPA, high school course-taking, and non-cognitive factors. This was referred to as a "COVID-19 Placement Waiver.

Table 1 shows the performance of students who were placed into a course using a COVID-19 Placement Waiver. Specifically, for math, reading, and writing, the table shows the percentage of students with a waiver who (1) met the TSI benchmark, and (2) received credit for the first college-level course.

In fall 2021, a total of 6,279 students were reported with COVID-19 Placement Waivers in math, and of those, 30% met the TSI benchmark. In addition, 34% successfully completed their first college-level course. In reading, 6,487 were reported with the COVID-19 Placement Waivers in reading, and 43% of those students met the TSI requirement, and 46% successfully completed their FCLC. In writing, 5,529 students were reported with COVID-19 Placement Waivers; 37% met the TSI benchmark and 43% successfully completed their first college-level course. The following semester, spring 2022, saw a significant decline in the number of students reported with these waivers (Math, 2825; Reading, 2837; Writing, 2007). Outcomes from this temporary placement waiver option helped inform considerations for further study in multiple measures assessment In TSI policy.

Table 1. One-Semester Outcomes of Students Reported with COVID-19 Placement Waivers: Meeting TSI Benchmarks and First College-Level Course Completion

	Math		Reading		Writing	
	Met TSI	Successfully Completed FCLC	Met TSI	Successfully Completed FCLC	Met TSI	Successfully Completed FCLC
Fall 2021	1,884/6,279 (30%)	2,135/6,279 (34%)	2,789/6,487 (43%)	2,984/6,487 (46%)	2,046/5,529 (37%)	2,377/5,529 (43%)
Spring 2022	367/2,825 (13%)	1,017/2,825 (36%)	766/2,837 (27%)	1,333/2,837 (47%)	321/2,007 (16%)	823/2,007 (41%)

Source: THECB CBM002

Note: COVID-19 Placement Waiver was reported as 'z' on CBM002 items #20/40/60/#21A/#41A/#61A.

Multiple Measures Assessment

Entering undergraduate students have several exemptions they can use to demonstrate their readiness for entry-level academic college coursework (Texas Administrative Code, Title 19, Chapter 4, Subchapter C, Rule 4.54). As previously noted, almost 40% have not yet demonstrated such readiness and are required by statute to be assessed on the TSI Assessment (TSIA2). Test results are used to determine whether students can enter college courses with or without required support. Multiple measures assessment (MMA) uses not just a single assessment but rather a combination of indicators to predict the likelihood students will be successful in their entry-level college courses. In partnership with MDRC, THECB has been studying the use of MMA to help determine whether such practices and policies enhance the efficiency and effectiveness of college course placements without mandatory support.

What follows are excerpts, with minor edits, from a research brief entitled, "Reforming Assessment into Developmental Education and Building the Research Base," from MDRC researchers at the Education Research Center at The University of Texas at Austin, discussing the background and the purpose of the MMA studies in Texas:

> Executive Summary
>
> The approach to developmental education has been evolving in recent years and many colleges are implementing bold reforms, for example no longer requiring developmental education courses or changing how students are placed into courses. Some colleges are moving away from standardized tests to assess students' college readiness and instead are using alternative measures of students' performance. In doing so, it is important to understand which measure or combinations of measures best predict students' success in college-level courses.
>
> This policy brief describes how data from the Texas Education Research Center and supplemental data from seven participating Texas institutions of higher education (The University of Texas at Arlington; Southwest Texas Junior College; Texas Southern University; Texas A&M Texarkana; Lee College; El Paso Community College; Alamo Colleges District) were used to examine various measures as possible predictors of success in college-level English or math. The findings suggest that using all available measures is best, but among the simpler models, high school GPA seems to be the single best predictor of successful completion of college-level courses in English and math.
>
> What We Studied
>
> Colleges and universities are rethinking their approach to developmental education and implementing bold reforms.[1] Some states no longer require developmental education courses, while others are encouraging colleges to enroll students with developmental needs directly into college-level courses with corequisite supports. Colleges have also been changing how they place students into courses, with many moving away from standardized tests to assess students' college readiness and instead

[1]Zachry Rutschow, E., & Mayer, A. (2018). Early findings from a national survey of developmental education practices. New York, NY: Center for the Analysis of Postsecondary Readiness, MDRC.

using alternative measures of students' performance, such as high school grades or GPA.[2] The COVID-19 pandemic has further upended traditional placement practices with the cancellation of standardized tests, leaving colleges to find other ways to assess students' college readiness (often with limited evidence about which placement practices work best for whom).[3]

The Center for the Analysis of Postsecondary Readiness (CAPR), a U.S. Department of Education Institute of Education Sciences (IES)-funded national Research and Development Center, has made strong progress in establishing rigorous evidence about which reforms are effective in improving students' college success. Led by MDRC and the Community College Research Center (CCRC), CAPR's work has revealed that important practices, such as the use of multiple measures assessment (MMA), can increase the number of students placing into and succeeding in college-level courses.[4] However, despite the strong evidence, MMA and its best practices for implementation have yet to fully penetrate the field. To advance effective practice with MMA systems and increase the knowledge base around the efficacy of MMA practices, the THECB partnered with CAPR to determine which measures are most predictive for student success in college-level math and English courses in Texas.

Discussion/Policy Recommendations

CAPR researchers found that the predictive utility of placement measures is similar in Texas to that in other states and systems. In general, high school GPA tends to be the best single observable predictor of success in college-level math and English courses without additional supports. Using multiple measures in addition to high school GPA marginally improves those predictions. When considering implementing similar models to those discussed here, institutions should remember that these models provide information about how likely students are to perform well in gatekeeper courses without additional supports. Furthermore, institutions should consider the tradeoff between higher cutoffs on placement measures and accuracy of placement. For example, a cut-off of 2.5 for high school GPA could result in higher accuracy compared with a 3.0 cut-off, but the rate of "false positive" placements would increase with a lower cut-off. That said, the simplest models using only GPA, or a combination of GPA and other standardized tests, perform almost as well as the most elaborate models, at a much lower cost.

MMA: Continued Research and Study

THECB's current partnership with MDRC is a randomized control trial (RCT) of two of the largest community colleges in Texas to study the impact of an MMA policy, which includes TSI testing but adds high school GPA and course-taking patterns as additional indicators for

[2] Zachry Rutschow, E., Cormier, M. S., Dukes, D., & Cruz Zamora, D. E. (2019). The changing landscape of developmental education practices: Findings from a national survey and interviews with postsecondary institutions. New York, NY: Center for the Analysis of Postsecondary Readiness, MDRC.

[3] Bickerstaff, S., Kopko, E., Lewy, E. B., Raufman, J., & Zachry Rutschow, E. (2021). Implementing and scaling multiple measures assessment in the context of COVID-19. New York, NY: Center for the Analysis of Postsecondary Readiness, MDRC.

placement into entry-level college courses without support. We anticipate findings will be available in spring 2025.

Additional Considerations

The TSI Assessment score is currently used to identify placements without mandatory support. However, TSI statute (TEC, Chapter 51, Subchapter F-1, 51.334(b)) also requires that the assessment include a diagnostic component to help guide advisors to the most efficient and targeted placement. Not including the TSI Assessment as part of any MMA considerations removes this important required component for both students and advisors that is integral to placement decisions.

Conclusion

Data and analysis indicate that Texas institutions of higher education consistently serve underprepared students entering higher education, striving to help them complete credentials of value that foster positive economic growth for both students and families. With 60% of community college students and 25% of university students entering underprepared, it is paramount that institutions continue to deliver supports for students. Texas institutions continue to implement programs and initiatives that support the Texas Talent Trajectory (T3, formerly known as the 8th grade cohort) through their college readiness initiatives and collaborations with their school district partners. Furthermore, to ensure the best return on investment for students, the state should provide continued support to Texas institutions in this work.

Texas Higher Education
COORDINATING BOARD

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