

## Background

Senate Bill 1776 of the 84<sup>th</sup> Texas Legislature directs the Texas Higher Education Coordinating Board (THECB) to report on the effectiveness of college preparatory (college prep) courses (CPC) as measured by students' successful completion of the first college-level course in the exempted content area. Under Section 28.014 of the Texas Education Code, school districts were required to partner with at least one institution of higher education (IHE) to develop and provide college prep courses in English language arts (ELA) and mathematics (math). Students in the Foundation High School Program may use the college prep course to satisfy advanced math or advanced ELA credits.<sup>1</sup> Students who successfully complete the college prep course are TSI exempt in the corresponding content area for a two-year period following high school graduation if: (1) the student enrolls in the first college-level course in the exempted content area in the student's first year of enrollment at the IHE, and (2) the IHE provided the college prep course in partnership with the local school district or through a Memorandum of Understanding (MOU) accepts the college prep course developed by another IHE in partnership with the local school district.

The Developmental Education Program Survey (DEPS) is an annual survey administered through the THECB in accordance with TAC §4.60. DEPS 2016 contained items related to college prep course partnerships (through MOUs with districts and IHEs) and the CPC completion standards in which the student qualifies for the TSI exemption at the institution (see Appendix A). DEPS 2016 had 100 participating individual IHEs or college systems participating<sup>2</sup> with a 100% completion rate. This brief summarizes the results from those questions for use in the S.B. 1776 report.

## College Prep Course Partnerships

Institutions were asked how many schools districts and/or IHEs they had a MOU to accept the CPC for ELA and math in academic year 2015-16. Overall, 64 percent of institutions had at least one partnership with a school district or IHE for a college prep course (see Figure 1). Two-year institutions were more likely to report CPC partnerships. Specifically, 76 percent of two-year institutions ( $N = 52$ ) reported partnership compared to 38 percent of 4-year institutions ( $N = 32$ ). The median number of CPC partnerships institutions had with school districts was 12 with one institution<sup>3</sup> reporting as many as 110 partners. The median number of partnerships institutions had with other IHEs was 3 with a maximum of 12 MOUs reported.<sup>4</sup>

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<sup>1</sup> Students under the Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP) cannot use college prep courses to satisfy requirements for advanced math and advanced ELA credits.

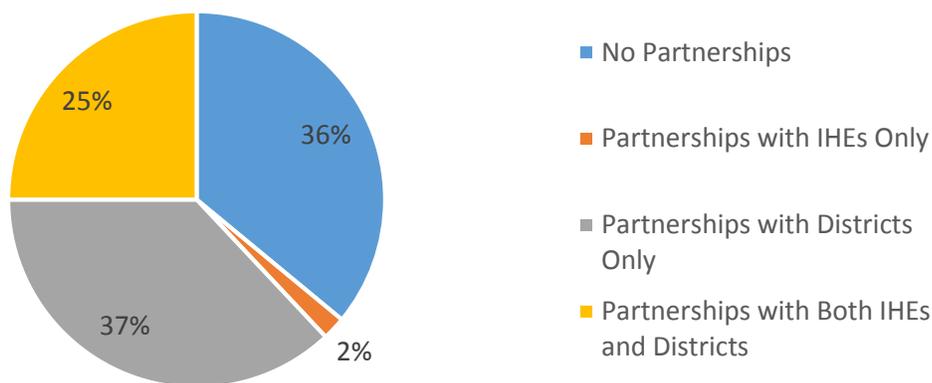
<sup>2</sup> Each of the IHEs within Alamo Community College District, Dallas County Community College District, and Howard County Junior College District completed the DEPS. Houston Community College System, Lone Star College System, San Jacinto College District and Tarrant County College District responded as a system, i.e., one response for each system.

<sup>3</sup> The University of Texas – Permian Basin

<sup>4</sup> Del Mar College

Among institutions that reported partnerships, 58 percent ( $N = 64$ ) or nearly 3 out of 5 with MOUs only had partnerships with school districts, meaning the college prep course exemption would not apply to another institution.

Figure 1. Institutions with Partnerships for College Preparatory Course, by Partnership Type



Source. Developmental Education Program Survey, 2016.

## College Prep Course Successful Completion Standard

Although TSI exemptions are provided to students based on successful completion of the college prep course, the standard that defines “successful completion” may vary, not only across institutions, but also within an institution through its various MOUs. The DEPS asked institutions what was required for students to demonstrate successful completion of the college prep course. Institutions were allowed to select multiple responses. Over half<sup>5</sup> of institutions reported multiple standards being used for successful CPC completion. As expected, the majority of institutions used a passing grade in the course as the standard for successful completion (see Figure 2). However, the Texas Success Initiative Assessment (TSIA) college readiness standard was also used as a demonstration of successful completion by nearly 40 percent of institutions that accept the college prep course. Slightly more institutions reported using the TSIA college readiness standard in math than for ELA (see Figure 2).

The use of the TSIA college readiness standard for the college prep course exemption may pose as a challenge in the college prep course evaluation, since students who successfully completed the college prep course may not be sufficiently identified through the Coordinating Board Management (CBM) data (see Appendix 2 for more information).

Other standards reported by institutions to satisfy ELA CPC successful completion included:

- Passing grades or rubric scores on portfolio or collection of required course essays (5 institutions), or

<sup>5</sup> Among those institutions that had partnerships to deliver or accept the ELA CPC, 51 percent reported multiple standards. Fifty-two percent of institutions reported multiple standards for math CPC.

- Passing rate of 75% in both the CPC and [high school] ELA course.

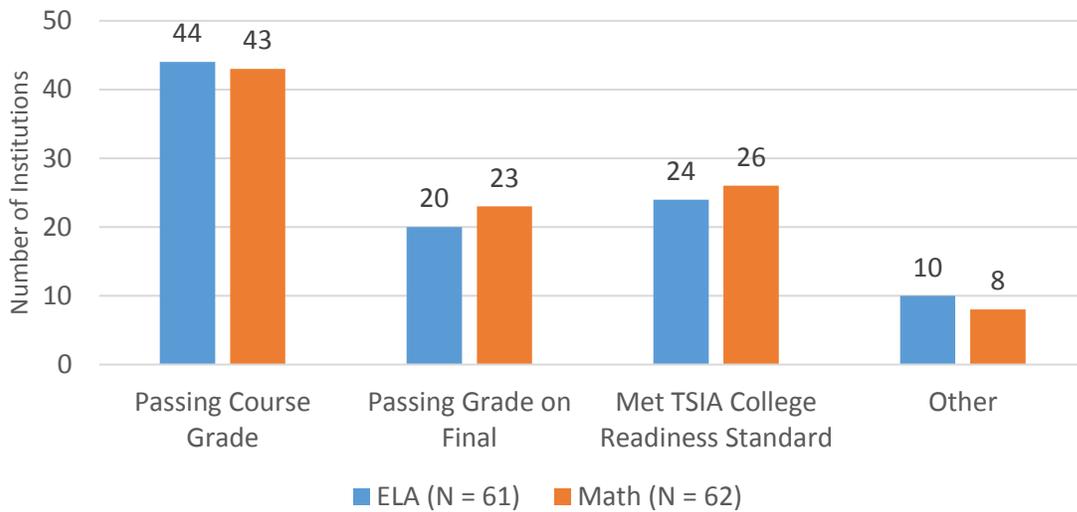
Other standards reported by institutions to satisfy math CPC successful completion included:

- 80% or higher in the CPC math course (70-79% in CPC, students are placed in NCBO), or
- Combination of minimum score on final exam and overall average grade in CPC course.

Finally, other standards reported by institutions that could be applied to either ELA or math included:

- Transcript stating “college ready,” or
- Having combination of minimum passing grade and minimum TSIA scores (that are set slightly below the TSIA college readiness benchmarks).

Figure 2. College Preparatory Course Passing Standards, by Subject Area



Source. Developmental Education Program Survey, 2016.

## Appendix A Developmental Education Program Survey, Section C

### SECTION C. COLLEGE PREPARATION COURSES (CPC)

**C1.** In academic year 2015-16, how many school districts and/or institutions of higher education (IHE) do you have a Memorandum of Understanding (MOU) to accept the **College Preparatory Course** (as per TEC 28.014) for each area below? If “none,” enter “0” in the space provided.

	# MOUs with School Districts	# MOUs with IHEs
<b>English Language Arts</b>		
<b>Mathematics</b>		

**C2.** What does your institution require to demonstrate student successful completion of the College Preparatory Course (CPC) for each area below? (Check all that apply.)

	English Language Arts	Mathematics
Passing Course Grade in CPC	<input type="checkbox"/>	<input type="checkbox"/>
Passing Grade on CPC Final Exam	<input type="checkbox"/>	<input type="checkbox"/>
Met TSIA College Readiness Standard	<input type="checkbox"/>	<input type="checkbox"/>
Other, Describe	<input type="checkbox"/>	<input type="checkbox"/>

**C2b.** If "Other," describe what your institution uses to demonstrate successful completion of the college preparatory course for the exemption? (Open-ended)

## Appendix B TSI Report (CBM002) Items

The college prep exemption codes were added to the Texas Success Initiative Report (CBM002) beginning in fall 2014 by subject area: items 21A (math), 41A (reading) and 61A (writing). If a student satisfied TSI by meeting the college readiness standard in an area on the TSI assessment, institutions might not code items 21A, 41A, or 61A with the college prep waiver, as this was not specified in the instructions. Rather, institutions were instructed to first code students with a college prep waiver<sup>6</sup> as “not satisfied or obligation is waived” on items 20, 40, or 60 as applicable by subject area. However, if the student met the college readiness standard on the TSIA, then an institution would use code “1” for item 20, 40, or 60 instead (as applicable) and use the TSI assessment in the corresponding assessment item (22A, 42A, or 62A).

TSI Obligation Determined To Be Satisfied Based on the State Standard Met by Census Date or Determined To Be Exempted (Item #20 Math, Item #40 Reading, Item #60 Writing)

Code	Definition
0	No, not satisfied or obligation is waived (includes college prep course waiver)
1	Yes, at my institution for all freshman-level math courses
2	Yes, at another Texas public institution for all freshman-level math courses
3	Yes, at my institution for non-algebra intensive math courses (see introduction)
4	Yes, at another Texas public institution for non-algebra intensive math courses (see introduction)

TSI Obligation Waived or Satisfied through Exemption (Item #21A Math, Item #41A Reading, Item #61A Writing)

Code	Definition
0	Previously reported or not applicable (This category includes students who were reported by your institution during a <b>previous</b> reporting period, students who were reported by another Texas public institution, and students with blanket exemptions reported as options ‘4,’5’ or ‘6’ in item #10. Students with waivers should be coded with ‘6’ or ‘7’ every semester the waiver applies.)
1	No, no exemption or waiver granted
2	Exemption based on ACT Test
3	Exemption based on SAT Test
4	Exemption based on TAKS Exit Level Math Test
5	Exemption/met obligation based on determination by receiving institution that student has satisfactorily completed college-level coursework (for example transfers from Texas private and out-of-state institutions, IB scores, AP scores, dual credit grades)
6	Waiver to take math-related dual credit (coded ‘2’ in Item #10)
7	Waiver for student status coded ‘1’ or ‘7’ in item #10 or for active military coded ‘3’ in item #10
8	Exemption based on the STAAR Algebra II EOC Test
A	Waiver for college prep course developed by my institution with local ISD(s)
B	Waiver for college prep course developed by another Texas public institution and local ISD(s) (course accepted via MOU)

<sup>6</sup> The exemption is coded as a waiver in CBM002 since the exemption is only applicable for a limited time and does not apply to all institutions.

Assessment Test Used at the Time of TSI Placement. (See the introduction for more information.) (Item #22A Math, Item #42A Reading, Item #62A Writing)

<b>Code</b>	<b>Definition</b>
0	Previously reported or not applicable (This category includes students whose initial status was reported by a present or previous Texas public institution or who were exempted/waived.)
1	THEA/TASP (Math)
2	COMPASS (Algebra)
3	ASSET (Elementary Algebra)
4	ACCUPLACER (Elementary Algebra)
5	Stanford Achievement Test (for deaf students)
6	MAPS (Elementary Math)
7	Not assessed
8	TSI Assessment (effective first class day Fall 2013)