

# Developmental Education: Learning from the Past – Transforming the Future

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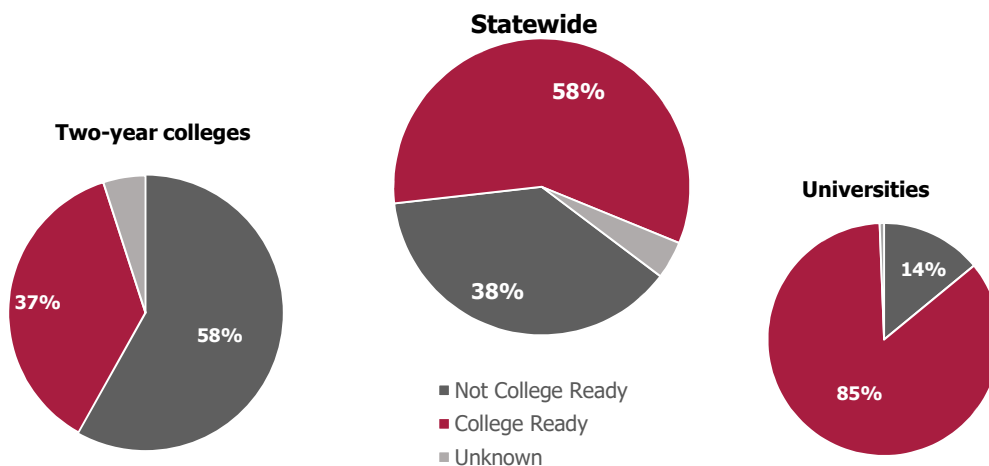
Major Policy Discussion  
October 24, 2019



Texas Higher Education  
Coordinating Board



Fifty eight percent of first time entering students in Fall 2018 were college ready



Note: Numbers are calculated with uncertified data from one institution whose data was not certified at time of publication

## What is College Readiness?

**College readiness is the ability to successfully complete a freshman-level college course without remediation.**

### **Texas Success Initiative (TSI)** (TEC, Chapter 51, Subchapter F-1)

- All non-exempt, entering undergraduates must be tested for college readiness in **reading, writing, and math** using the TSI Assessment (TSIA)
- Students not meeting TSIA cut scores must enroll in **developmental education** courses to help remediate areas of weakness



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## Developmental Education (DE) - Traditional Approaches

**Separate, pre-college level reading, writing, and math courses designed to remediate students' weak areas and prepare them for college-level coursework.**

- Up to an **extra year** or more of courses
- Often **cost the same** as college-level courses
- Students attend classes, spend money on textbooks, childcare, time off from work...

**DE DOES NOT count towards a degree/certificate**



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## Why Change Traditional Developmental Education?

93% of students needing 3 or more DE math classes did not complete a college-level math course after three years

*Basic Skills Progress Tracker, California Community Colleges Chancellor's Office (2010-2013)*



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## Developmental Education Reforms

### **Acceleration Options:**

- Non-course competency-based options (NCBOs)
  - Can be free to students
- Integrated Reading and Writing (INRW)
- Holistic Advising and Placement
- **Corequisite models**
  - **Most studied**
  - **Most promise, especially for underrepresented populations**

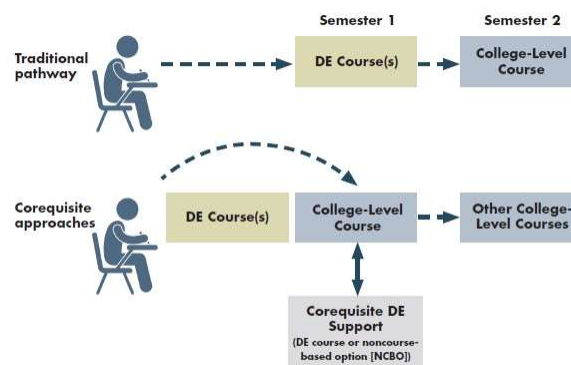


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## What is a Corequisite Model?

A type of developmental education

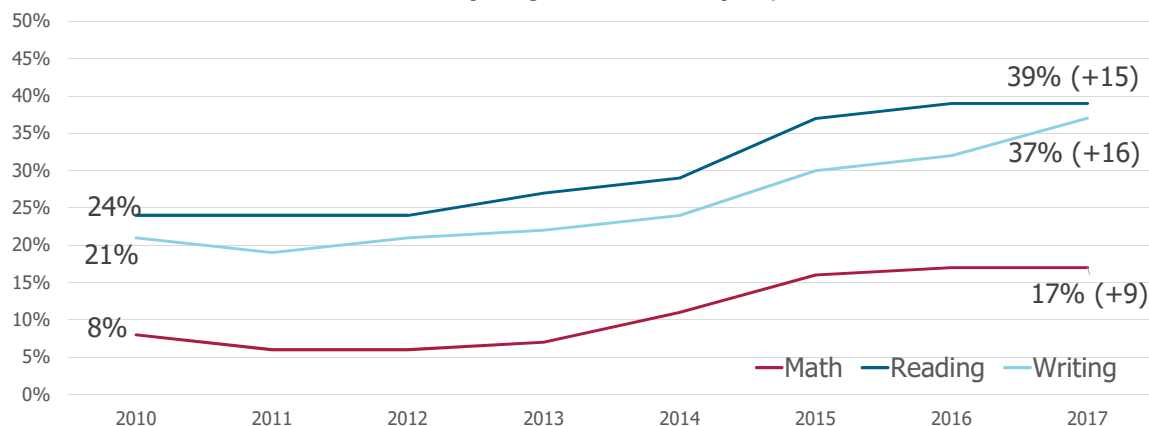
- **immediately enrolls** in the college-level course
- **co-enrolls** in an intervention providing additional support;
- can **meet** college readiness AND **complete** the first-college-level course at the same time;
- **builds momentum** to persistence and completions



Rand Corp, 2018

## Successful completion of first college-level course by students who entered not college ready has increased over past 7 years

Percent of not college ready students who successfully complete a college course in non-ready subject within one year, Statewide



## House Bill 2223 (85th Legislature)

- HB2223 requires each IHE to **develop and scale corequisite model(s)** for certain underprepared students.
- Each institution shall ensure that **at least 75 percent** of the institution's undergraduate students enrolled in developmental coursework, other than adult basic education or basic academic skills education, are enrolled in developmental coursework described by this subsection.

*(Texas Education Code, Chapter 51, Subchapter F-1)*





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Dr. Toby Park-Gaghan,  
FSU Postsecondary Success  
Center



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## Evaluation of Florida's Developmental Education Reform


**CPS Core Research Team**  
 Shouping Hu, Ph.D.  
 Toby Park-Gaghan, Ph.D.  
 Christine Mokher, Ph.D.  
 Tamara Bertrand Jones, Ph.D.  
 Amanda Nix, Ph.D.

**Today's Presenters**  
 Toby Park-Gaghan & Christine Mokher

Texas Higher Education Coordinating Board Meeting  
 October 24, 2019

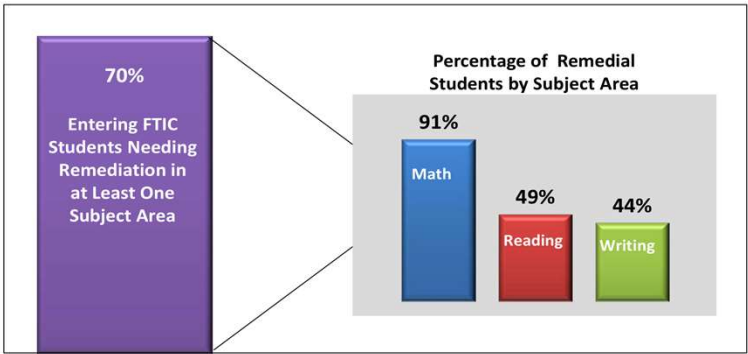
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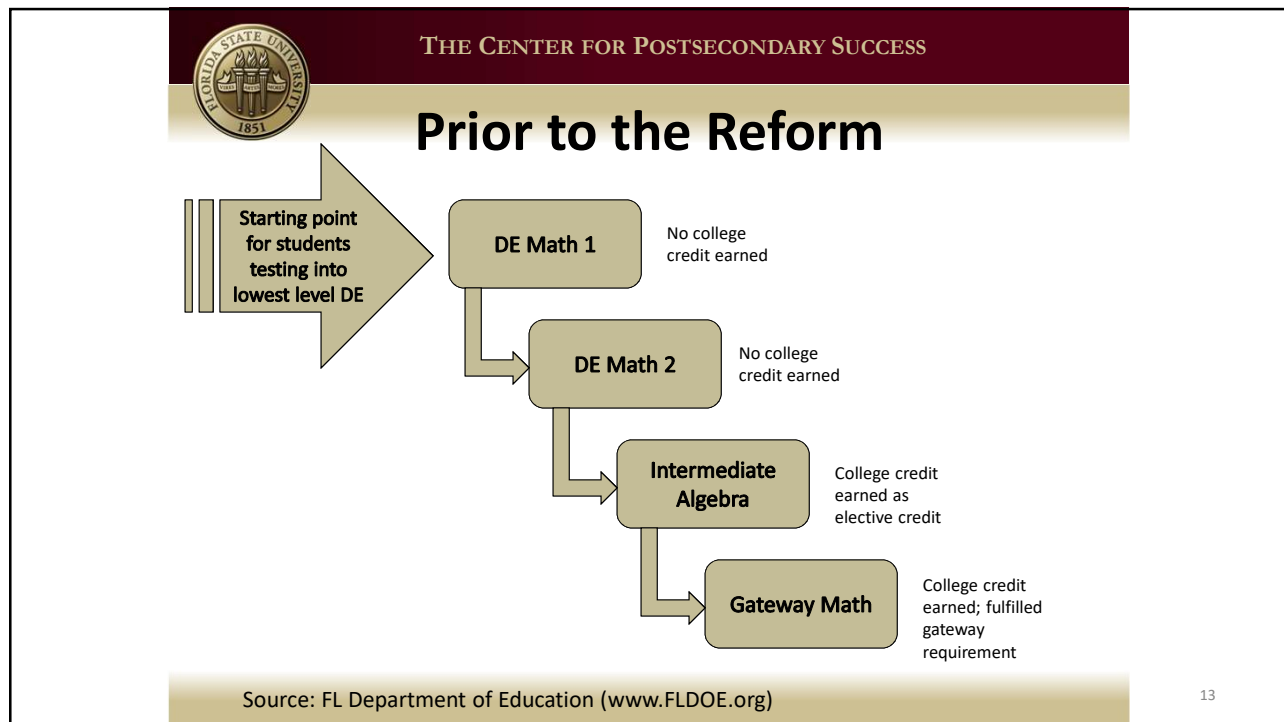
## Prior to the Reform



Subject Area	Percentage
Math	91%
Reading	49%
Writing	44%

Source: OPPAGA analysis of Department of Education, Florida College System data, 2011-12 FTIC students.

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## Senate Bill 1720

- Developmental education (DE) placement tests and courses are optional for **exempt** students (Students who entered 9<sup>th</sup> grade in a FL public school in 2003/04 or later and earned a standard high school diploma active duty military)
- DE courses use new instructional modalities, including co-requisite
- Enhanced advising and support services

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## Data

- Six cohorts of first-time-in-college (FTIC) students who began their studies in fall semesters 2011-2013 (pre-reform) and 2014-2016 (post-reform)
- Outcomes
  - College course enrollment rates (math & English)
  - Shares of students in each cohort passing gateway math & English

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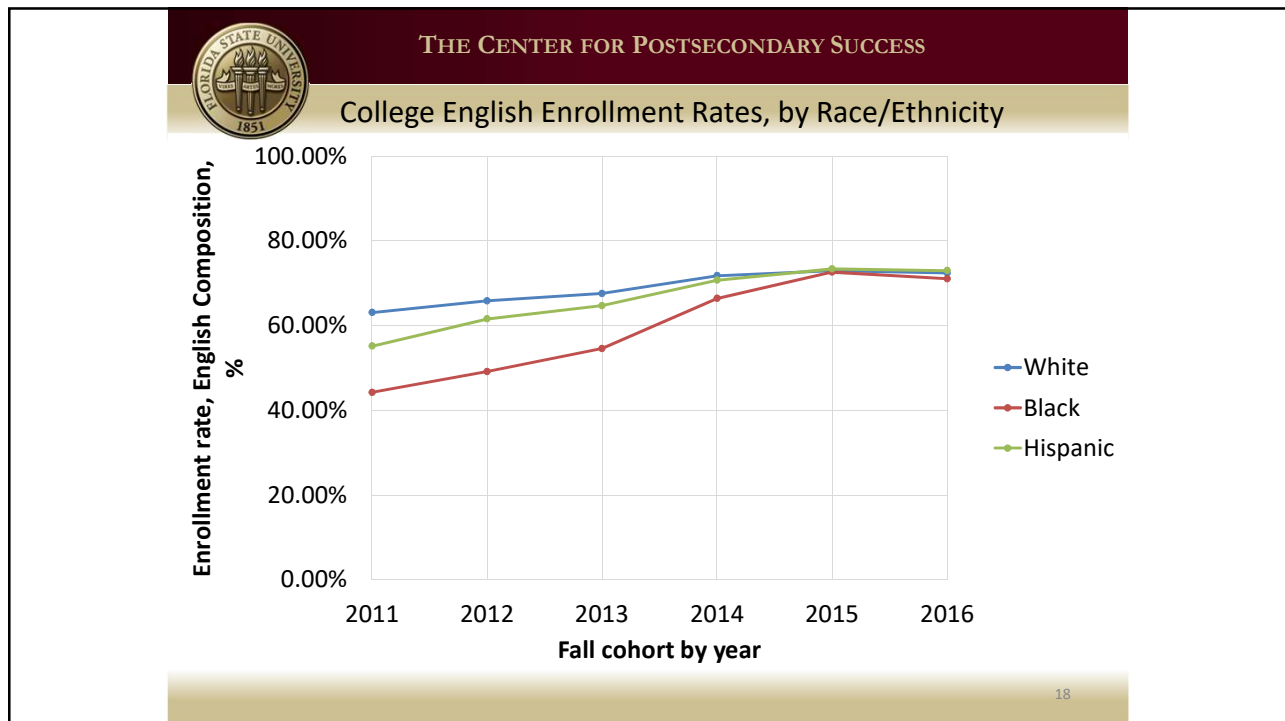
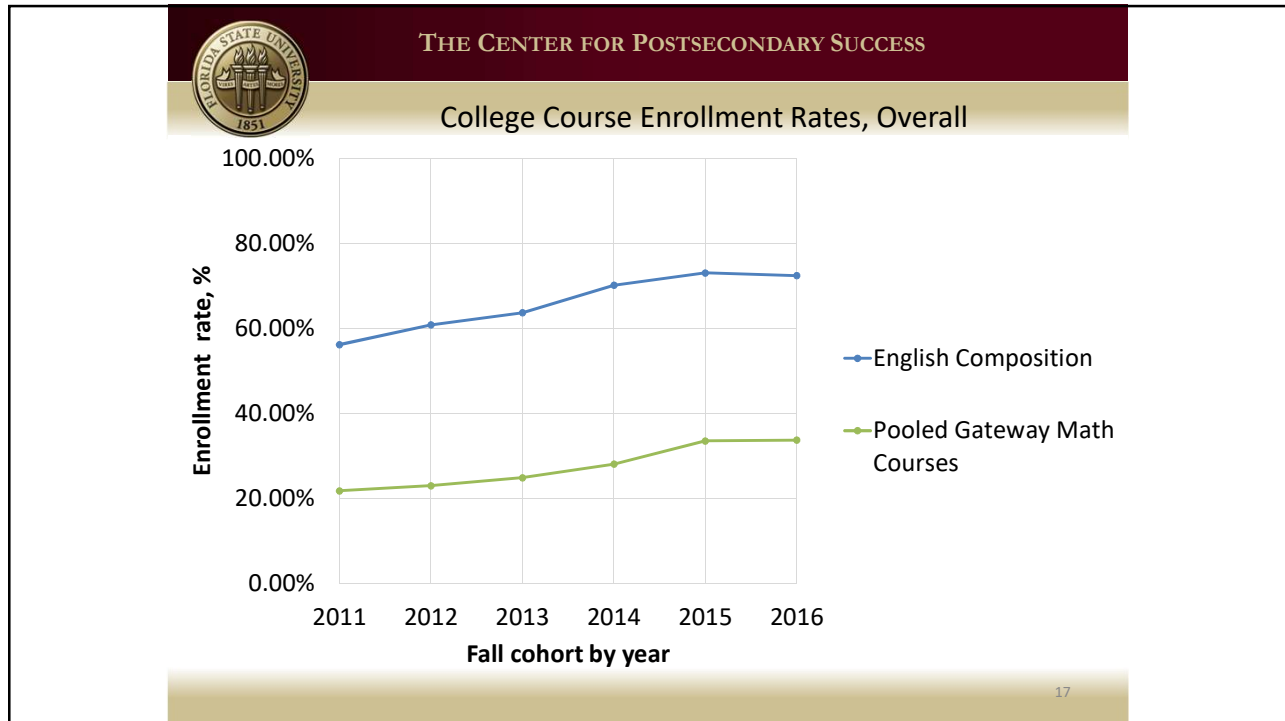


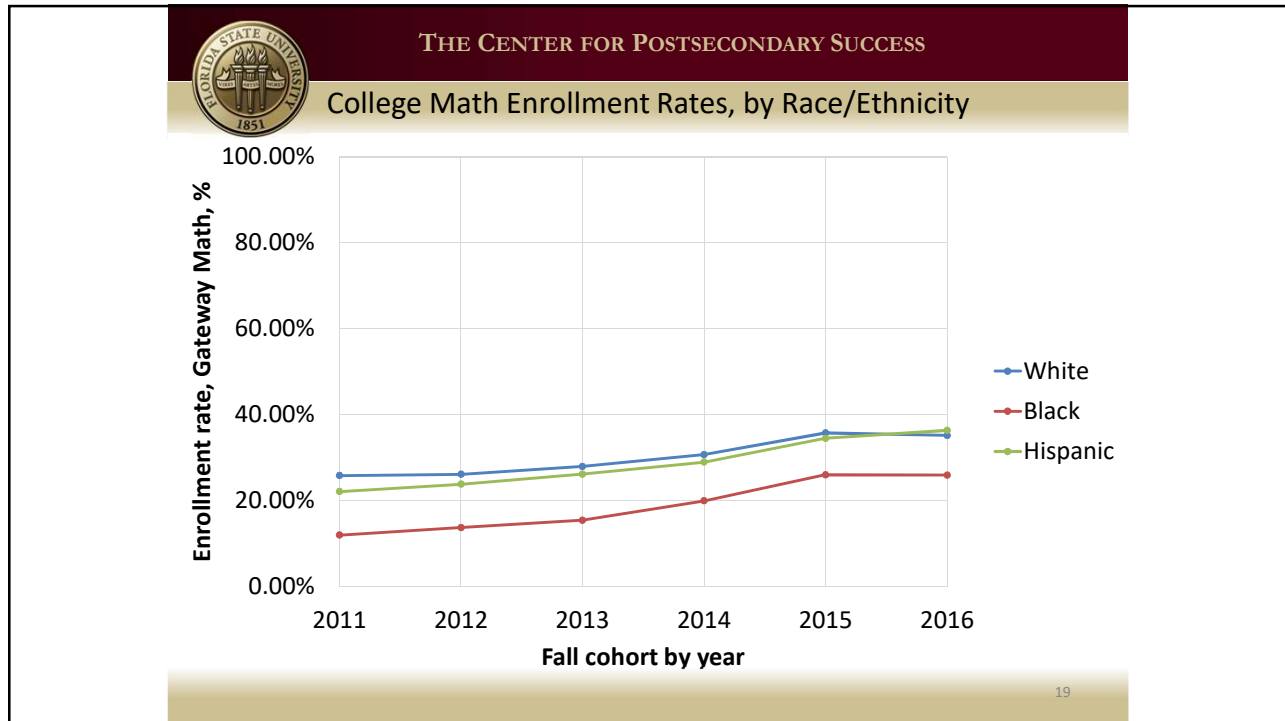
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## COLLEGE COURSE ENROLLMENT RATES

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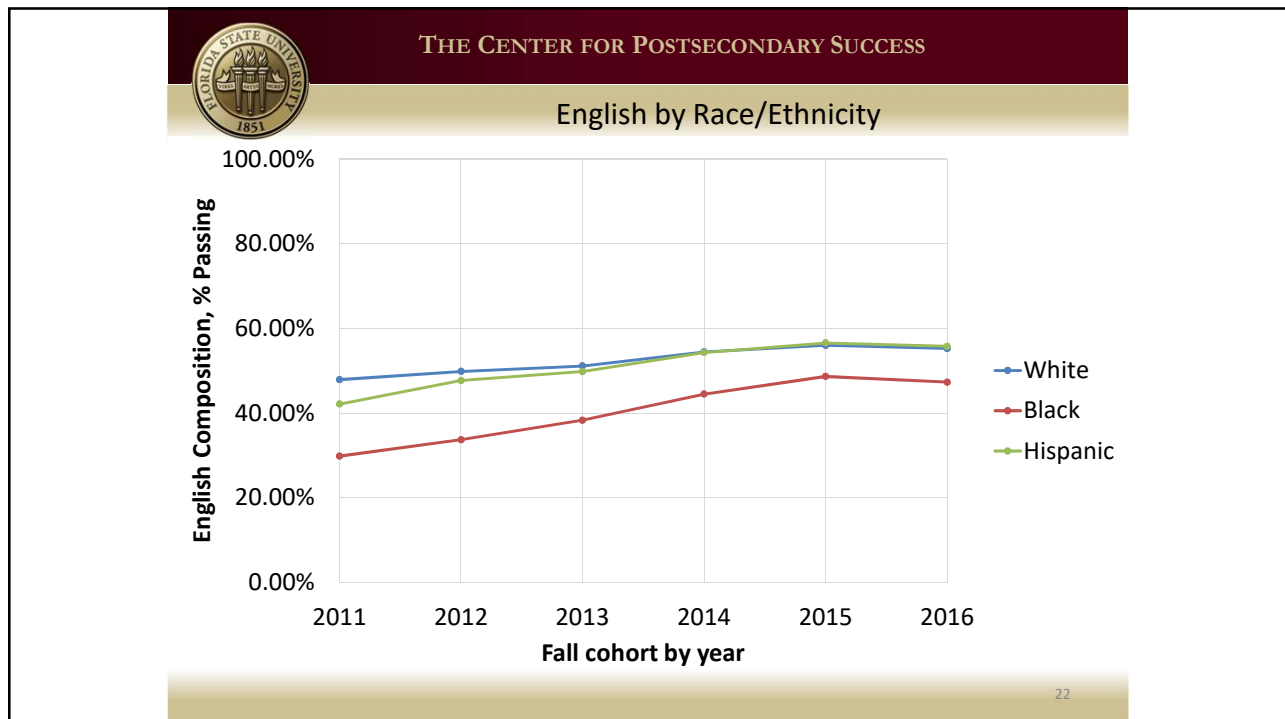
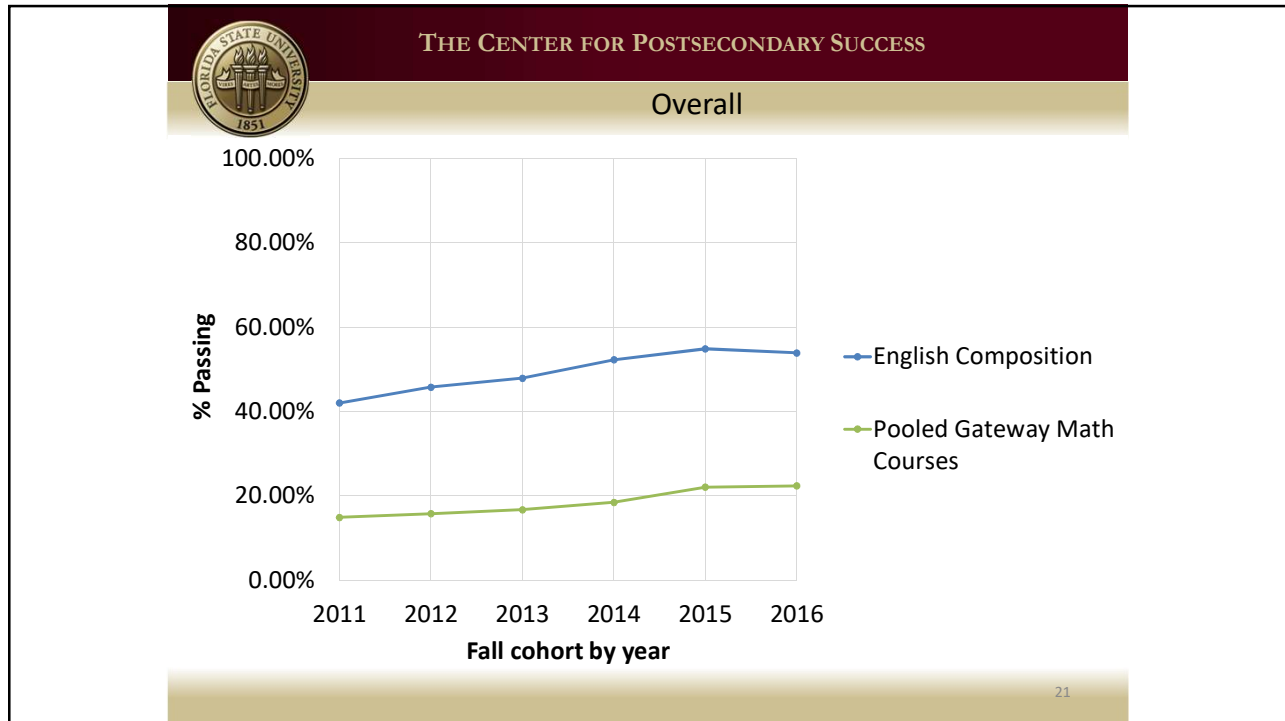


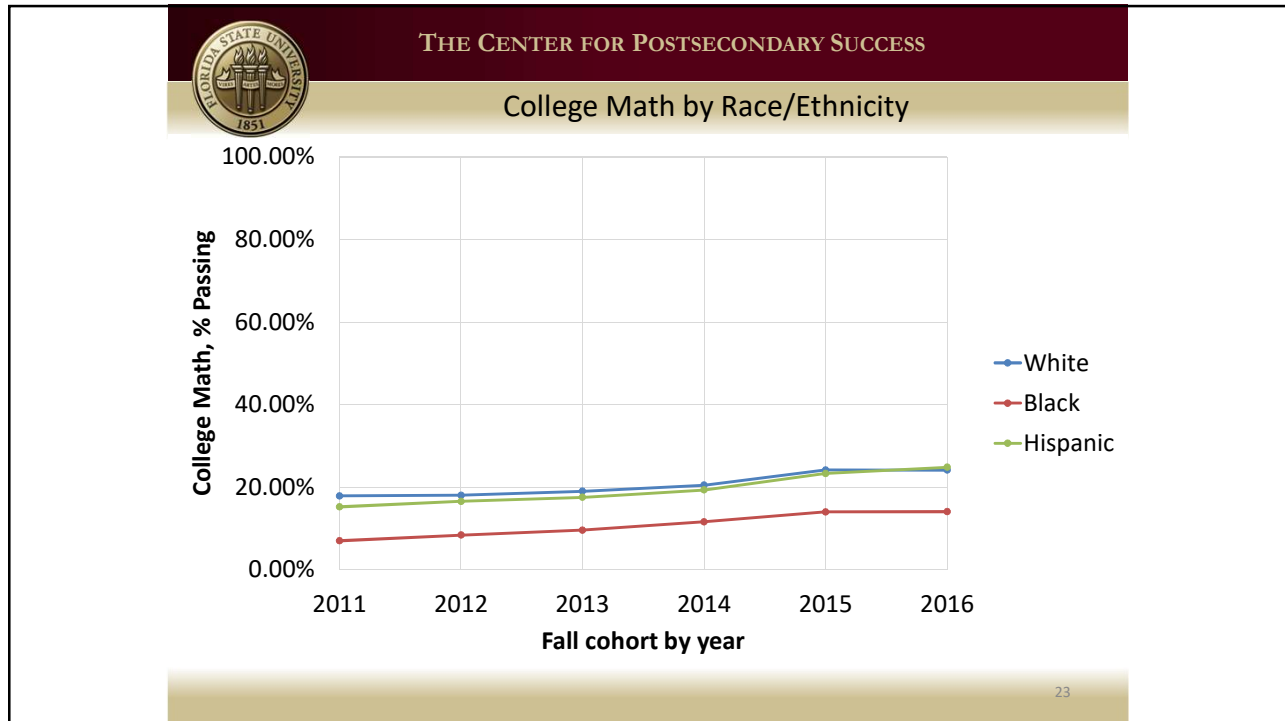



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**SHARES OF STUDENTS IN EACH COHORT  
PASSING GATEWAY COURSES**

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### Total Number of FTIC Students Passing College-Level Courses (2011-2013) v. (2014-2016)

Math	Pre-Reform	Post-Reform	Increase
Total	32,463	42,509	10,046 (30.9%)
Black	3,672	5,329	1,657 (45.1%)
Hispanic	10,635	16,100	5,465 (51.4%)

English	Pre-Reform	Post-Reform	Increase
Total	92,050	108,861	16,811 (18.3%)
Black	15,037	18,932	3,895 (25.9%)
Hispanic	30,144	39,784	9,640 (32.0%)

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## Summary

- Increased momentum for postsecondary success
- More students are passing college-level courses following the reform
- Improved educational equity

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## Contact Information

### Center for Postsecondary Success

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# Mr. Randall Dawson, St. Philip's College (Alamo Colleges District)



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ALAMO COLLEGES DISTRICT  
St. Philip's College

## St. Philip's College

Presentation to The Texas Higher Education Coordinating Board

Austin, Texas

October 24, 2019

Randall Dawson, Vice President for Academic Success

George H. Johnson, III, Dean for Academic Success

Dr. Diane Gavin, Chair of Communications & Learning



## ST. PHILIP'S COLLEGE OVERVIEW

- St. Philip's College has a rich history that began in 1898 as a cooking and sewing school for daughters and grand daughters of former slaves.
- St. Philip's College is one of the oldest and most diverse community colleges in the nation and is proud to be federally designated as both a Historically Black College (HBCU) and a Hispanic-Serving Institution (HSI).
- St. Philip's College was formally recognized by the Quality Texas Foundation for our organizational leadership as a 2018 Texas Award for Performance Excellence (TAPE) recipient.
- St. Philip's College gained national attention as one of Aspen Institute's Top 150 Community Colleges in the nation.
- November, 2018, U.S. Commerce Secretary Wilbur Ross named the Alamo Colleges District a 2018 recipient of the Malcolm Baldrige National Quality Award.



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St. Philip's College

## ST. PHILIP'S COLLEGE KEY STUDENT METRICS

- Fall 2018 Certified Enrollment Data
  - 11,590
  - FTE 6,172
  - Full-Time = 1,556
  - Part-Time = 10,034
- 35% poverty rate for students living within the federal EastPoint Promise Zone (78203 zip code)
- 10% unemployment
- The 78203 zip code teen birth rate is 81.2 (4 times the US Teen Birth Rate)
- Diverse, bilingual community
- 30% of adults over 25 do not have HS diploma
- 31% of students receive Pell grants and are considered economically disadvantaged
- 61% of students enrolled in DE English; 73.9% of students enrolled in either DE English or Math
- 56% of students are female; 44% are male
- 25% African American, 68% Hispanic, 6% White, and 1% other
- 4 year FT FTIC Graduation Rate – 32.5% (VLCC avg. 25.2%, State avg. 24.8%)



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St. Philip's College

## At a Glance: Corequisite Options

### Developmental Reading/Writing Offerings

- Non-Credit Bearing Offering 8-hour Refresher
  - Provides just-in-time instruction to assist incoming students meet TSIA requirements
  - Places students into INRW 0420, Corequisite English, or ENGL 1301
- INRW 0420
  - A college-prep course designed for students who need to improve reading and writing effectiveness with multi-paragraph, college-level texts.
  - Tutoring lab supplements class instruction. Successful completion of this college-prep course with a grade of C or better fulfills TSIA requirements.

### COREQUISITE ENGL 1301

- Offer two Corequisite ENGL 1301 options
  - ENGL 1301 with a 1 hour lab
  - ENGL 1301 with a 2 hour lab
- Both courses taught by the same instructor and linked so students must register for both courses at the same time. Students receive consistent instruction.
- 79.5% of students are enrolled in Corequisite ENGL courses (Fall 2018 certified)
- 93% course completion rate (Fall 2018 certified)
- 69.6% persistence rate (Fall 2018 Achieving the Dream data)



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## SPC Corequisite Model

### Corequisite Impact on SPC Students

- Increased students' course completion rate in ENGL 1301 from 68% to 93% (Spring 2018 certified; Spring 2019 uncertified)
- ENGL 1301 student pass rate increased from 70.27 to 74.62% (Spring 2018 certified; Spring 2019 uncertified)
- The pairing of ENGL 1301 with corequisite course provides focused Developmental Education pedagogy that helps students pass with A, B, or C (Productive Grade Rate)
- Immersing the students in Corequisite ENGL helps students learn the value of the material they are studying because of the additional instructional time
- Classroom support is directly aligned with institutional learning outcomes and course learning outcomes
- Instruction is targeted to what each class needs to motivate student success

### Opportunities and Challenges

- Scheduling and scaling the paired courses for large numbers of students
- Students' schedules are limited if taking corequisite English and corequisite Math, due to time constraints
- Classes perform better when class size is smaller (no more than 22) based on a pilot study conducted in Spring 2019
- In Corequisite ENGL 1301, instructors are mainly using OER, which saves students money and course materials and can be tailored for student needs
- Instructors are designing strategies for building and assessing reading and writing comprehension to create predictive analytics
- An important challenge is that most writing instructors are trained in either DE or "traditional" English composition and finding those who can cross-teach effectively is necessary;
- Opportunities for professional development are critical; for example, the "Texas Corequisite Project", which supports continuous improvement for Texas Corequisites is one opportunity to take advantage of.



ALAMO COLLEGES DISTRICT  
St. Philip's College



Thanks.



Dr. Polly Allred,  
Texas A&M University - Kingsville

TEXAS A&M UNIVERSITY-KINGSVILLE®



## DE Reform at TAMU-K THECB MPD October 24<sup>th</sup>, 2019

### Dr. Polly Allred

Senior Lecturer of Mathematics  
Coordinator of Introductory Mathematics

### Dr. Jody Marin

Associate Professor of English  
Coordinator of Freshman and Sophomore English



TEXAS A&M UNIVERSITY-KINGSVILLE®

## About Us



- 8,300 students, 82% undergraduate
  - 62% Hispanic, 27% White, 5% African American, 6% International, 45% Pell recipients
  - Freshmen are mostly “traditional” students
- Dev Ed AY 18-19: English 100% Coreq, Math 45% Coreq  
Dev Ed Fall 19: **English 100% Coreq, Math 79% Coreq**

### Guiding Philosophies

- Each admitted student is a **Javelina!**
- A student’s choice of major depends on their goals and aspirations, not their readiness for math, reading or writing.
- **The academic departments** provide access and support to college level courses for all students in the first year.



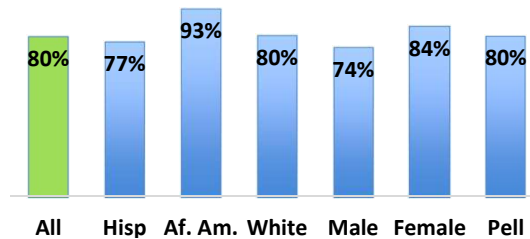
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## English DE Models and Coreq Success Rates AY 18-19

### Learning Communities

- Two levels of support, placement based on multiple measures
- Courses taught back-to-back, same instructor, with multiple conferences
- Courses include visits from many support services on campus
- Engaging writing assignments culminating with a student symposium

ENGLISH 100% Placed Coreq



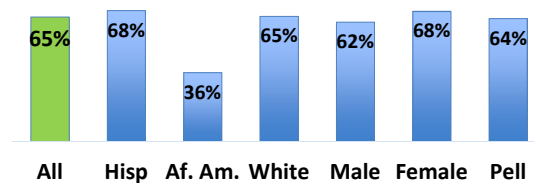
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## Math DE Models and Coreq Success Rates AY 18-19

### 1 traditional dev math course and 2 corequisite options

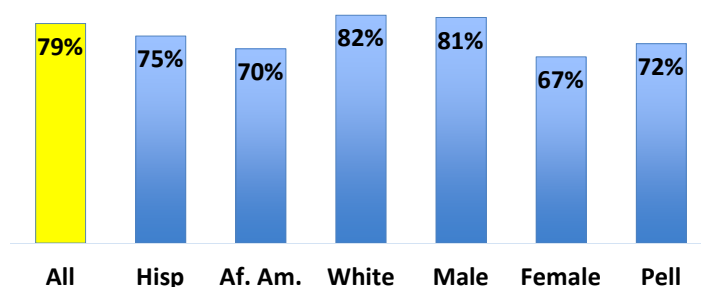
- Three levels of support, placement based on multiple measures
- Dev math courses taught by math faculty, curriculum coordinated and aligned
- Coreq sections pair with ANY gateway math section (not linked)
- Coreq students co-mingle w/college ready students in gateway math sections
- Supplemental instructors embedded in coreq sections

MATH 45% Placed Coreq



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**Math Corequisite Access Scaled up to 79% Fall 2019**



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**CRSM-2018 Grant Funding Supports Scaling Coreqs**

- Dev math course redesigned to serve all math pathways
- Course-embedded supplemental math instructors
- Technology for English Learning Communities
- Professional development
- Redesigned engaging English writing assignments

**Results of Scaling and Reform Efforts**

- Greater student engagement and success in English
- Better collaboration, coordination, instruction in math
- Coreq access to more math students with new tier of support
- In 5 years, nearly doubled the pass rate in dev math
- Corequisite models are becoming even more successful
- Continued improvement and equitable access are the goals



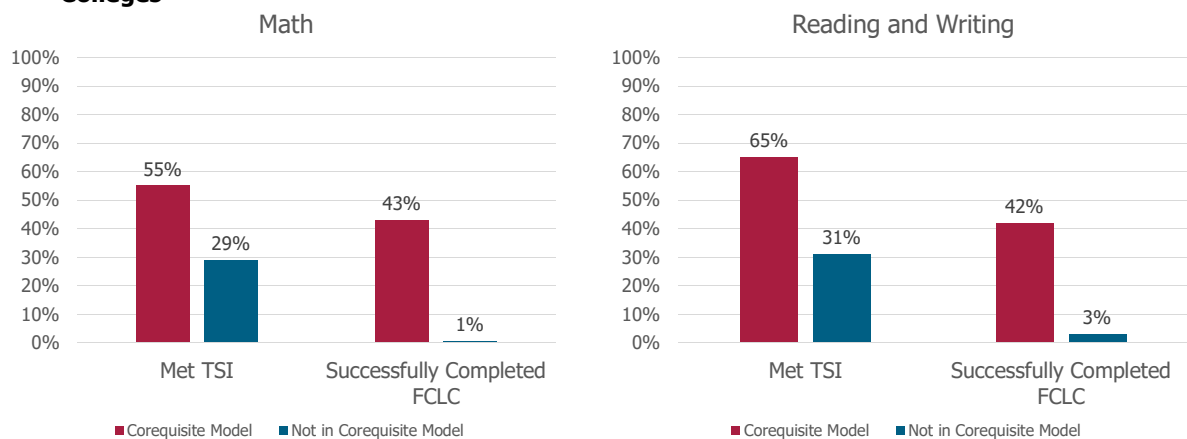
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Eligible DE students in corequisite models are meeting benchmarks at a higher rate than students not in corequisite models

Outcomes for Fall 2018 eligible DE students after one semester, **Community and Technical Colleges**



Note: Numbers are calculated without data from 1 institution whose data was not certified at time of publication.

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## Scaling up of corequisite enrollment accelerated first college-level course completion

- Increase in percentage of eligible DE students enrolling in corequisite models statewide

	Fall 2017	Fall 2018

- Approximately **11,500** more successful first college-level course completions statewide when comparing fall 2018 to fall 2017.
  - 1,782 more successful FCLC completions for African-American students
  - 5,290 more successful FCLC completions for Hispanic students



Note: Numbers are calculated without data from 1 institution whose data was not certified at time of publication.

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## Recommendations from the Statewide Plan for Developmental Education

- Move to **100% corequisites** by fall 2023
- All Community Colleges have **Adult Education options** for their lower-skilled students
- Scale and Enhance the High School **College Preparatory Course**
- Provide **support for all students** who are struggling, not just underprepared



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## Additional Recommendations

### Work Closely with Institutions

- Further explore how the **use of technology** can enhance Corequisite Models and other reforms
- Review and outline evidence-based practices that show **additional ways of demonstrating college readiness**, to include use of multiple measures

## Questions?