

# Developmental Education Updates

University Accountability/Peer Group Meeting  
THECB  
April 7, 2014

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Developmental Education



**TEXAS HIGHER EDUCATION  
COORDINATING BOARD**

# RULES

# NEW TSI RULES

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## §4.54 Exemptions, Exceptions, and Waivers

(c) ESOL Waiver--An institution may grant a **temporary** waiver from the assessment required under this title for students with demonstrated limited English proficiency in order to provide appropriate ESOL/ESL coursework and interventions. The waiver must be removed **after** the student attempts 15 credit hours of developmental ESOL coursework or prior to enrolling in entry-level freshman coursework, whichever comes first, at which time the student or would be administered the TSI Assessment. Funding limits as defined in Texas Education Code, Section 51.3062(I)(1) and (2) for developmental education still apply.

*Effective November 21, 2013*

# NEW TSI RULES

## §4.55 Assessment

(b) Prior to the administration of an approved instrument in §4.56, an institution shall provide to the student **a pre-assessment** activity(ies) that addresses at a minimum the following components in an effective and efficient manner, such as through workshops, orientations, and/or online modules:

- (1) Importance of assessment in students' academic career;
- (2) Assessment process and components, including practice with feedback of sample test questions in all disciplinary areas;
- (3) Developmental education options including course-pairing, non-course-based, modular, and other non-conventional interventions;
- (4) Institutional and/or community student resources (e.g. tutoring, transportation, childcare, financial aid);

*Effective November 28, 2012*

## PRE-ASSESSMENT ACTIVITIES (PAA)

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- Required prior to administration of new TSI Assessment
  - IHE determines tracking method for participants
- **Dual Credit Students:** ISD administers TSI Assessment
  - IHE is responsible to ensure Rule 4.55 is addressed
  - Rule does not specify which entity actually delivers the PAA
- **Transfer Students**
  - Institution receiving TSI Assessment test results can assume PAA was delivered
  - No further verification is required by receiving institution
- **Out-of-State Students**
  - Receiving institution is responsible to ensure PAA was administered

# NEW TSI RULES

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## §4.55 Assessment and Placement

(c) For **holistic placement** of non-exempt students not meeting standards as defined in §4.57(a) and (b) of this title (relating to College Ready and Adult Basic Education (ABE) Standards), institutions shall use for determination of appropriate courses and/or interventions the TSI Assessment results and accompanying Diagnostic Profile, along with consideration of one or more of the following:

- (1) High school Grade Point Average/class ranking;
- (2) Prior academic coursework and/or workplace experiences;
- (3) Non-cognitive factors (e.g., motivation, self-efficacy); and
- (4) Family-life issues (e.g., job, childcare, transportation, finances).

*Effective August 15, 2013*

# NEW TSI RULES

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## §4.60 Evaluation and Reporting

(a) The board shall evaluate the effectiveness of Texas Success Initiative on a statewide basis and with respect to each institution. To inform this evaluation, **institutions shall analyze and report to the Board**, on a schedule to be determined by the Commissioner of Higher Education, **the fiscal and/or instructional impacts of the following on student outcomes:**

- (1) Technological delivery of developmental education;
- (2) Diagnostic assessments;
- (3) Modular developmental education course materials;
- (4) Use of tutors and instructional aides;
- (5) Internal monitoring mechanisms used to identify a student's area(s) of academic difficulty;
- (6) Periodic updates of developmental education course materials; and
- (7) Assessments after completion of a developmental education intervention to determine a student's readiness for entry-level academic course work.

# NEW TSI RULES

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## **§4.62 Required Components of Developmental Education Programs**

An institution of higher education must base developmental coursework on research-based best practices that include the following components:

- (1) assessment;
- (2) differentiated placement and instruction;
- (3) faculty development;
- (4) support services;
- (5) program evaluation;
- (6) integration of technology with an emphasis on instructional support programs;
- (7) non-course-based developmental education interventions; and
- (8) course pairing of developmental education courses with credit-bearing courses.

*Effective August 2012*

# NEW TSI RULES

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## §4.62 Required Components of Developmental Education Programs, *cont.*

(b) As part of subsection (a)(2) of this section, institutions shall offer Integrated Reading and Writing (IRW) course/intervention at the **highest level (just below college-readiness as determined by the institution) by spring 2015.**

(c) As part of subsection (a)(7) of this section, institutions shall offer at least one section of non-course competency-based intervention (NCBO) **per developmental education subject area by spring 2015.**

*Effective August 2013*



# TSI OPERATIONAL PLAN

# TSI ASSESSMENT

## MATHEMATICS, READING, AND WRITING

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- **Classifications**
  - **College Ready** (entry-level courses)
  - **Developmental Education**

*Knowledge and Skills levels - 9th to 12th grade equivalents*

    - Developmental Education Diagnostic, or
    - ABE Diagnostic Levels 5 and 6
  - **Adult Basic Education (ABE)**

*Knowledge and Skills levels - 1st to 8.9<sup>th</sup> grade equivalents*

    - ABE Diagnostic Levels 1 to 4

# Goal of TSI Operational Plan

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To *better* serve students exhibiting basic skill levels based on the **TSI Assessment**

## Recommendation 1: Phase-in Implementation of the Plan

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### Phase I, starting **fall 2014**

- Identify public colleges to lead the implementation of reform efforts targeting students assessed at the lower skill levels
- Selected colleges will
  - ❑ implement, or continue to implement, various programs and initiatives that serve students testing into ABE basic skill levels;
  - ❑ inform statewide ongoing professional development efforts
  - ❑ provide support and guidance to other colleges in implementing or scaling initiatives/programs
- Provide statewide professional development for all institutions

Non-leader colleges may continue to serve students testing into ABE basic skill levels using available course/intervention structures and funding options

## Recommendation 1, cont.

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### Phase II, starting **fall 2015**

- Colleges selected in Phase I to lead the reform efforts will continue to provide support and guidance to other institutions in Phase II;
- All institutions to implement or scale programmatic initiatives serving students testing at ABE basic skill levels; and
- Professional development and training opportunities continue during this phase.

## Recommendation 2: **Serving** Students Not HS Complete

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Institutions will serve students who **do not** have a high school diploma or its equivalent, and who do not qualify for a TSI exemption, through referrals, both internal and external:

- Adult Education/Literacy (AEL) programs within the institution and/or community *(considering program capacity and student qualifications)*
- College/ISD-based Drop Out Recovery-Dual Credit programs *(students under 26)*

*It is recommended that students without HS completions are not tested on the TSI Assessment but instead referred to a GED/HS completion program, either stand-alone or in a concurrent enrollment model.*

## Recommendation 4: Identify/Develop BASE NCBOs

Faculty content experts **identify and/or develop non-course competency-based options (NCBOs)** to be included in the Academic Course Guide Manual (ACGM) and specially designed to address needs of students assessing at Levels 3-4 (BASE).

Examples of current NCBO initiatives/programs:

- 3-week intensive basic skills “boot camp”
- 1-3 hour weekly tutorials concurrent with WECM or ACGM course
- Contextualized basic skills support with course

*IMPORTANT NOTE: options addressing skill levels below high school (i.e., Levels 1-4)*

- *not eligible for student federal financial aid (e.g., PELL, Direct Loan Program)*
- *possibly eligible for state institutional formula funding\**

*\*requires Formula Funding Advisory Committee and Board approvals*

## Recommendation 6: Advise and Refer Levels 1-2

Institutions will serve students testing into **Levels 1-2 in all three skill areas**, who may or may not be English Language Learners (ELL), **by providing advisement and appropriate referrals, both internal and external, to best address students' academic and career goals.**

College Ready	<ul style="list-style-type: none"><li>• Meets/exceeds statewide threshold, or</li><li>• Exempt from TSI testing</li></ul>
Developmental Education	<ul style="list-style-type: none"><li>• TSIA Placement → DE Diagnostic or</li><li>• TSIA Placement → ABE Diagnostic Levels 5-6</li></ul>
Adult Basic Education	<ul style="list-style-type: none"><li>• TSIA Placement → ABE Diagnostic Levels 3-4 → BASE NCBOs</li><li>• <b>TSIA Placement → ABE Diagnostic Levels 1-2 in <u>all areas</u> → REFERRALS</b></li></ul>

# TSI RESOURCES

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- THECB Website
  - [www.thecb.state.tx.us/tsi](http://www.thecb.state.tx.us/tsi)

# THECB CONTACTS:

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