

CBM002 Questions and Answers

The following are questions received regarding the new CBM002 report that may be of general interest. Some questions have been combined or modified. The answers are designed to provide guidance for most situations related to a question but may not adequately cover more complex scenarios. Please refer to the TSI rules and the introductory materials in the CBM002 if additional information is needed.

Multiple Enrollments

Q: If a student is enrolled at a university but is taking developmental courses at a junior college at the same time, would the university report the developmental courses?

A: Both institutions must submit a CBM002 report for the student, but only the institution where the developmental education courses are attempted reports the courses on the CBM002 (in this case the junior college).

Reporting order for Developmental Education Courses/Flex Reporting

Q: If a student is enrolled for three sequential developmental education courses in a TSI area in a semester, how is it reported? What if the courses are simultaneous?

A: Developmental education courses are listed in the order they are taken for each subject area. For simultaneous courses, list the lowest level course first, followed by the next lowest.

Any course that is reported as a flex course on the CBM001 must be reported as flex on the CBM002. Therefore, a course that starts after the census date that is reported as a flex course on the CBM001 must be reported as a flex course on a separate CBM002.

Summer Reporting

Q: Will we now have a CBM002 for summer I and then Summer II instead of one CBM002 for the combined summer?

A: If your institution sends in a separate CBM 001 report for a Summer I and a Summer II session, then your institution also needs to send in two CBM002 reports, one for each of the two summer sessions. If your institution sends one summer CBM001, then only one summer CBM002 is required. If only one report is sent, indicate Summer I (select option 3 on item #4).

Order of Reporting (Waivers, Exemptions, Which Score to Report)

Q: If a student takes Accuplacer in 10th grade (passing the Accuplacer) and the SAT in 12th grade, with the SAT score qualifying the student for exemption, which should be reported – the Accuplacer or the SAT?

A: In terms of prioritizing test scores, an institution may report whatever scores it chooses for students who have met/exempted TSI standards. It is important that the scores reported match the assessment

recorded for that student in the applicable subject area. However, if a student has, for example, exempted the standard in math on TAKS and exempted in reading and writing on SAT, the different tests may be reported in the different subject-area sections of the CBM002.

Do NOT report test scores for high school students in grade 11 or lower who do not meet TSI standards (see page 2.4 for more information).

Q: The old CBM002 is set up so that an exemption status trumps anything else whether a student has met a TSI requirement or not. Is this true for the new report?

A: A “met” or “exempt” status should generally be reported over a “waiver” status, although this is at the discretion of the institution. The TSI status of a student who is reported as exempt or has met the standard will not change, whereas the TSI status of a student with a waiver may change in a later semester. An exempt status does not have to be reported over a met standard status, although students with exemptions are usually not tested for TSI and so the exemption status will be reported.

A student reported with a waiver/exemption status in item #12 may also be reported with specific subject-area met/exemption scores or information in items #21, #41, and/or #61 for the areas where the student has met/exempted the standards. If a student has met the standard in all areas through a blanket exemption and also through another means (for example, a military exemption and exemption based on eligible SAT scores), the institution may choose how to report the student. Remember that, by law, TSI does not apply to students with waivers or military exemptions and they are not tested for TSI purposes.

Q: In 21A if we report students as waived, subsequently do we report them as ‘0’ (previously reported or not applicable)? Once they meet the requirements of coursework do we report them again?

A: If a student is waived, report the waiver category every time under 21A. If the student satisfies TSI obligations, you do not need to report the student as waived in the next reporting period. Instead, report the student using the appropriate codes for exemption/met obligation (such as the receiving institution’s determination that the student successfully completed a related course-level course, meeting a test standard for exemption or met obligation, etc.). The following reporting period, select previously reported or ‘0’ for items #21A and #22A, as applicable.

Military Waivers/Exemptions

Q: Why is there now a “waiver” for some military categories?

A: For reporting purposes, we are using the term waiver for active military for whom TSI does not apply. These students, upon leaving the military, need to establish that they have been released, retired, or honorably discharged to be reported with a TSI exemption for past military service.

However, if an active military student has met the requirements of TSI or meets the requirements of TSI while enrolled (for example, through successful completion of college-level coursework as determined

by the institution), then the student may be reported as having satisfied TSI obligations. For this student, producing documentation of discharge type is not necessary.

Relating to Accountability Measures/ First College-Level Course

Q: Can you tell me about the developmental education accountability measures and how they relate to TSI?

A: THECB is responsible for the administration of the statewide Higher Education Accountability System, which was implemented as the result of a 2004 gubernatorial order and developed through a collaborative effort between THECB and the state's higher education institutions. The System is used to track institutional performance on several key and contextual measures related to participation, success, excellence, and research, the four identified target areas in the state's higher education plan, *Closing the Gaps by 2015*.

Three measures in the area of Success address college readiness and developmental education outcomes:

- The first measure looks at the performance of students in their first related college-level course in each of the three TSI subject areas. Students who have met TSI standards upon initial undergraduate enrollment have one year to earn an A, B, or C in the first college-level course in a related area. Students who have not met TSI standards at the time of enrollment are given either three or four years to earn an A, B, or C in the first college-level course, depending upon whether the student performed above or below a set deviation on the initial placement test for TSI purposes.
- The second measure evaluates the time it takes for underprepared students to meet TSI obligations. This measure allows either two or three years for underprepared students to meet the TSI standard depending on whether the student performed above or below the deviation on the initial placement test for TSI purposes.
- The final measure looks at one-year persistence (fall to fall) for students who were prepared and those who were underprepared.

These three measures and associated definitions can be found on the THECB website at <http://www.txhighereddata.org/Interactive/Accountability/>.

The accountability system uses TSI status as a baseline for these three developmental education measures. In addition to collecting data about TSI obligations, the CBM002 collects data about student performance in the first college-level course for use in calculating the college-level course measure. Performance in the first college-level course is reported in items # 30 through #33, #50 through #53, and #70 through #73. Meeting the requirement of an A, B, or C in a college-level course is not related to meeting TSI requirements. TSI requirements are used to determine whether a student is prepared to attempt college-level coursework in a related area.

Q: What are the deviation scores and where can I find them?

A: The deviation scores are listed in the THECB TSI rules available on the THECB website at:

<http://www.theccb.state.tx.us/Rules/TAC.cfm>. See Subchapter C, §4.59.

(A) ASSET: Reading Skills - 35; Elementary Algebra - 30; and Writing Skills (objective) - 35.

(B) COMPASS: Reading Skills - 64; Algebra - 23; Writing Skills (objective) – 44.

(C) ACCUPLACER: Reading Comprehension - 61; Elementary Algebra - 42; Sentence Skills - 62.

(D) THEA: Reading - 201; Mathematics - 206; Writing - 205.

(E) An essay with a score of 5 will meet these criteria if the student meets the objective writing test standard.

Q: Should my institution report more than one college-level course in a subject area?

A: Generally, an institution should only report one first college-level course for each student in each TSI subject area. The institution makes the determination about which course applies. However, if a student receives an incomplete or withdraws, it is acceptable to report the incomplete course again with a grade on a later CBM002 report. See paragraph five on page 2.1 of the CBM002 instructions regarding incompletes in the first college-level course.

It is also acceptable to report a second college-level course in an area if the student did not pass the first college-level course reported. This could be a re-take of the course that the student failed or a different course that meets institutional guidelines for the first college-level course. Also, for a student who received a “D” in the first college-level course, an institution may choose to report another course if applicable (a re-take may also be reported if the student decides to retake the course).

If a student has completed the first college-level course in a TSI area and received an A, B, or C within the timeframe allowed in the accountability guidelines, then the student will be counted as meeting the first-college-level course requirement for the accountability measure (see previous two questions).

If a student has successfully completed a first college-level course at another Texas public institution (with an A, B, or C), then you may answer question #30, #50 and #70 with ‘2,’ “Yes, at another institution.” If you do not have enough information to know whether the student has successfully completed a first college-level course at another Texas public institution, then you should answer ‘0,’ “No, not satisfied” and include information about the student’s first college-level course(s), if applicable. If an institution reports ‘0’ on item #30, #50, or #70 and a student has, in fact, been reported to us with an A,B, or C in the first college-level course by another Texas public institution, we will have that information in our files and will consider the student to have met the requirement .

Q: When do we use option ‘0’ and when do we use option ‘9’ on item #33?

A: For item #33, option ‘0’ (previously reported or not applicable) refers to a situation where the student has already been reported or does not need the course for their program or degree (for example, a student in a certificate program with no required math). If the student has not taken the first college-level math course but needs to take it (or you are not sure if the student needs to take it) use option ‘9’. There is no need to review every student degree plan to see if a student needs college-level math.

Q: Why are there seven-digit fields provided in items #32A and #32B to report the first college-level course?

A: In most cases, the course prefix in 32A will be four letters and the course item number in 32B will be four digits. The fields were set up with seven digits to match the CBM004 Class Report. Some four-year institutions have courses with shorter or longer designations than those found in the ACGM manual for lower-level courses. Four-year institutions may choose to report the ACGM course designation or to report the local course designation.

Non-Course Based Developmental Education (Item #23)/End of Semester TSI Status Report (Item #24)

Q: How do we report non-course based developmental education?

A: Any non-course based developmental education that is included in an institution's developmental education plan may be reported in items #23, #43, and #63. If a student meets the standard during the semester through a method that is not course-based and is not included as a non-course-based option in your developmental education plan, report the student with a "0" in items #23, #43, and/or #63 and a "1" in items #24, #44, and/or #64, as applicable.

Q: If a student completes developmental education coursework at the institution, is item 24/44/64 a "1?"

A: Yes, provided that the student has successfully completed developmental education requirements during or by the end of the semester (after the census date).

Transfer Issues

Q: For Texas private or out-of-state transfer students with an earned degree, what definition should we use for an accredited institution of higher education?

A: An accredited institution refers to an institution that is recognized as accredited by the THECB. The list of accredited institutions is located on the THECB website at <http://www.thecb.state.tx.us/AAR/PrivateInstitutions/default.cfm>.

Note that a determination that a transfer student is "ready" for college-level work under TSI is not the same as determining that transfer credit for college work must be granted. In addition, for the CBM002, it is up to the receiving institution to determine if a private or out-of-state transfer student has successfully completed the first college-level course in a subject area.

Reporting Students with Previously Reported Exemption/Met Obligation Status

Q: How much information do we need to report for a student who was already reported on a previous CBM002? What if we know the student met TSI but we are not sure how?

A: For many items on the CBM002, a previously reported option is provided. Use this category for students who have met requirements and were previously reported, including if they were previously

reported on the earlier version of the CBM002. The new manual was designed to avoid as much repetition of reporting as possible. In most instances, once the information about how a student met TSI obligations is reported into the system (for example, test scores), that information does not need to be provided again. There are a few exceptions and also instances where the institution may not be sure how to report because of a lack of information. Some guidance is provided below:

- For exemptions, if a student has been previously reported with an exemption in a subject area, report option '0', previously reported, for items 21A, 41A, and 61A as applicable.
- For met standard, if a student has been previously report as meeting the standard with a test for TSI purposes, report option '0' , previously reported or not applicable, for items 22A, 42A, and 62A.
- If the exemption was a blanket exemption, such as for the military or an earned degree , but your institution is not aware of what the specific exemption was for, you may report '0' for no or not applicable on item #12 and report '0' in items #21,#41, and #61. Our records will show the nature of the exemption. A previously reported category was not provided for item #12 because waivers must be reported each semester they apply.

Developmental Education Courses attempted by TSI Complete/Waived Students

Q: If a student has met, waived, or exempted TSI obligations but is enrolled in a developmental education course by choice or on the recommendation of the college, do we report the course on the CBM002?

A: Yes, all developmental education courses attempted on your campus by students reported on the CBM002 must be reported in items #80 though #91, as applicable.