



Summary of Developmental Education Program Survey Responses to Advising and Acceleration Questions, 2016

Timing of Advising

Table 1. Indicate which of the following times academic advising is optional or required at your institution for non-college-ready students, regardless of department providing service. (N = 99)

Timing	Required	Optional	N/A
Prior to first date of class of initial enrollment	92%	8%	0%
During first semester of enrollment	78%	22%	0%
During subsequent semesters of enrollment (i.e., after first semester)	72%	28%	0%
After student satisfied TSI requirements	34%	66%	0%

Differentiated Advising

Table 2. For each of the following groups of students, indicate whether advising practices, rubrics, or guidelines are differentiated (n=99):

Student Group	Yes	No
Students testing at the BASE/ABE-levels	72%	28%
Students identified as ESL/ESOL	57%	43%
Students with learning disabilities/special needs	63%	37%
By student major or program of study	69%	31%
Students in workforce (CTE) programs	50%	50%

Advising Topics

Table 3. Indicate which of the following topics are optional or required to be discussed with DE students during any advising session? (n=100)

Topic	Required	Optional	N/A
TSIA retesting preparation programs/interventions	57%	41%	2%
Financial aid options	31%	65%	4%
Courses required for a certificate or degree	81%	19%	0%
Career counseling with labor market information (e.g., regional occupational demand, potential salary)	15%	78%	7%
Students' career interest and goals	57%	43%	0%
School/work-life balance (i.e., managing time commitments across school, work, and personal life)	48%	52%	0%
Identification of student challenges/completion risk factors (e.g., transportation needs, dependent care)	45%	52%	3%
College success strategies (e.g., time management, study strategies)	44%	54%	2%
Referral to college resources and supports	63%	37%	0%
Referral to community programs, services and supports	22%	72%	6%

Inaccessible Factors for Holistic Placement

Table 4. Which of the following factors are not accessible in student holistic placement at your institution? (n=100)

Factor	Not Accessible
High school GPA/High school class rank	19%
Prior academic coursework	7%
Workplace experiences	53%
Non-cognitive factors (e.g., motivation)	47%
Family-life issues (e.g., job, childcare)	38%
Career aspirations	25%
TSIA ABE diagnostic level scores (Scale of 1-6)	8%
TSIA diagnostic strand scores (Scale of 1-15 per strand)	18%

ABE/BASE Student Placement

Table 5. Rank the following options based on how students who score at the BASE level on the TSIA are most often placed in or referred to at your institution. Not applicable=12.

	Rank =1	Rank=2	Rank=3
DE courses without BASE NCBO	35	7	8
DE courses with BASE NCBO	25	20	2
Career and technical education (CTE) courses without BASE NCBO	3	12	9
Career and technical education (CTE) courses with BASE NCBO	1	2	5
Continuing Education (CE)	0	3	6
Adult education and literacy (AEL) programs	4	4	8
Accelerate Texas	0	4	1
TSIA test and re-test preparation programs	17	17	8

Co-requisite (co-enrollment/mainstreaming) options

Table 6. Does institution offer a co-requisite (co-enrollment/mainstreaming) option for each college-level course area?

	Yes	No
Math-intensive course (n=98)	73%	27%
Reading-intensive course (n=98)	75%	25%
Writing-intensive course (n=99)	78%	22%

Table 7. If co-requisite model is offered, which co-enrollment option is currently available to students?

	College-level course and DE course	College-level course and DE NCBO	Both options
Math-intensive course (n=72)	21%	53%	26%
Reading-intensive course (n=74)	27%	45%	28%
Writing-intensive course (n=78)	25.64%	48.72%	25.64%

Acceleration Strategies

Table 8. Has your institution engaged in any of the following for math developmental education? (n=99)

	Available	Planning Stage	Not Available
DE course sequence re-design that allows the majority (i.e., over 50%) of DE students to take a college-level course within their first year of enrollment.	49.49%	20.20%	30.30%
DE course sequence re-design that allows the majority of DE students to pass through multiple levels of DE in a single semester (Compression)	54.55%	12.12%	33.33%
Different DE curriculum requirements based on students' program of study (such as New Mathways, Statway, Quantway)	65.66%	18.18%	16.16%

Table 9. Has your institution engaged in any of the following for reading or writing developmental education? (n=97)

	Available	Planning Stage	Not Available
DE course sequence re-design that allows the majority (i.e., over 50%) of DE students to take a college-level course within their first year of enrollment.	40.21%	14.43%	45.36%
DE course sequence re-design that allows the majority of DE students to pass through multiple levels of DE in a single semester (Compression)	78.57%	10.20%	11.22%