Texas Higher Education Coordinating Board

Developmental Education

Creating Pathways to Success

Presentation for the

Senate Higher Education Committee

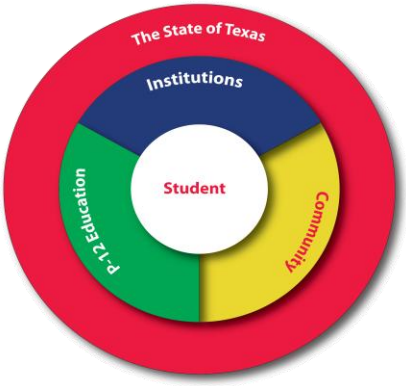
Interim Charge #3

June 24, 2010

The Student Success Agenda:

All stakeholders have a responsibility

To ensure the long-term educational and economic vibrancy of Texas, **many stakeholders** must **play an equal and integral part** in assuring the state meets the goals of *Closing the Gaps by 2015* and beyond.



Texas Success Initiative

The *Texas Success Initiative* authorizes **multiple assessment tests** to establish student readiness against state approved cutoff scores in **math, reading, and writing**.

There is **variation across institutions** in the use of assessment tools. And, state law permits institutions to establish TSI thresholds above state standards.

Texas Success Initiative

The state currently recognizes a number of assessment tools under TSI:

Test	MATH	READING	WRITING
THEA	230	230	220
ASSET	38	41	40/6*
COMPASS	39	81	59/6*
ACCUPLACER	63	78	80/6*

* Essay score threshold

Texas Success Initiative

State law permits institutions to set readiness standards that are higher than state standards:

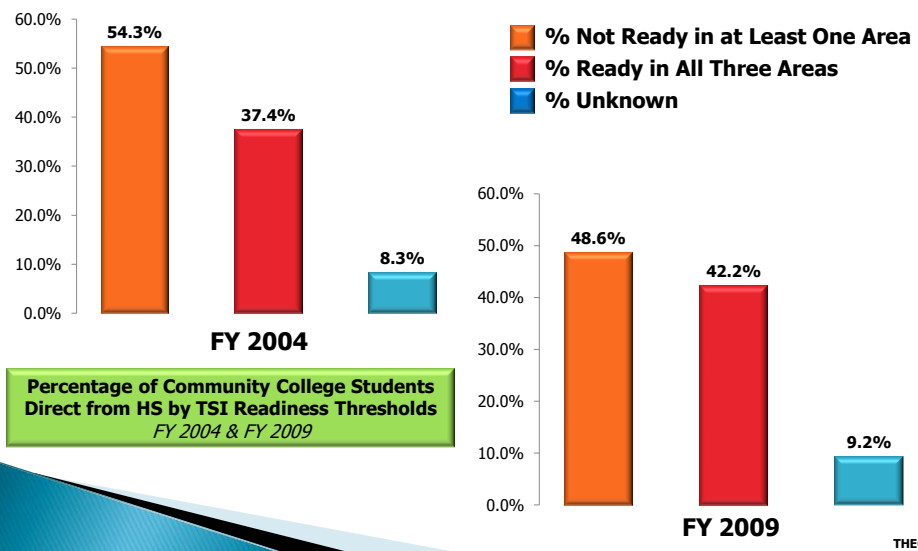
Assessment: THEA

Institution	MATH	READING	WRITING
State Min.	**230**	**230**	**220**
Alvin CC	**270**	230	220
Blinn College	**270**	230	220

Assessment: ASSET

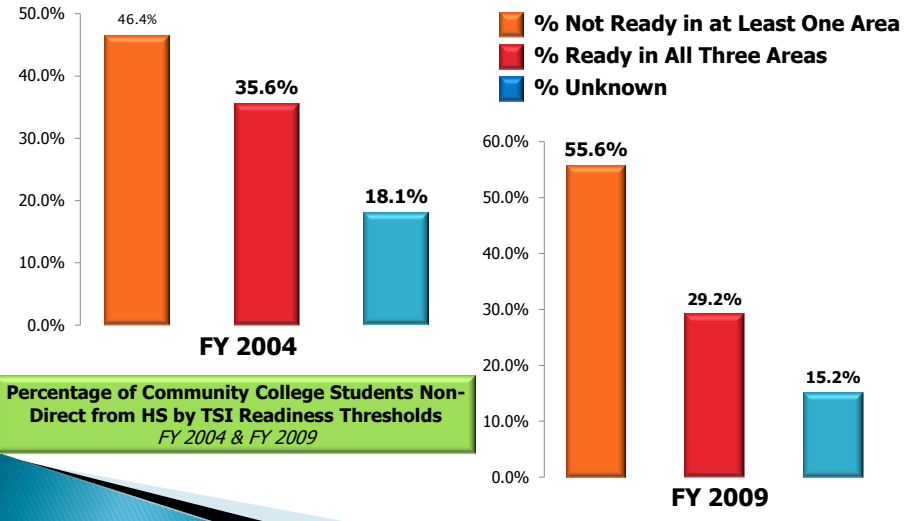
Institution	MATH	READING	WRITING
State Min.	**38**	**41**	**40**
Tarrant County	**46**	41	40

Students enrolling in colleges direct from high school are meeting TSI standards at higher rates



Percentage of Community College Students Direct from HS by TSI Readiness Thresholds
FY 2004 & FY 2009

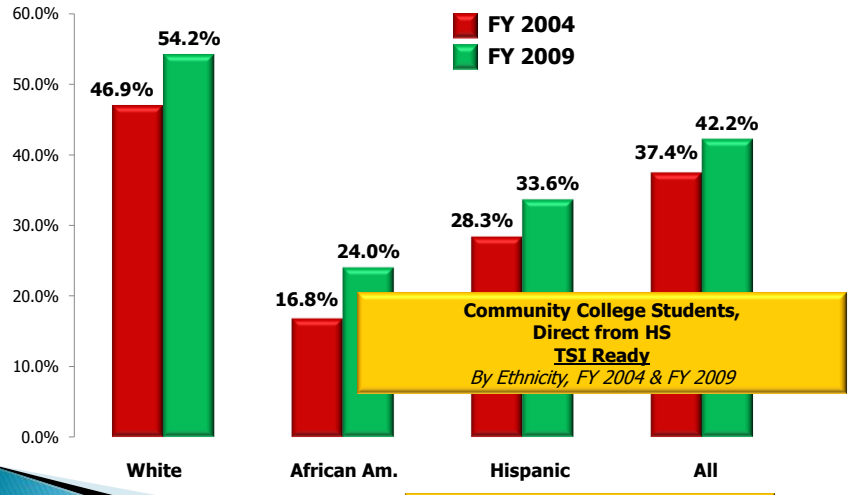
However, those returning to college are meeting the TSI standards at lower rates



Percentage of Community College Students Non-Direct from HS by TSI Readiness Thresholds
FY 2004 & FY 2009

THECB
06/2010

Community college students are meeting TSI standards at higher rates across ethnicity

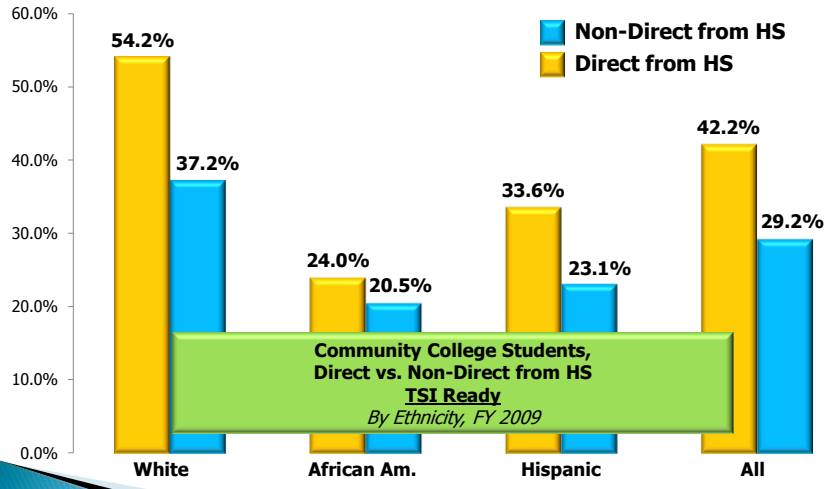


Community College Students, Direct from HS
TSI Ready
By Ethnicity, FY 2004 & FY 2009

NOTE: Includes only First-Time-in-College, Degree Seeking students

THECB
06/2010

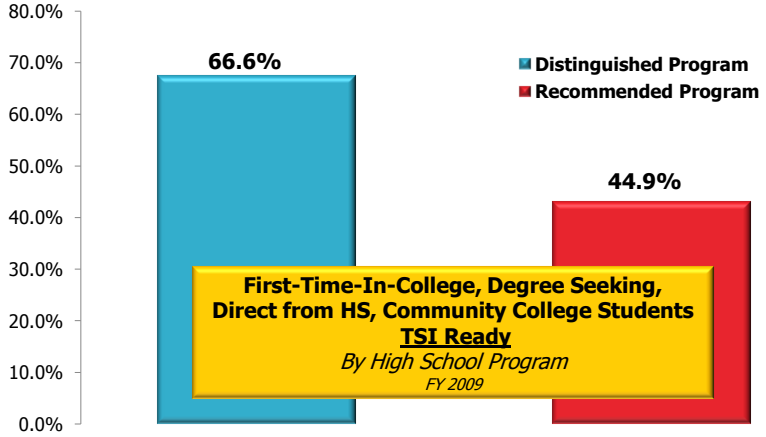
Students that return to college require remediation at higher levels



NOTE: Includes only First-Time-in-College, Degree Seeking students

THECB
06/2010

Students taking a more rigorous high school curriculum met TSI standards at higher rates



THECB
06/2010

Success

Students who enter developmental education in community colleges **continue to face serious barriers** on their pathway to degrees and certificates.

Students who fail to meet TSI complete college-level courses at low rates

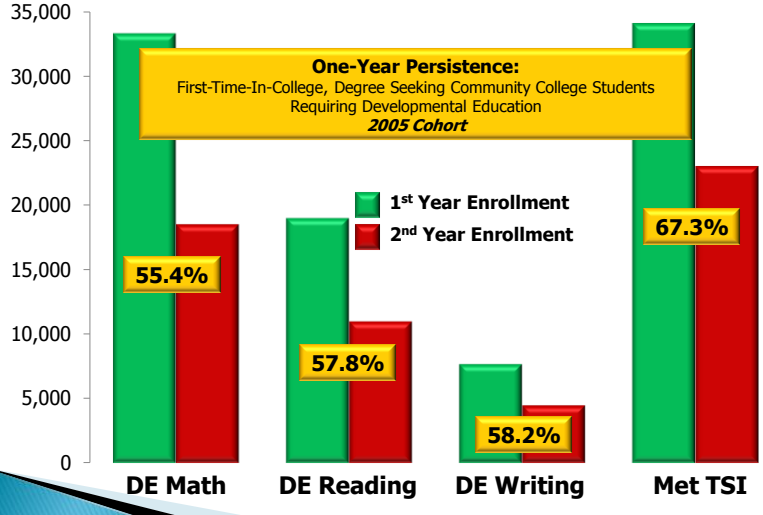
Of the **44,930 students** who failed Math TSI Standards:
- Only **19% attempt** a college-level course in the subject
- Only **13% complete** the course

Of the **30,593 students** who failed Reading TSI Standards:
- Only **51% attempt** a college-level course in the subject
- Only **36% complete** the course

Of the **19,300 students** who failed Writing TSI Standards:
- Only **41% attempt** a college-level course in the subject
- Only **29% complete** the course

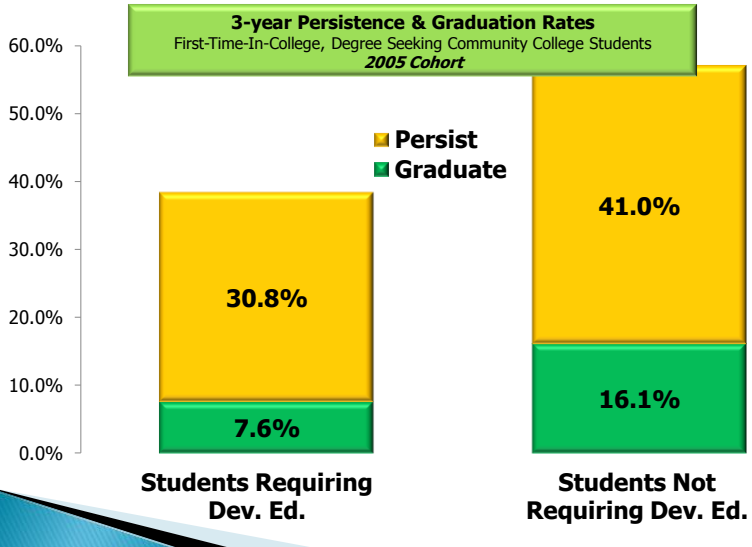
Fall 2005 Community College Cohort:
First-Time-In-College, Degree Seeking

Students requiring developmental education return to college after the first year at lower rates



THECB
06/2010

Students requiring developmental education graduate at half the rate as other students



THECB
06/2010

Developmental Education Reform

The Coordinating Board is working with community colleges to identify and **scale innovation** designed to **fundamentally reform a system that is failing students** nationwide.

Reform will require institutions, students, and the state to play a pivotal role in efforts to **improve student success**, particularly in community colleges.

Challenges to Reform

Challenge #1—Diagnosis and placement

- ✓ No **single assessment** for measuring student readiness
- ✓ No current assessment effectively **measures *degree of readiness***, to include identifying ABE students

Challenge #2—Need to address ABE students

- ✓ ABE students **not academically equipped** for developmental education
- ✓ ABE students **need to be remediated** by other programs

Challenge #3—Outdated models

- ✓ **One-way in, one-way out** structure
- ✓ **Academic benchmarks outdated**, particularly in math
- ✓ **Instructional models outdated**, particularly in treatment of reading and writing.

Challenges to Reform

Challenge #4—Faculty experience and effectiveness

- ✓ Inadequate **professional development** for developmental education faculty
- ✓ Many developmental education courses taught by **least experienced** faculty

Challenge #5—Academic support systems

- ✓ **Academic and social support** for development education students is **inadequate**

Reform Initiatives

- ✓ Develop and implement a **single, comprehensive assessment** tool
- ✓ Distinguish and **remediate ABE students separately** from developmental education
- ✓ Consider **new, broader benchmarks for math** in terms of college readiness
- ✓ Combine reading/writing into a **single course**
- ✓ Strengthen **faculty professional development**

Reform Initiatives

- ✓ Explore **comprehensive course re-design** with **emphasis on blended and computer-based learning**
- ✓ Develop and implement **comprehensive academic support** programs
- ✓ Assure all developmental education initiatives are **based on solid cognitive research**
- ✓ Align funding for community colleges with **educational milestones**—Momentum Points