

Optimizing Pathway Partnerships—Aligning TWC and THECB Programs

Suzanne Morales-Vale, Ph.D.
Division of College Readiness and Success

THECB Programs
April 16, 2018, 9-12 p.m.



**Texas Higher Education
Coordinating Board**

Topics

- 60x30TX Higher Education Goals
- HB 2223 Summary, Exemptions, and Applications
 - a) Understanding HB 2223
 - b) HB 2223 Exemptions
 - c) Holistic Advising
 - d) DE Delivery and Corequisite Models
- Serving HB 2223 Exempt Students

The four goals in the 60x30TX Plan are essential to the future prosperity of Texas.



THE OVERARCHING GOAL: 60x30

At least 60 percent of Texans ages 25-34 will have a certificate or degree.

☒ *Supports the economic future of the state*



THE SECOND GOAL: COMPLETION

At least 550,000 students in 2030 will complete a certificate, associate, bachelor's, or master's from an institution of higher education in Texas.

☒ *Requires large increases among targeted groups*



THE THIRD GOAL: MARKETABLE SKILLS

All graduates from Texas public institutions of higher education will have completed programs with identified marketable skills.

☒ *Emphasizes the value of higher education in the workforce*



THE FOURTH GOAL: STUDENT DEBT

Undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions.

☒ *Helps students graduate with manageable debt*

Overarching Goal: 60x30 Educated Population

Count in 60x30TX:

- Level 1 Certificate* (15-42 SCH)
- Level 2 Certificate (30-51 SCH)
- Level 3 Certificate (Enhanced Skills Certificate--AAS + 6-12 SCH, max 72 SCH)
- Advanced Technical Certificate (ATC—AAS + 16 + 45 SCH)
- Degrees: Associate, Bachelor's, Master's

****TSI Exempt***

OTHER:

- Continuing Education (up to 780 contact hours; >780 may be SCH only)
- Occupational Skills Award (9 -14 SCH Credit; 144-359 CE contact hours; meets minimum TWC WIOA requirements)
- Institutional (local) Award (<15 SCH or <360 CE contact hours)

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 corequisite models (i.e., described by this subsection)

**phased in*

- Read the bill language at [Texas Legislature Online](https://legis.texas.gov/bills/200/2223)

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

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 courses are being reported correctly**
- For questions about reporting, please contact Melissa Humphries (THECB): Melissa.Humphries@theqb.state.tx.us, (512) 427-6546

HB 2223 Exemptions

- Students who are reported as college ready
- Students assessed and reported at levels 1-4 on the ABE diagnostic of the TSI Assessment (TSIA). **applies for students whose TSIA score used for initial placement is reported to the THECB in the semester being measured*
- Students enrolled in a BASE NCBO
- Students reported as qualifying for a TSI exemption or waiver (e.g., SAT, ACT, college preparatory course, English III/Algebra II EOC, military, level 1 certificate, non-degree seeking, ESOL waiver)

HB 2223 Exemptions

- For math only: students reported as enrolled in an AAS program with a degree plan that does not require a college-level mathematics and the student chooses a natural science or WECM course instead
- **Students reported as enrolled in Adult Education programs (i.e., high school equivalency, Adult Education and Literacy (AEL))**

Holistic Advising

- **Holistic advising is used to place underprepared students**
 - Cannot be used to make a student “college-ready” (i.e., placed in a CL without any mandatory support)
 - Cannot be used for high school students wishing to enroll in college-level coursework via dual credit
 - Should be used to determine best course/intervention placement for underprepared student (e.g., DE course, NCBO, ALP, SI, tutoring, etc.)
- 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

Holistic Advising (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

DE DELIVERY and SEQUENTIAL AND CONCURRENT COREQUISITE MODELS

Instructional Delivery of Developmental Education

Traditional Course vs. Intervention (NCBO)

- Traditional course (1-4 SCH, 16 – 96 contact hours)
 - Same learning outcomes, instructional methods, assessments, etc. for all enrollees
 - Same “seat time” for all enrollees
 - Pre-requisites for other DE courses/interventions or college-level course designated as math, reading/writing-intensive

Instructional Delivery of Developmental Education

Interventions

- Non-Course Competency Based Options-NCBO (<1-3 SCH, 4-48 contact hours)
 - Learning outcomes, instructional methods, assessments, etc. are individualized based on diagnostic and other holistic factors (i.e., strengths are acknowledged while weak areas are the focus)
 - Ranges allow for main focus to be “mastery of outcomes,” not “seat time”
 - Recommended option for Corequisite models because they offer the most flexibility

Instructional Delivery of Developmental Education

NCBOs

- Must be reported via CBM; may be cross-listed with AEL basic skills course
- Optional to report for funding and optional to charge students
- BASE NCBO*
 - Designed for lower-skilled students (level 3-4) but not required for this level (may use regular NCBO/DE course)
 - Must be provided as co-enrollment* with traditional DE course/NCBO or WECM course
 - Provides additional support/time on task
- Federal financial aid (Pell grant, loans) requires DE to be at minimum high school skill levels in order to count towards student's eligibility status
 - **Level of student is NOT relevant, only the student's DE enrollment**

**does not count for HB 2223 purposes*

Types of Corequisite Models

Sequential (majority of DE content, following by College-level (CL) content)

- Examples:
 - 4 x 12
 - 8 x 8
 - 5 x 5 (summer)
 - Flex (3 weeks prior to fall/mini-mesters)
- *Must provide continued DE support throughout semester*

Concurrent (DE and CL content throughout semester)

- Examples:
 - Accelerated Learning Program (ALP)
 - 16 x 16 (15x15 – universities)
 - 15 x 1 (retest)

Types of Corequisite Models

Sequential

- Seamless transition from DE to college-level
- Provides “just-in-time” support during CL
- Transition assessment(s) are used for diagnostic purposes only, not as a barrier to move forward
- Grading
 - **Option 1** – align DE grade to college-level grade
 - Use “IP” (E) grade for DE at the transition point
 - **Option 2**- disaggregate DE grade from college-level to help ensure some credit is awarded
 - Student with “successful completion” in college-level course has met TSI, independent of DE grade (Rule 4.59)

Types of Corequisite Models

- Other Considerations
 - Mainstreamed (mix of CR and DE students)
 - Dedicated (sections reserved only for DE students)
 - Faculty
 - DE + CL – each teaches own section
 - DE + CL – both teach both sections
 - DE + CL – both teach CL; DE teaching DE
 - DE/CL Collaboration
 - Occurring prior to semester (planning)
 - Occurring regularly during semester (e.g., weekly)
 - Occurring prior to and after semester (planning and reflection)

Corequisite Models

Must meet TAC, Rule 4.53 definition

“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. . . .”

- **“Same subject matter”** is based on institutional classification of college-level course as math, reading, and/or writing-intensive (i.e., TSI-liable in math, reading, and/or writing) and can include HIST, PSYC, SOCI, GOVT, etc.
- **NOTE EDUC/PSYC 1300 (Learning Framework) does not count for HB 2223 purposes**

Corequisite Models

- Must meet TAC, Rule 4.53 definition

“ . . . The developmental component provides support aligned directly with the learning outcomes, instruction, and assessment of the entry-level freshman course, . . . ”
- The college-level course (CL) drives the content of the DE support component, with the DE support anchored in the CL.
- Providing the DE component with no alignment with the CL is not considered a corequisite model for HB 2223 purposes.

Corequisite Models

- Must meet TAC, Rule 4.53 definition

“ . . . and makes necessary adjustments as needed in order to advance students' success in the entry-level freshman course. . . ”
- Sequential models that provide no DE support during delivery of the college-level content do not meet this definition and thus do not qualify as a HB 2223 corequisite

Corequisite Models

- Must meet TAC, Rule 4.53 definition

“Participation in the entry-level freshman course is not contingent upon performance in the developmental education component of the corequisite.”

- Sequential models that require students to “pass” the DE component prior participating in the CL do not count as corequisites for HB 2223 purposes.

SERVING HB 2223 EXEMPT STUDENTS

Serving HB 2223-Exempt Students

Are Colleges Student-Ready?

- Student-Centered
- Alignments and Collaborations
 - Administration (DE, CTE, CE, AEL*, CL)
 - Intake/Advising Specialists
 - Support Services
 - Faculty
 - Reporting/Data
- Reviewing Processes/Procedures to Remove Barriers

**may be external*

Serving HB 2223-Exempt Students

- Continuing Education articulated to Credit (Mirrored Courses)
 - Student-centered policies
 - As seamless as possible
- Intensive College Readiness (ICR) Programs
 - Short-term interventions for students transitioning from Adult Education programs to CTE or Academic programs
 - Can be reported as NCBOs
- Integrated Education and Training (IET)/Integrated Career Pathways (ICP), Accelerate Texas
 - CTE programs with integrated, contextualized basic skills support
- Use of NCBOs/BASE NCBOs as a way to integrate reporting

Serving HB 2223-Exempt Students

Q: Can Level 1 Certificate programs that are TSI-exempt provide basic skills support?

A: YES

- Institutions may assess students for diagnostic purposes and design and build in necessary basic skills support as part of the program requirements
 - May use NCBOs/BASE NCBOs for this purpose
 - Must report to CBM but not required to charge students
- Institutions can not bar students entry to Level 1 program based on diagnostic results (i.e., require students complete DE as pre-requisite)