Texas Success Initiative and Developmental Education

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P-16 Initiatives

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Developmental Education Reports*

- ✓ **S.B. 162**—*2012-2017 Statewide Developmental Education Plan*
- ✓ **H.B. 3468**—*Texas College-Readiness Assessment and Placement: Improvements and Recommendations*
- ✓ **Rider 34**—*Non-course Competency-based Developmental Education: Challenges, Interventions, and Recommendations*
- ✓ **Rider 52—***Developmental Education Best Practices*

**Proposed drafts are pending final Board approval Oct. 25, 2012*

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Academic Course Guide Manual (ACGM)

- ✓ Developmental Education Learning Outcomes
  (approved by ACGM Committee, Oct. 19)
  - ✓ Reading
  - ✓ Writing
  - ✓ Integrated Reading/Writing (IRW)
  - ✓ Intermediate Algebra
  - ✓ ESOL
    - ✓ Writing for Non-Native Speakers
    - ✓ Grammar for Non-Native Speakers*
    - ✓ ESOL Oral Communication
    - ✓ ESOL Reading and Vocabulary

    **with minor changes*

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New TSI Assessment

- **Implementation Date:** Institution's first class day AY 2013-2014 (e.g., August 27, 2013)
- Timeline:
  - Field test content items (R,W,M)—fall 2012
  - Field test content items (ABE)—fall 2012/spring 2013
  - Standard Setting—Jan/Feb. 2013
  - Board approval of Standards—April 2013
  - IHE Training—May-August 2013
  - AY 2013-2014—establishment of DE/ABE populations

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New TSI Assessment

- **One assessment instrument and one set of standards (cut-scores) that cannot be raised**
- **TSI Assessment will help determine**
  - College readiness
  - Developmental Education (within 2 years of college ready)
  - Adult Basic Education (National Reporting System Educational Functioning Level Descriptors 1-4)
- **TSI Assessment will produce a Diagnostic Profile**
- **Holistic Assessment and Placement Recommendations using multiple factors (including cut-score and DP)**
  - HS GPA/Class ranking
  - Prior academic experiences
  - Non-cognitive factors

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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);

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New TSI Rules

§4.58 Advisement and Plan for Academic Success

(1) Be designed on an individual basis to provide the best opportunity for each student to succeed in obtaining his or her career and/or academic goals. At a minimum, the individual plan shall address:

(A) Career advising;
(B) Course-based and/or non-course-based developmental education options;
(C) Campus and/or community student support services/resources;
(D) Degree plan or plan of study;
(E) Regular interactions between student and designated point of contact (e.g., advisor, faculty member, peer and/or community mentor, etc.);
(F) Registration for next semester/next steps; and
(G) Differentiated placement.

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New TSI Rules

§4.59 Determination of Readiness to Perform Freshman-level Academic Coursework

(a) An institution shall determine when a student is ready to perform freshman-level academic coursework using:

(1) Developmental education coursework and/or intervention learning outcomes developed by the Board based on the Texas College and Career Readiness Standards and

(2) Student performance on one or more appropriate assessments.

(b) As indicators of readiness, institutions shall consider, as appropriate:

(1) Performance in developmental education.

(2) Performance in appropriate non-developmental coursework.

(c) A student may retake an assessment instrument at any time, subject to availability, to determine the student's readiness to perform freshman-level academic coursework.

(d) An institution shall, as soon as practicable and feasible, indicate a student's readiness in reading, mathematics, and writing on the transcript of each student.

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New TSI Rules

§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 courses that allows students to complete course work;
(2) Diagnostic assessments to determine a student's specific educational needs to allow for appropriate developmental instruction;
(3) Modular developmental education course materials;
(4) Use of tutors and instructional aides to supplement developmental education course instruction as needed for particular students;
(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.

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New TSI Rules

§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.

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Non-Course Competency Based Options (NCBO)

- ✓ TSI Assessment (score and diagnostic profile)
- ✓ Development of "Course"
  - ✓ Determine number of contact hours
  - ✓ Determine instructional delivery/entry-exit
  - ✓ Work with IR/Curriculum Committee
- ✓ Instructor of record (monitor progress)
- ✓ Final grade (can be pass/no pass)
- ✓ Same as other DE courses (financial aid/funding)

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Non-Course Competency Based Options (NCBO)

- ✓ At least one offering—**spring 2013**
- ✓ At least one offering in each DE subject area—**fall 2013**
- ✓ Active NCBO enrollments in all subject areas—**spring 2014**
- ✓ Majority of "bubble-score" students placed in NCBOs—**fall 2014**

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DE Mathematics

- ✓ Complete College America (CCA) FOCUS
- ✓ New Mathways Project* (NMP) - TACC/Dana Center
  - ✓ Acceleration + Student Support
    - ✓ CCA FOCUS – Co-requisite model (DE Math + MATH 1314 + Student Success in one semester)
    - ✓ NMP—(DE Math + Student Success + MATH 1314 in two semesters*)
  - ✓ Three Paths depending on Major/Program of Study
    - ✓ College Algebra
    - ✓ Statistics
    - ✓ Quantitative Literacy

**still under development*

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DE Programs

- ✓ Integrated Reading and Writing (IRW)
  - ✓ Comprehensive professional development program—**Jan.-Dec. 2013**
  - ✓ At least one section—**spring 2014**
  - ✓ All upper-level offerings—**spring 2015**
- ✓ Course-Pairing *(mainstreaming, co-requisite DE + credit-bearing)*
- ✓ Accelerated Options
  - ✓ Modular/Emporium-style
- ✓ Integration of Technology

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Adult Education

- ✓ Federally-funded ABE programs
- ✓ Continuing Education
- ✓ Workforce Education
- ✓ Community Based Organizations
- ✓ Workforce Commission
- ✓ Adult Literacy Programs
- ✓ Transition Programs (Grant-based Initiatives)
  - ✓ Intensive, contextualized basic skills (I-Best)
  - ✓ Workforce-connected

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Questions

- ✓ Continued Outreach. . .
  - ✓ CRLA/CASP Conference
    - ✓ November 7-10, Houston
      - ✓ THECB Town Hall (Nov. 8, 1:30)
      - ✓ NCBOs (Nov. 8, 2:45)
      - ✓ TSI Assessment (Nov. 10, 8:00)

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