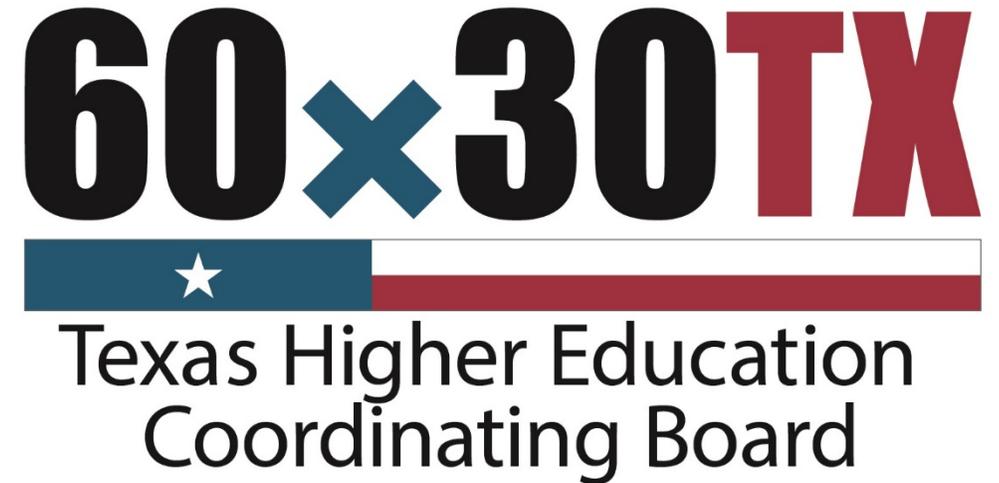


College Readiness and TSI Updates

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Agenda

- Overview of College Readiness
 - Definitions
 - Trends
- TSI Policy Updates
 - TSIA Writing Benchmark
 - HB 2223 Implementation Rules and Policies
 - HB 2223 Reporting
 - TSIA, Version 2.0
- Resources/Support
- Q&A

College Readiness

Definitions and Trends

Demonstration of College-readiness and TSI Exemptions

- TSIA scores
- ACT scores
- SAT scores
- STAAR EOC – English III and Algebra II (4000)
- HS College Preparatory Course
- Successful completion of a college-level course as accepted by the receiving institution

THECB Definition of College Readiness Differs From:

- Dual credit eligibility
- TEA definition of “college readiness,” “postsecondary,” “college, career, and military readiness” (CCMR)

Dual Credit Eligibility vs. College Readiness

Dual Credit Eligibility- not a college readiness benchmark but allows qualifying students to ENROLL in a college-level course (by subject area(s)):

- PSAT-MNSQT/Aspire
- English II EOC (4000)
- Algebra I EOC (4000) + Algebra II course (grade of A, B, or C)

TAC, Section 4.85

Students meeting above eligibility requirements are not considered college ready until successful completion of the college-level course (grade of A, B, or C)

TEA: College, Career, and Military Readiness (CCMR)

4/20/18

College Ready

- Meet criteria of 3 on AP or 4 on IB examinations
- Meet TSI criteria (SAT/ACT/TSIA/College Prep course) in reading and mathematics
- Complete a course for dual credit(9 hours or more in any subject or 3 hours or more in ELAR/mathematics)
- Earn an associate's degree
- Complete an OnRamps course*
- Meet standards on a composite of indicators indicating college readiness*

**Implementation in 2019 & beyond*

TEA: College, Career, and Military Readiness (CCMR)

4/20/18

Career Ready

- Earn industry-based certification
- CTE coherent sequence coursework completion and credit aligned with approved industry-based certifications (one-half point credit)
- Graduate with completed IEP and workforce readiness (graduation type code of 04, 05, 54, or 55)
- Be admitted to postsecondary industry certification program*

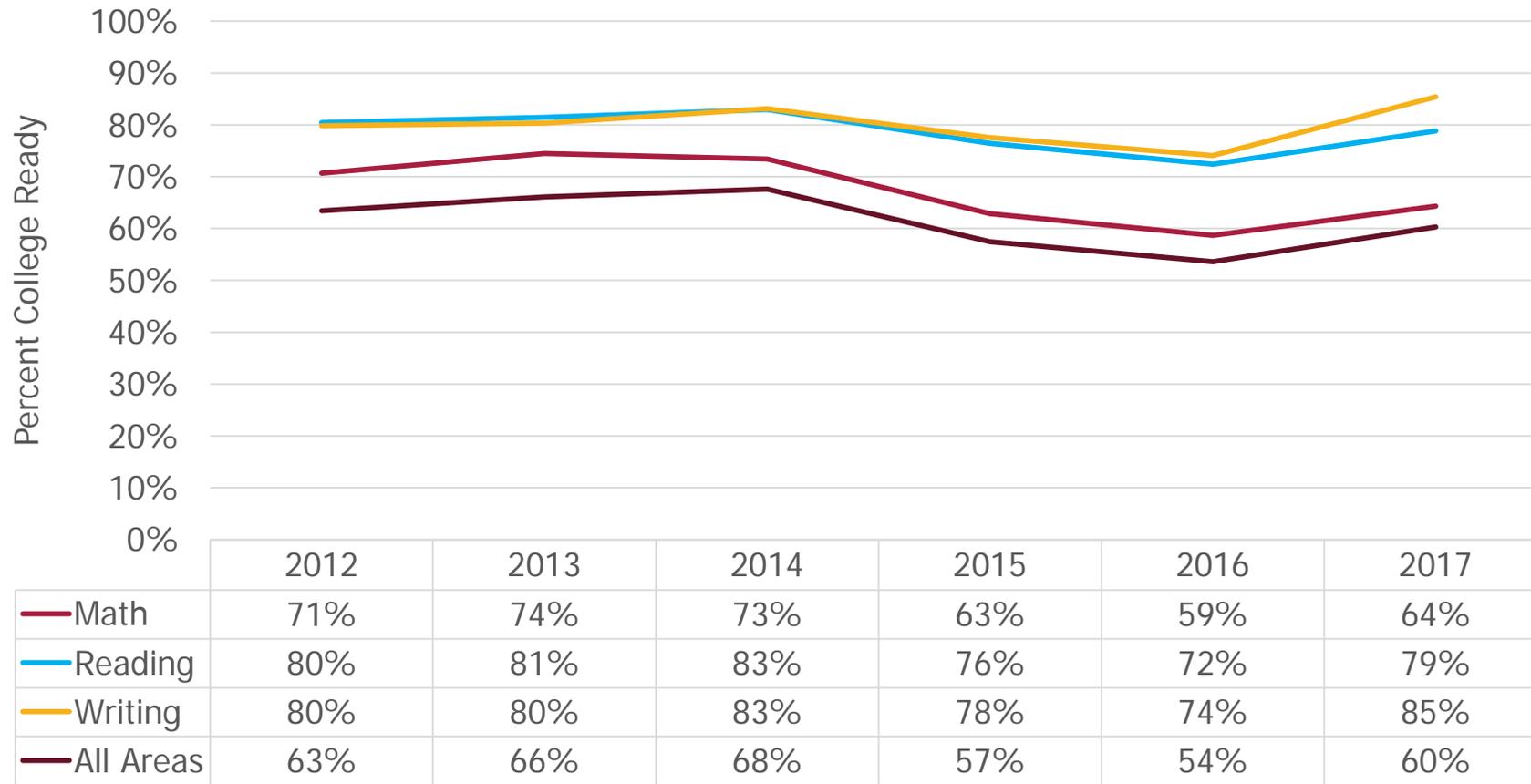
Military Ready

- Enlist in the United States Armed Forces

** Implementation in 2019 & beyond*

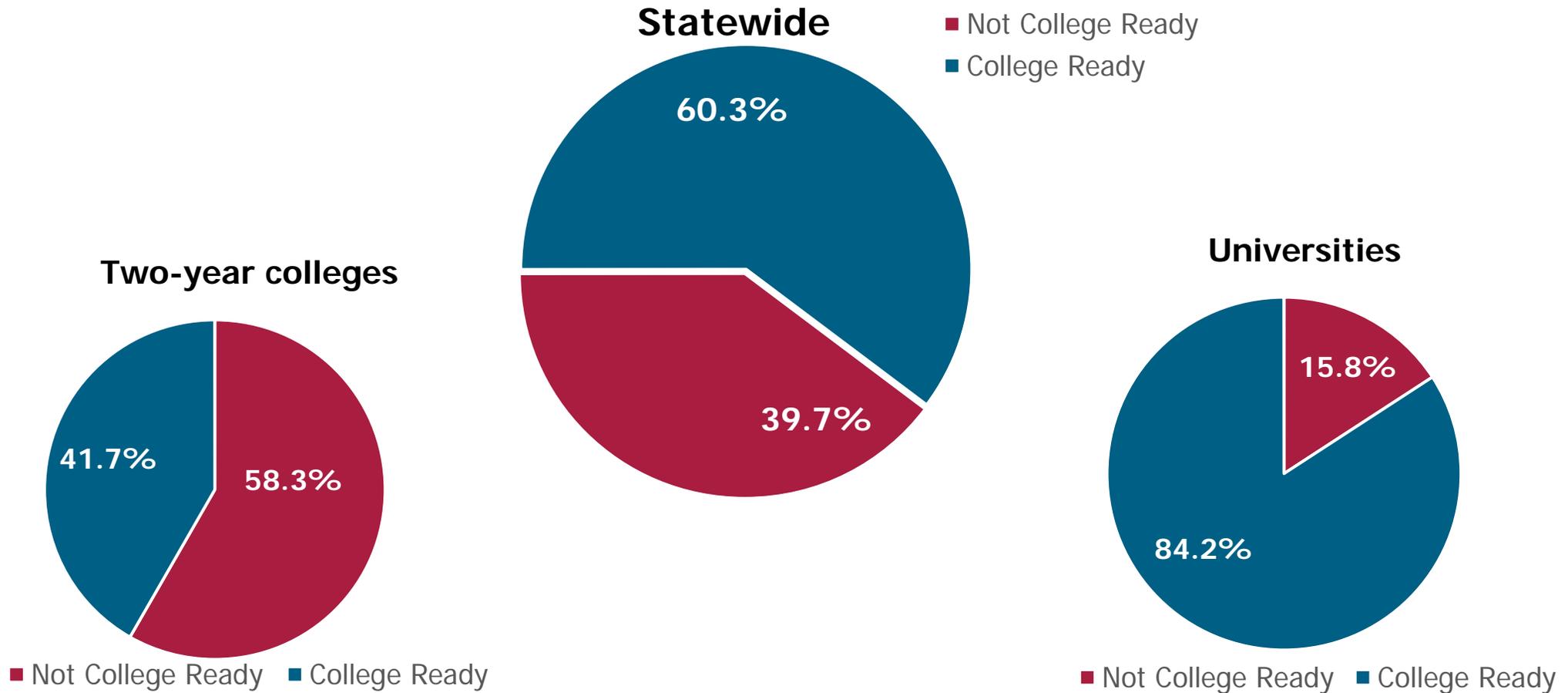
College readiness of incoming cohorts increased in 2017 after two years of declines

Percentage of Fall FTIC Cohort who Enter College-Ready, By Subject: Statewide

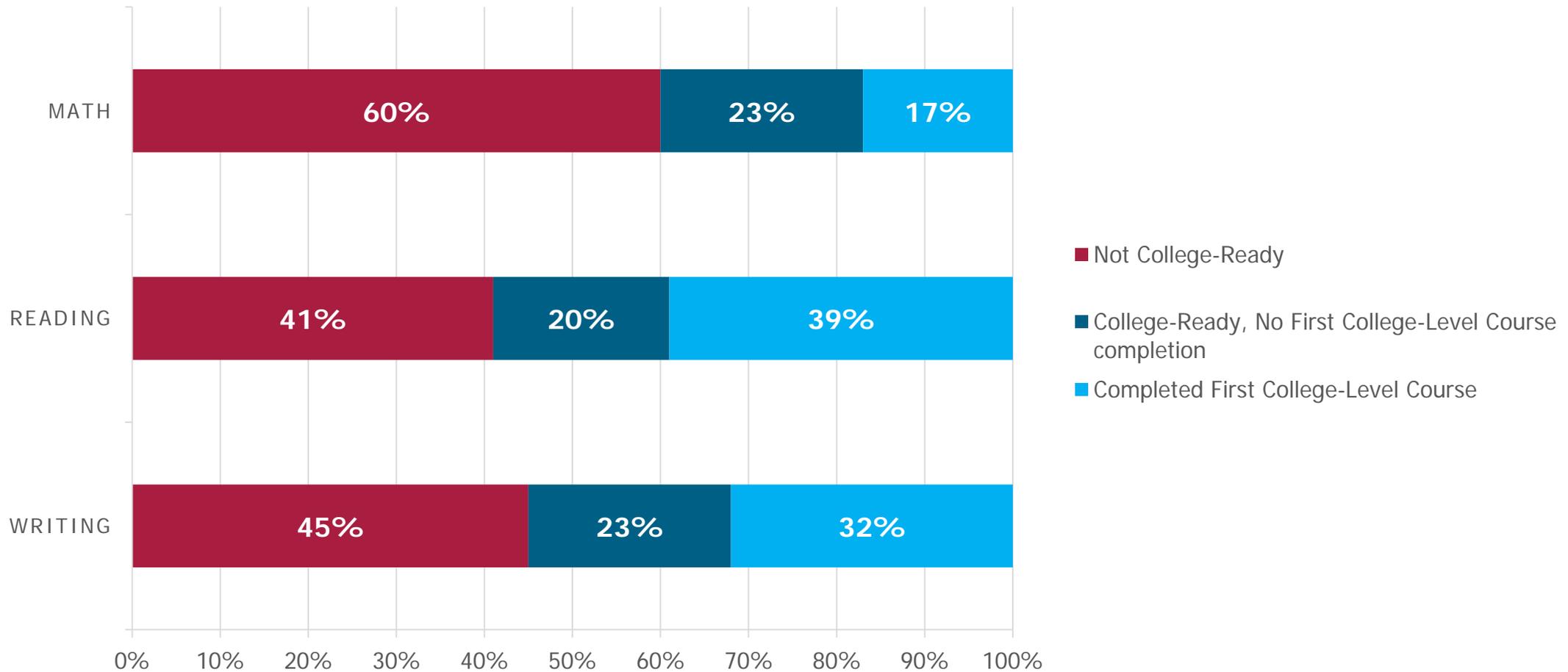


Source: CBM002

60 percent of first-time entering students in Fall 2017 were college ready.

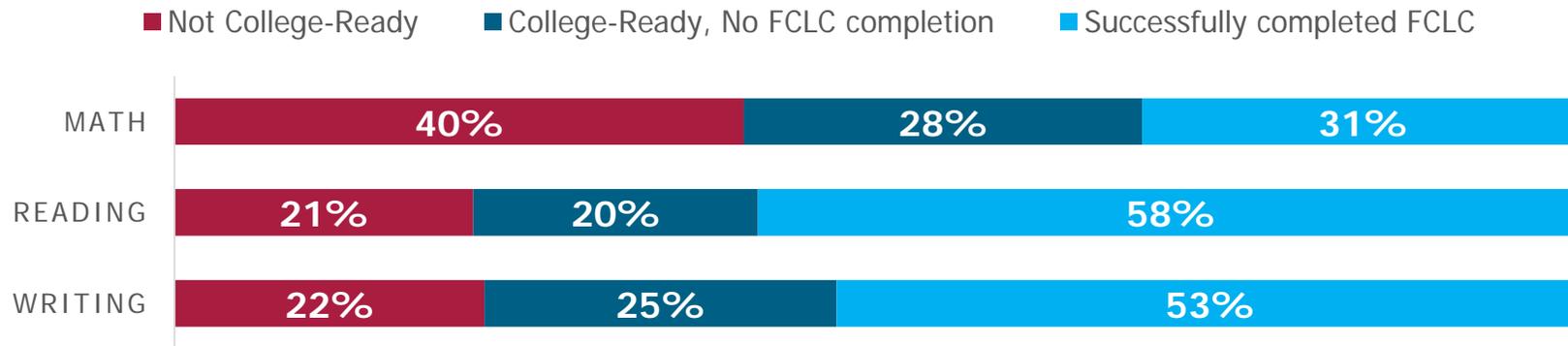


Almost half of non-college-ready students from Fall 2016 remained not-ready after 1 year

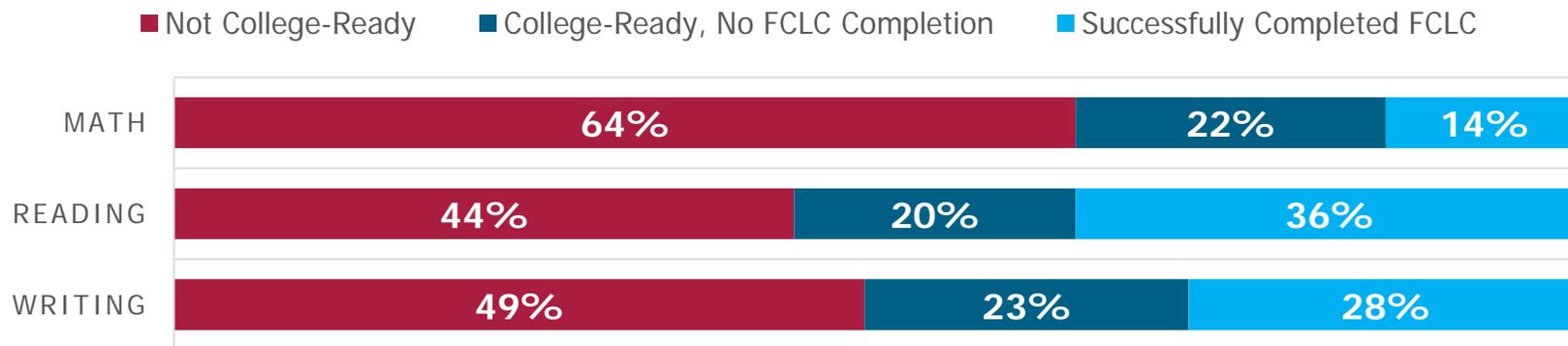


Math continues to be the subject with the most students who are not college-ready and also have the lowest FCLC completions after a year

UNIVERSITIES (FALL 2016 COHORT, 1-YEAR FOLLOW UP)

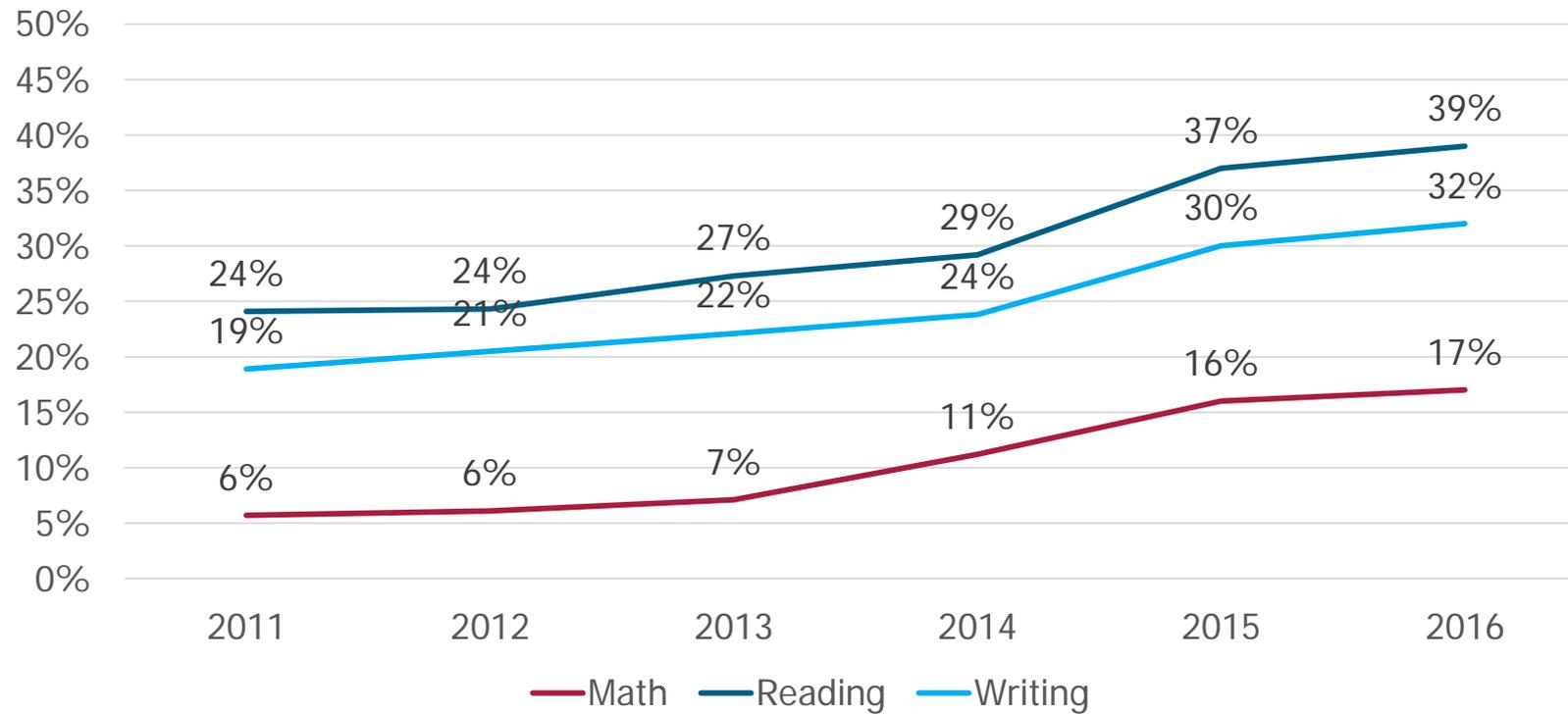


2-YEAR COLLEGES (FALL 2016 COHORT, 1-YEAR FOLLOW UP)

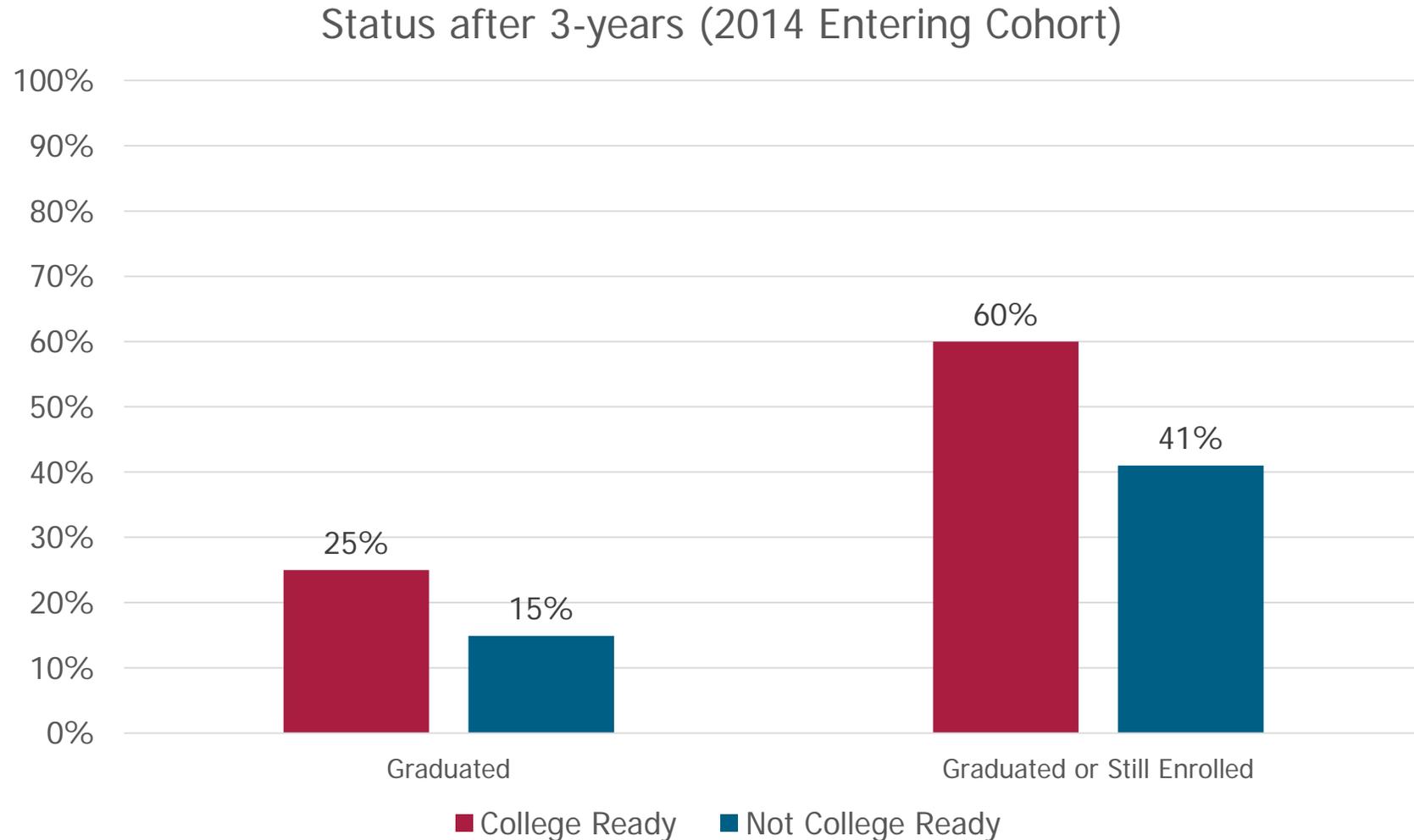


Successful completion of FCLC has increased over past 5 years

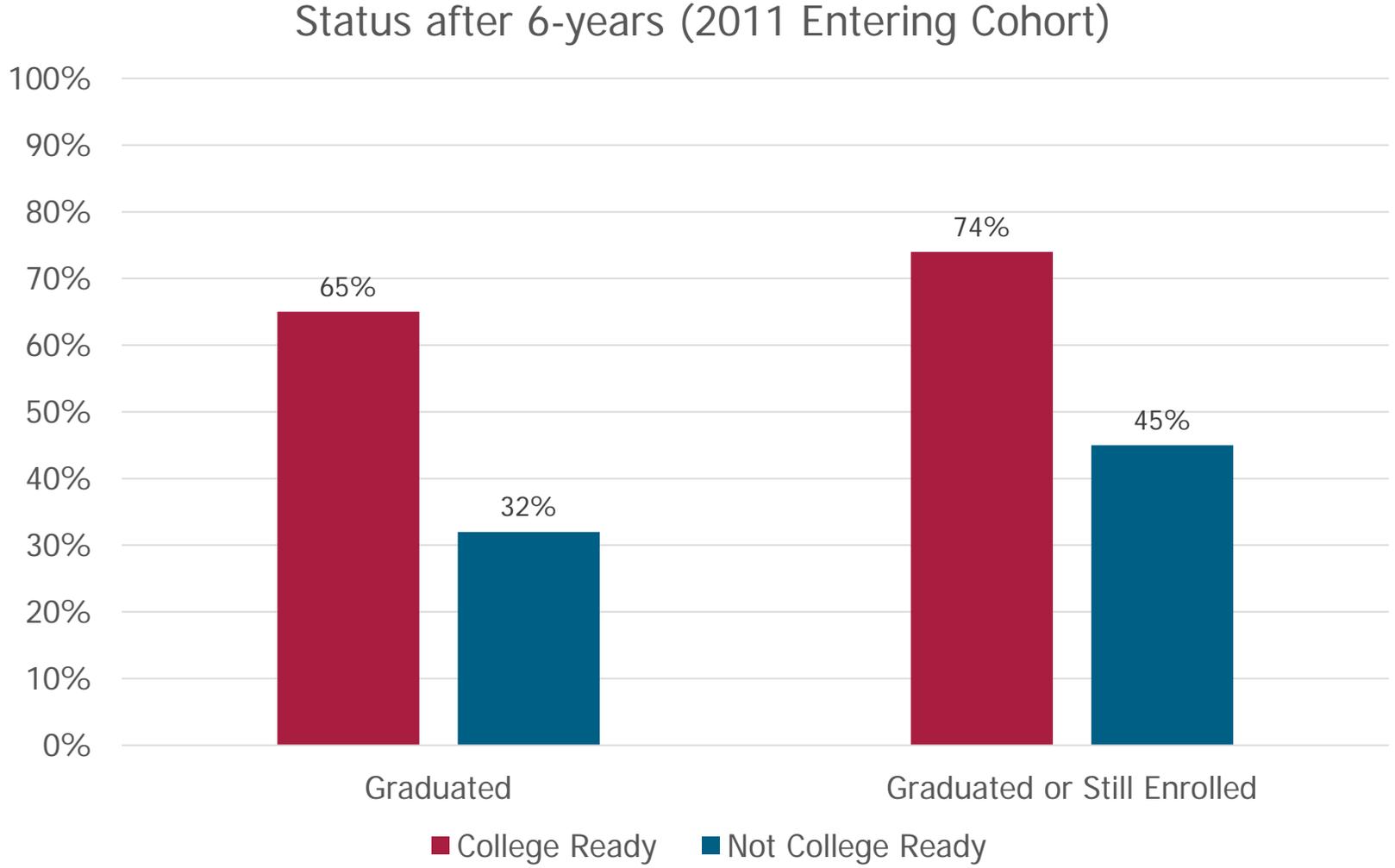
Percent of Non-College-Ready Students who Complete a FCLC in non-ready subject within one year, Statewide



Graduate rates at two-year colleges are 10 percentage points higher for college ready students compared to students who enter not college-ready.



At universities, graduate rates are more than 30 percentage points higher for college ready students



Policy Updates

TSIA Writing Benchmark

HB 2223 Implementation Rules and Policies

HB 2223 Reporting

TSIA, Version 2.0

TSI Assessment Rule Change

Effective the institution's first class of fall 2017, the following minimum passing standards for reading , math, and writing on the TSIA shall be used to determine a student's readiness to enroll in entry-level freshman coursework:

Math - 350 (no change)

Reading- 351 (no change)

Writing -

- **Placement score of at least 340 and an essay score of at least 4**
- **Placement score of less than 340, and ABE Diagnostic Level of at least 4, and an essay score of at least 5**

Understanding HB 2223

- Requires each IHE to develop and implement for developmental coursework a corequisite model(s)
- Each institution shall ensure that at least 75 percent of the institution's students enrolled in developmental coursework, other than adult basic education or basic academic skills education, are enrolled in developmental coursework described by this subsection.

Definition of Corequisite (aka Mainstreaming, Co-Enrollment, Course Pairing)

Rule 4.53(7):

- Co-requisite (also known as corequisite or mainstreaming)--An instructional strategy whereby *undergraduate students* as defined in paragraph (24) of this section are co-enrolled or concurrently enrolled in a developmental education course or NCBO, as defined in paragraph (18) of this section, and the entry-level freshman course of the same subject matter within the same semester.

Definition of Corequisite (aka Mainstreaming, Co-Enrollment, Course Pairing)

- [Rule 4.53\(7\)](#): *(continued)*

The developmental component provides support aligned directly with the learning outcomes, instruction, and assessment of the entry-level freshman course, and makes necessary adjustments as needed in order to advance students' success in the entry-level freshman course. *Participation in the entry-level freshman course is not contingent upon performance in the developmental education component of the corequisite.*

Definition of Undergraduate

- [Rule 4.53\(24\)](#):
- (24) Undergraduate student—a student, other than a high school student enrolled in college-level coursework for dual credit, who enrolls at a Texas public institution of higher education in a field or program of study.
- *Corequisite models are for high school complete students only*

When do HB 2223 requirements take effect?

- 2018-2019: At least 25% of the IHE's students enrolled in DE coursework must be enrolled in corequisite models
- 2019-2020: At least 50% of the IHE's students enrolled in DE coursework must be enrolled in corequisite models
- 2020-2021: At least 75% of the IHE's students enrolled in DE coursework must be enrolled in corequisite models
- **How measured?**
 - **By subject area**
 - **By institution or campus (per CBM reporting)**
 - **By semester, including summer**

Which students are exempt?

- (i) students assessed at *ABE Diagnostic* levels 1-4 on the TSI Assessment* or enrolled in BASE NCBOs;
- (ii) students who are college ready;
- (iii) students enrolled in adult education/AEL or with ESOL waiver;
- (iv) students enrolled in degree plans not requiring a freshman-level academic mathematics course;
- (v) students who meet one or more of the exemptions as outlined in §4.54 (relating to Exemptions, Exceptions, and Waivers);

**initial semester only*

HB 2223 Applies To The Following Students:

- Students with TSIA *Developmental Education Diagnostic* results (e.g., TSIA math 336-349)
- Students with TSIA *ABE Diagnostic* results of Levels 5 and 6
- Underprepared students enrolled in developmental education courses/interventions not otherwise exempt

Additional Changes from HB 2223

- Texas Success Initiative (TSI) statute relocated
 - Section 51.3062 changes to Article I, Section 1.01, F-1
- DE Hours Eligible for Funding are Reduced
 - Section 51.340
 - Universities: Reduced from 18 hours to 9 hours
 - Community Colleges: Reduced from 27 hours to 18 hours
 - ESOL: Remains at 18 hours/Universities and 27/CC

Clarification- starting Spring 2019

- Only IRW DE courses will count as a corequisite model for HB 2223
 - CIP Approval Codes (e.g., CTCs)
 - 32.0108.59 12
 - 32.1018.60 12
- The following courses/interventions will no longer count as part of a corequisite model (e.g., CTCs)
 - DE Reading 32.0108.52/61 12
 - DE Writing 32.0108.53/62 12

Reporting for HB 2223

- **Percentage of DE students in corequisite models will be determined through CBM reports**
- State reporting officials provide THECB data on:
 - College-readiness status of each student
 - TSIA and ABE Diagnostic level scores
 - TSIA waiver and exemption status
 - Developmental coursework taken by each student (i.e., subject and type of DE instruction)
- **Communication with your institution's reporting official is important –**
 - **ensure corequisite models are being reported correctly**
 - **ensure exemptions are being reported correctly**
- For questions about reporting, please contact Melissa Humphries (THECB): Melissa.Humphries@thecb.state.tx.us, (512) 427-6546

Reporting for HB 2223

- Your institution's reporting administrator has received an email last week with your institution's fall 2017 and spring 2018 HB2223 calculations*
 - **Serves as a checkpoint to determine if your institution is reporting correctly**
 - **DEPS 2018 - DUE October 25, 2018**
 - Ensure your responses are accurate
 - HB 2223 report due to Governor and Legislators will report in aggregate and by-institution progress on HB 2223
 - Institutions' DEPS responses will be the basis for this report
 - Report follow-up will be based on verified CBM data
- *for IHEs with certified Spring 2018 data*

TSIA, Version 2.0

Anticipated Changes:

- Integrate Reading and Writing
 - Aligns with SAT/ACT, Secondary Education
 - Expands current delivery of IRW at exit level to all levels
- Improve transportability of test results
- Reduce diagnostics to one test
- Anticipated effective date: Fall 2020

OTHER POLICY CLARIFICATIONS

- **Holistic advising is used to place underprepared students**
 - Cannot be used to make a student “college-ready”
 - Cannot be used for high school students wishing to enroll in college-level coursework through dual credit
 - Should be used to determine best course/intervention placement for student (e.g., course, NCBO, ALP, SI)
- TSI Statute requires institutions to
 - assess entering, non-exempt undergraduate students on the TSIA for college readiness
 - develop an individualized Plan for Academic Success for those not meeting the college readiness benchmark
 - **GIPWE reference to “meeting TSI requirements”** (p. 19)

OTHER POLICY CLARIFICATIONS (cont'd)

- **TSI does not require students to be “TSI-met/complete” in order to graduate**
 - Most students will be TSI-met/complete through TSIA, DE, and/or successful college-level coursework completion
 - Individualized Plan for Academic Success
 - The institution determines the support necessary that aligns with faculty expectations for students' programs/degree plans
 - Example: AAS students who complete a college-level science course in lieu of college-level math may not be required to be “TSI-met” in math in order to graduate

Resources/Support

- www.thecb.state.tx.us
 - Enter "TSI" in the *Learn More* search bar
 - Sign up for the TSI/DE listserv for latest updates
- **Austin Community College, Corequisite PD Program**
 - Corequisite Advising and Placement
 - DE and College-level Faculty Collaborations
 - Corequisites for non-English/Math courses
 - Corequisite Evaluation and Continuous Improvement
 - *Collaborating with Texas Community College Education Initiative and Catch the Next, Inc.*

Resources/Support –Upcoming Events

- Call with the Co-Board (Webinar TBA)
- TexAAN – Texas Academic Advising Network (joint Webinar TBA)
- ACC Corequisite PD Program
 - Needs Analysis Survey (fall 2018)
 - Implementation Webinar (fall 2018)
 - Statewide PD Program Launch event
(tentatively scheduled in Austin, January 2019)

Discussion/ Q&A

THECB Contacts:

- Suzanne Morales-Vale, Ph.D 512.427.6262
 - TSI/Developmental Education/TSIA
 - *Division of College Readiness and Success*
- Keylan Morgan, M.Ed 512.427.6244
 - CRSM Corequisite Grants/DE/TSIA
 - *Division of College Readiness and Success*
- Melissa Humphries, Ph.D 512.427.6546
 - DE/TSI Reporting
 - *Division of Strategic Planning and Funding*