



# Developmental Education

## Creating Pathways to Success

Presentation for the  
**Senate Higher Education Committee**  
*Interim Charge #3*

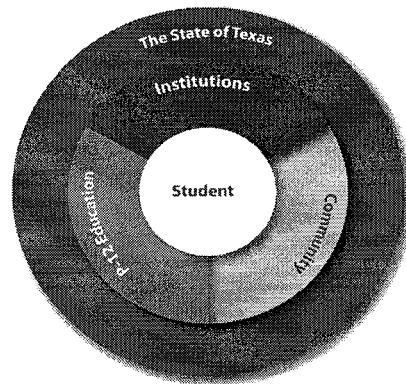
**June 24, 2010**

## 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.

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# 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

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# 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

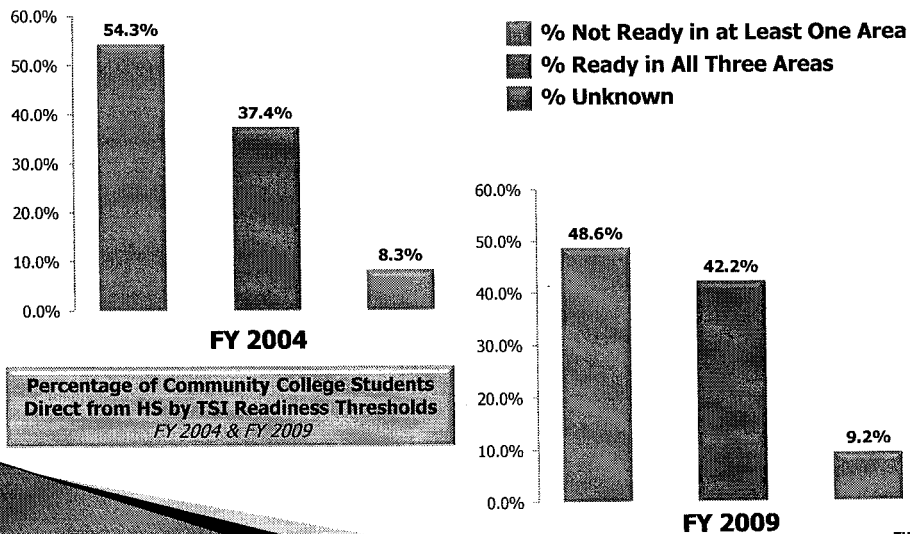
## Assessment: ASSET

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

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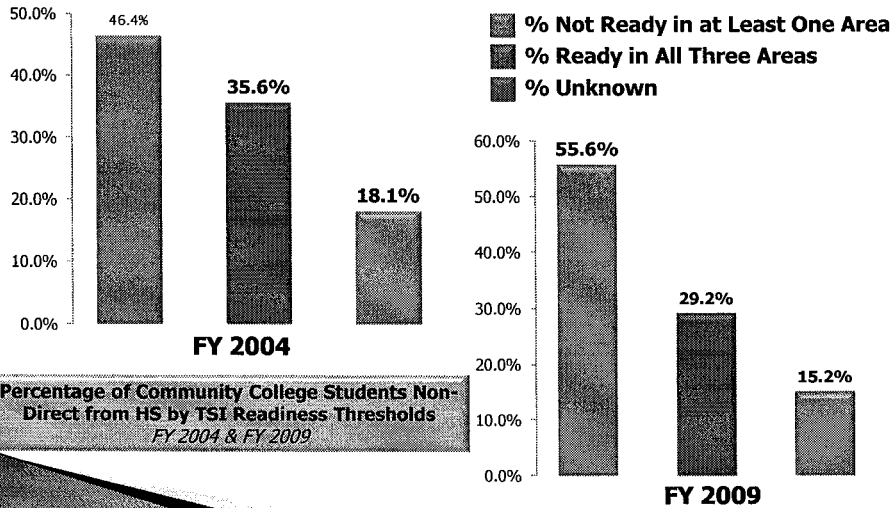
Students enrolling in colleges direct from high school are meeting TSI standards at higher rates



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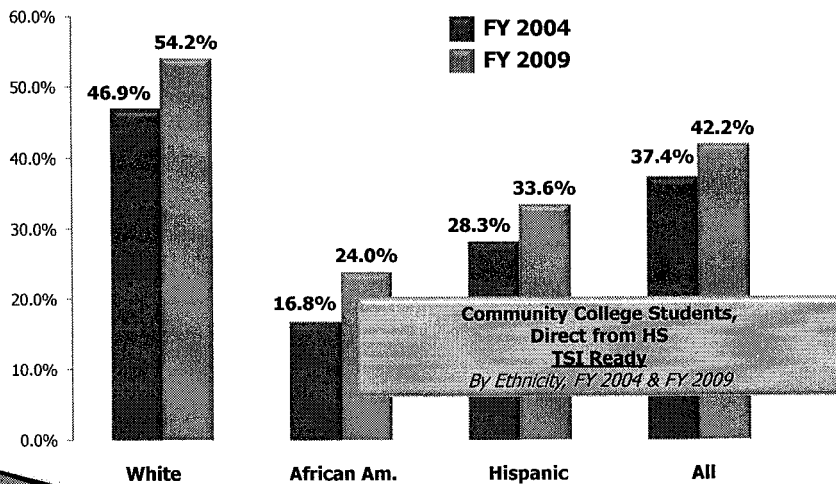
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## However, those returning to college are meeting the TSI standards at lower rates



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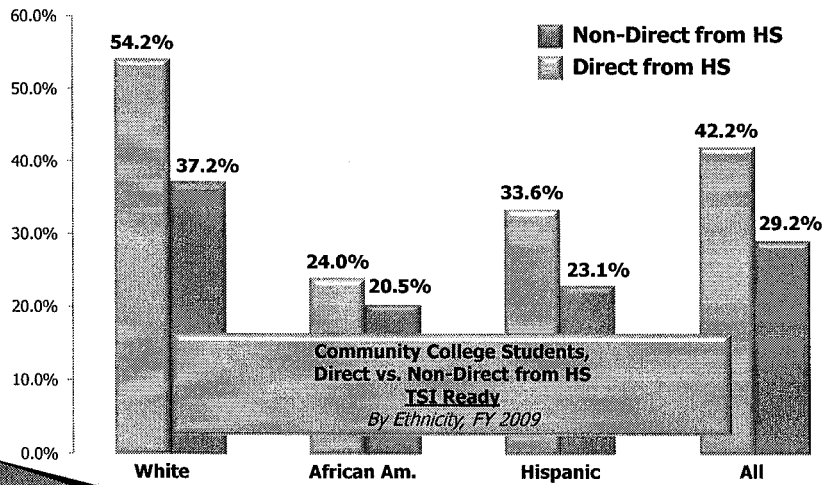
## Community college students are meeting TSI standards at higher rates across ethnicity



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

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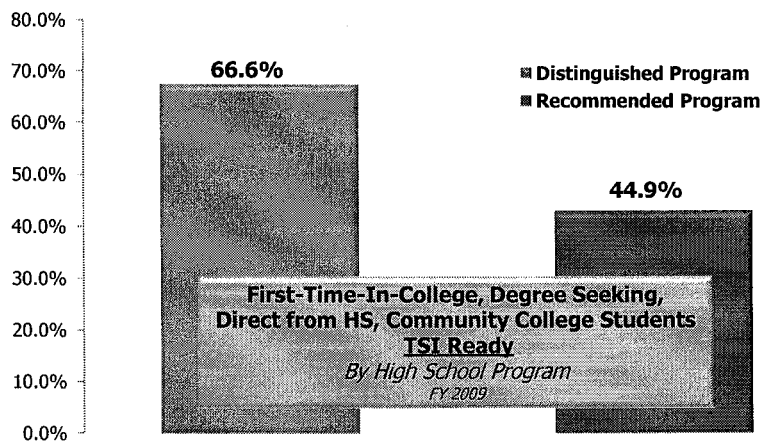
## Students that return to college require remediation at higher levels



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

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



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# Success



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

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## 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

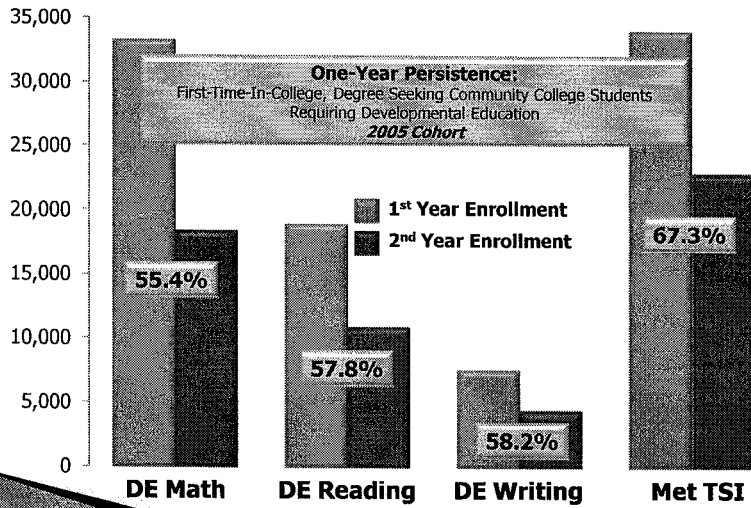
Of the **19,300 students** who failed Writing TSI Standards:

- Only **41% attempt** a college-level course in the subject
- Only **29% complete** the course

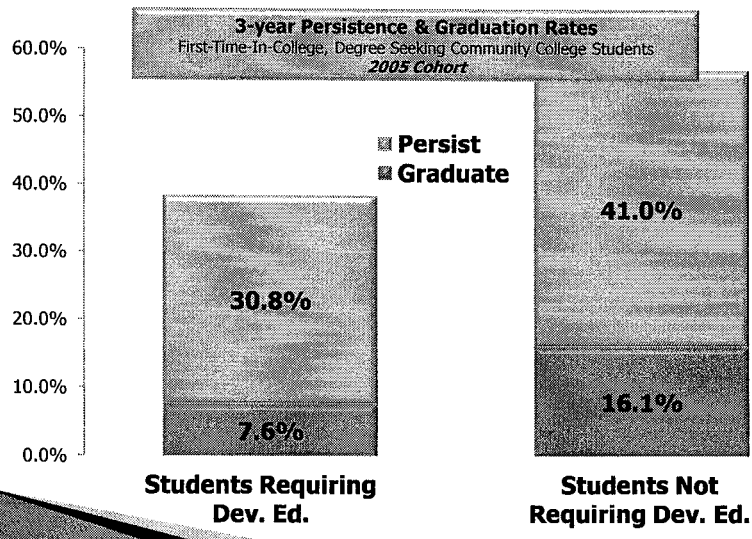
**Fall 2005 Community College Cohort:**  
*First-Time-In-College, Degree Seeking*

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



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



## 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.

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## 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.

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## 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**

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## 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**

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## 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

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