

TAIR 2014  
Addison, TX  
Feb 19, 2014



# **The Effects of Developmental Education Redesign on Colleges and Students**

# Disclaimer:

- » The next few slides are “borrowed” from the THECB presentation at the Regional Meeting at Tarrant County College in Fort Worth, TX – January 17<sup>th</sup>, 2014
- » All interpretations are my own
- » This is a plan under development; for the most recent draft, visit the THECB Website at:
- » <http://www.thecb.state.tx.us/index.cfm?objectid=233A17D9-F3D3-BFAD-D5A76CDD8AADD1E3>
- » The newest version will be listed under Resources. They are also looking for input through Feb 28<sup>th</sup>. Final Plan will go to the Board April 24, 2014.



# THECB: Statewide Developmental Education Plan 2012-2017

## Background

### Statewide Developmental Education Plan 2012-2017\*:

**VISION STATEMENT:** By fall 2017, Texas will significantly improve the success of underprepared students by addressing their individualized needs through reliable diagnostic assessment, comprehensive support services, and non-traditional interventions, to include modular, mainstreaming, non-course competency-based, technologically-based, and integrated instructional models.

*Goal 9: Improve alignment of adult education and postsecondary education and training, including developmental education and/or workforce training.*

*\*developed and vetted through stakeholder collaboration; approved by the Board in 2012*



# Selected excerpts: Regional Meeting- Ft. Worth, January 2014

## Critical Issues

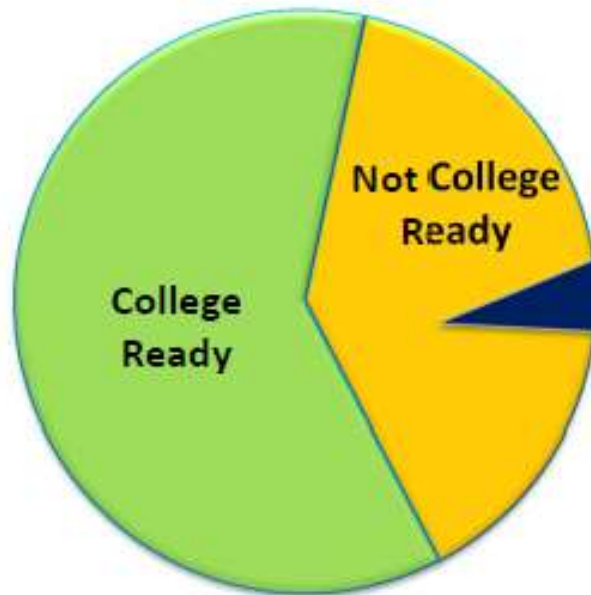
- **Underprepared students at all levels have been enrolling at community and technical colleges.**
- National and statewide completion agenda focuses attention on both access and success for students
- Challenge: fewer than 35% of underprepared students (reading and writing) and 16 % of underprepared students (mathematics) ever enroll in their first college-level course
- Funding Concerns Noted by Stakeholders:
  - ❑ **no** current formula funding dedicated for ABE basic skill courses/interventions
  - ❑ courses/interventions identified as below HS levels do not count towards students' federal financial aid eligibility (PELL, Direct Loans, etc.)
  - ❑ Current financial aid models are not structured for basic skills students



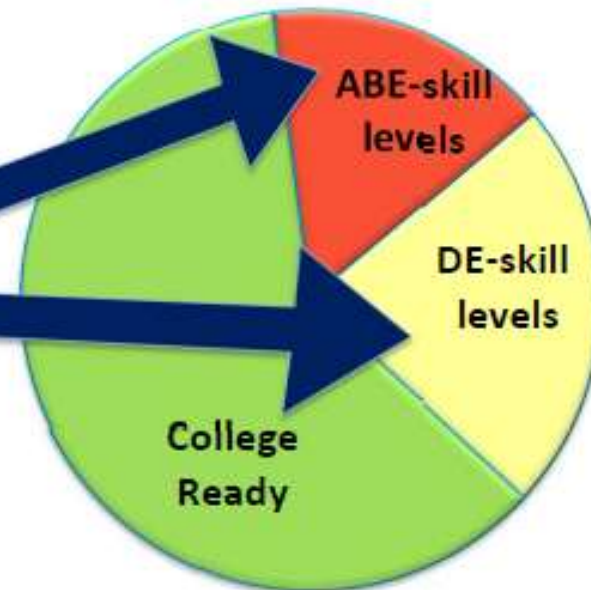


# Biggest Change: Developmental Education will have a Bottom

Previous Assessments



New TSI Assessment



# Changes to TSI

## Old TSI Assessment

- various standards
- multiple assessment instruments
- placements often based solely on cut-score





## New TSI Assessment

- one assessment instrument with one college readiness threshold
- use of multiple factors in placement (i.e., holistic advising)
  - ❑ effective
  - ❑ complex
  - ❑ high-touch



# TSI Assessment has more granular diagnostics

## TSI ASSESSMENT DIAGNOSTIC PROFILE MATHEMATICS

TSI Mathematics Diagnostic Test				
Domain	Needs Improvement	Limited Proficiency	Proficient	Score
Elementary Algebra				15
Performs operations with real numbers and algebraic expressions, employing correct order of operations; formulates and solves linear equations, inequalities, linear systems with 2 and 3 variables, and variation problems; graphs and translates functions on a rectangular coordinate system; identifies characteristics of linear functions; formulates and solves word problems and applications				
Intermediate Algebra				12
Understands characteristics of functions; factors polynomial expressions by GCF, grouping, difference of squares, trinomials; solves quadratic equations by factoring, and by using the quadratic formula; solves equations using the square root property; simplifies square roots with numerical values; solves simple radical and rational equations; applies unit conversions in word problems; formulates algebraic expressions and equations to solve word problems; applies rules of exponents				
Measurement and Geometry				11
Analyzes models involving 2-D and 3-D representations and applies ratios and proportions to solve geometric problems; applies the Pythagorean Theorem in concrete and abstract problems; employs algebra in geometric applications; uses coordinate geometry to solve problems involving slopes, distances, and equations of lines; uses transformations, reflections, and lines of symmetry; converts measures, including in the metric system; uses rational and irrational values within a geometric context				
Data Analysis, Statistics, and Probability				13
Performs operations on real numbers and variables with a calculator; given a complete set of values, calculates measures of center (mean, median, mode) and variability (range); calculates the probability of simple independent events; reads and interprets frequency distribution charts, line plots, line graphs, circle graphs, and bar graphs; applies simple fundamental counting principles; calculates percentages				



## TSI ASSESSMENT

### MATHEMATICS/READING

---

### 3. Use Diagnostic Results help inform placements

- Examples:
  - DE: 3-4 domains “Proficient” and/or “LP” = Mainstreaming/NCBOs
  - DE: 1-2 domains “Proficient” and/or “LP” = Modular/Emporium/ NCBOs
  - ABE: Levels 5 and 6 = treated same as DE Placements
  - ABE: Level 4 = Mainstreaming to DE
  - ABE: Level 3 = CE/Integrated Pathways (e.g., I-Best/ATX, boot camps, etc.)





## Recommendation 1: Phase-in Implementation of the Plan

---

### Phase I, starting **fall 2014**

- Identify Leader Colleges
- Develop Leader Colleges to
  - ❑ implement, or continue to implement, various programs and initiatives that serve students testing into ABE basic skill levels;
  - ❑ inform statewide ongoing professional development efforts
  - ❑ mentor other colleges in implementing or scaling initiatives/programs
- Provide statewide professional development for all institutions

Non-leader colleges may continue to serve students testing into ABE basic skill levels using available course/intervention structures and funding options

# To Lead, or Not to Lead...



If you're not the lead duck, the view never changes...



# Then again...



You might not get SHOT!!!





# CVC Possible Teach Out Schedule

Spring  
2014

All Traditional  
Dev Ed Levels

NCBOs in Math  
and Reading  
**Late Start in  
Writing**

Summer  
I

All Traditional  
Dev Ed Levels

NCBOs in  
Math, Reading,  
and Writing

Summer  
II

DMAT 0066  
Retired; Levels  
090, 091, 093  
offered

NCBOs in  
Math, Reading,  
and Writing

Fall  
2014

DMAT 090  
Retired; New  
Courses  
offered: 0305,  
0310

NCBOs in  
Math, Reading,  
and Writing





# What will Cedar Valley College do with this?

- » TSI changes occurred on Aug 26<sup>th</sup>, 2013 for placement into courses in Spring 2014
- » Course structure must change (only two levels of Dev Ed with qualifying “floor” test scores) by Fall 2014
- » Unique opportunity in Spring 2014 for a **pilot research study**: How do new test scores predict placement into current levels of Dev Ed? How will this translate into new levels of DE and ABE?



# Test Scores Cross Walk- CVC

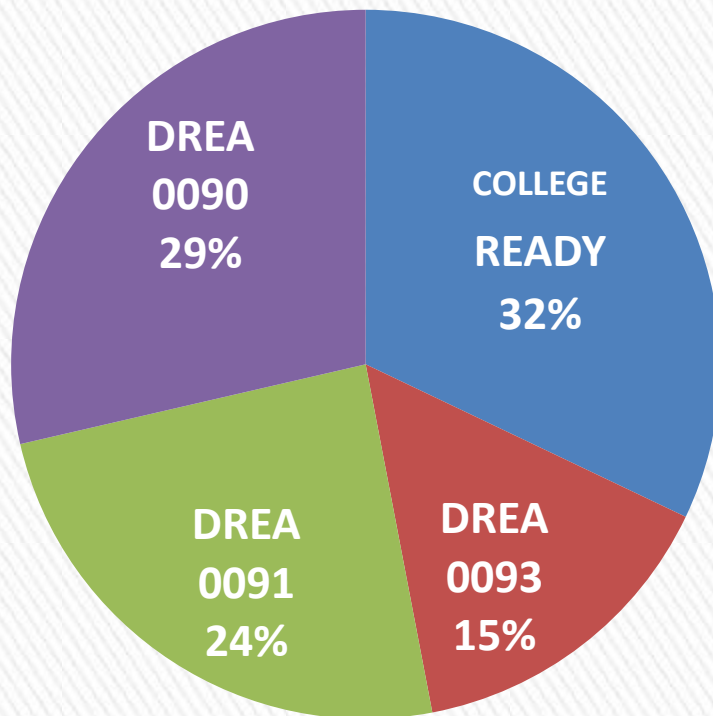
## » Reading

Accuplacer	Course Level	NEW TSI EXAM Diagnostic	NCBO Range
78 +	College Ready	351	
70-77	DREA 0093 (DIRW)	348-350	349-350
58-69	DREA 0091	342-347	346-347
43-57	DREA 0090 (ABE)	300-341	331-341
20-42	DREA 0300 (DSO or ESOL)		

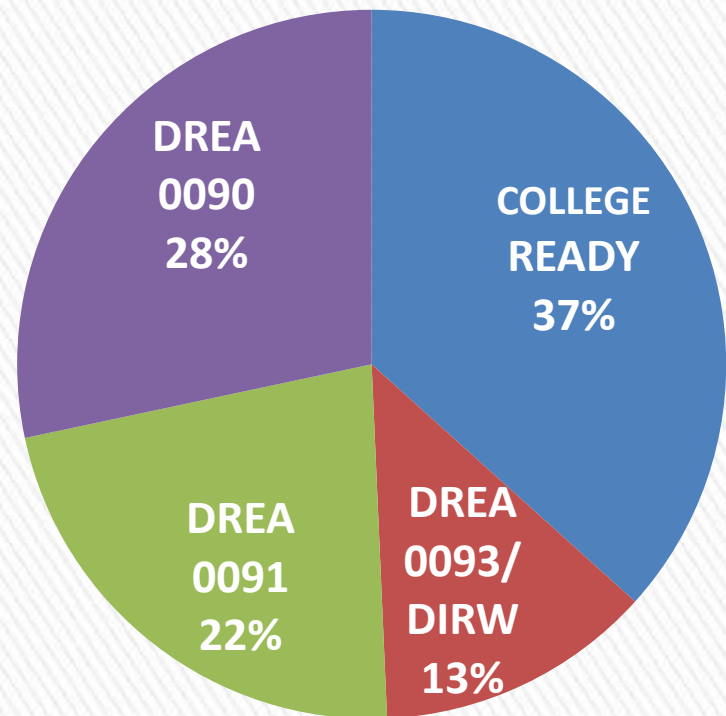


# CVC Test Score Comparisons- READING

ACCR READING AUG12 TO JAN13



TSI READING AUG13 TO JAN14



5% More "College Ready"- 1-2% Less of each Developmental Level



# Test Scores Cross Walk- CVC

## » Writing

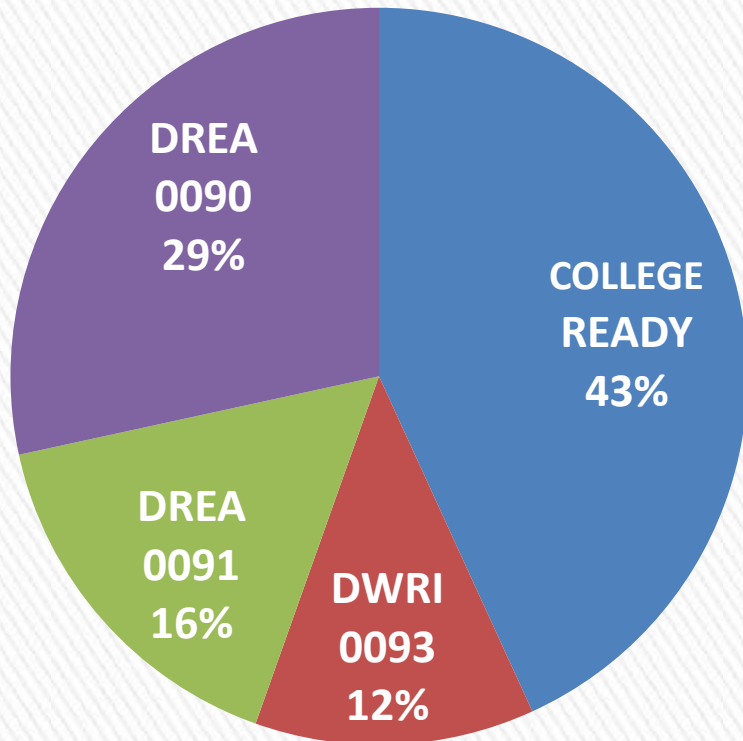
Accuplacer	Course Level	NEW TSI EXAM Diagnostic
80 + WS 5 or WS 6-8	College Ready	363 + Essay 4 or Essay 5-8
73–79 + WS 1-5	DWRI 0093 (DIRW)	357-362 + Essay 4
62–72 + WS 1-5	DWRI 0091	<b>350</b> -356 + Essay 4 or Essay 2-3
46–61 + WS 1-5	DWRI 0090 (ABE)	0-349 + Essay 4 or Essay 0-1
0-45 + WS 1-5	DWRI 0300 (DSO; ESOL)	



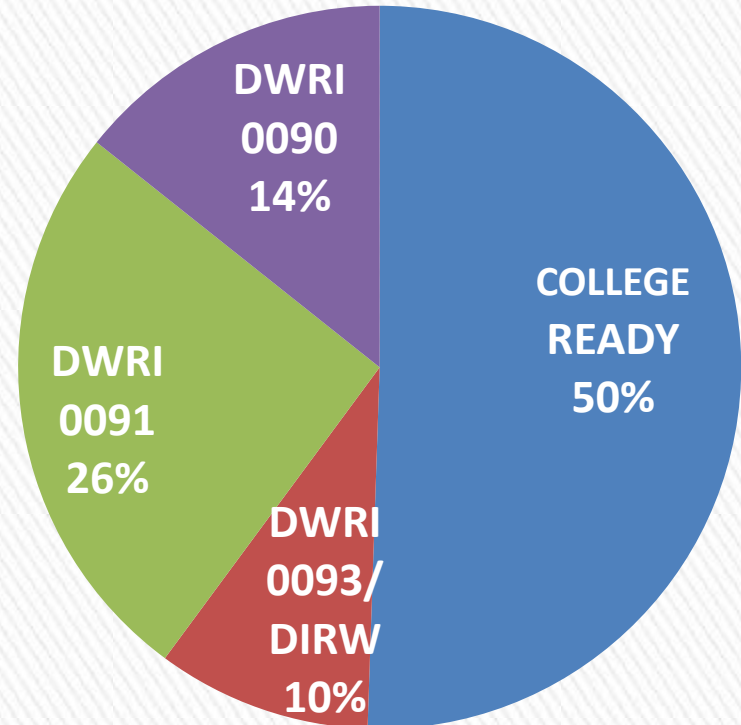


# CVC Test Score Comparisons- Writing

ACCS WRITING AUG12 TO JAN13



TSI WRITING AUG13 TO JAN14



7% more "College Ready"- 15% Less "ABE" level



# Test Scores Cross Walk- CVC

## » Math

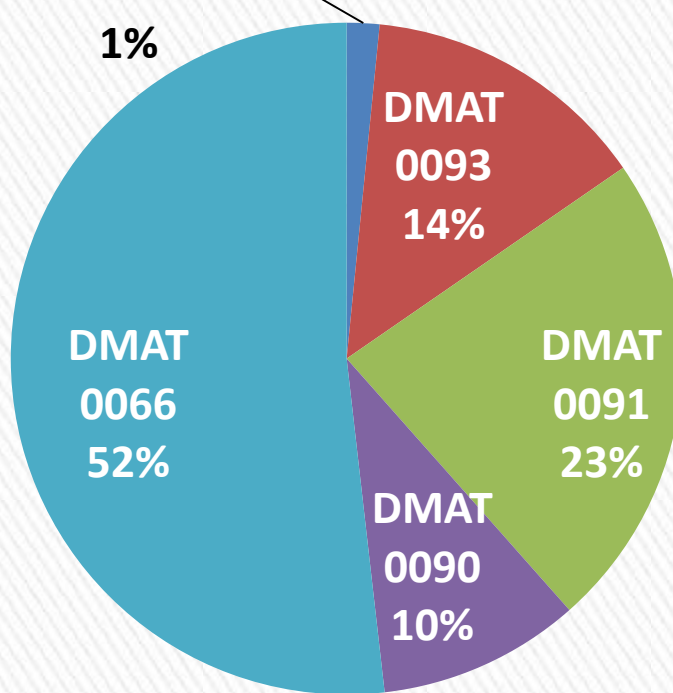
Accuplacer	Course Level	NEW TSI EXAM Diagnostic
M2 >68 / M3>63	College Ready	350
M2 >68 / M3<64	DMAT 0093	343-349
Any M2/ M1>54	DMAT 0091	<b>336</b> -342
M2 0-43/M1 31-54	DMAT 0090	323-335
M2 0-43/M1 0-30	DMAT 0066	310-322



# CVC Test Score Comparisons-

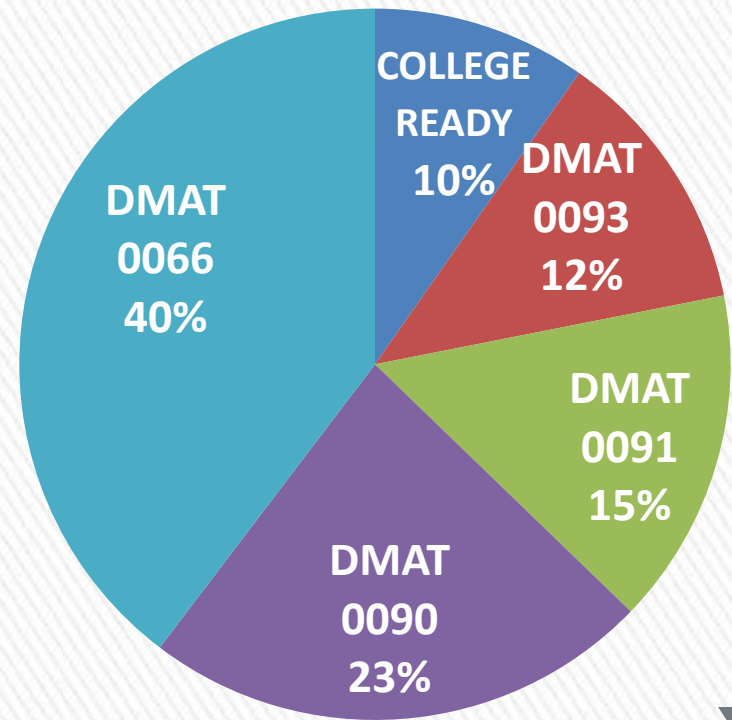
## MATH

ACCUPLACER MATH AUG12 TO  
JAN13



62% would be ABE- 10% BASE

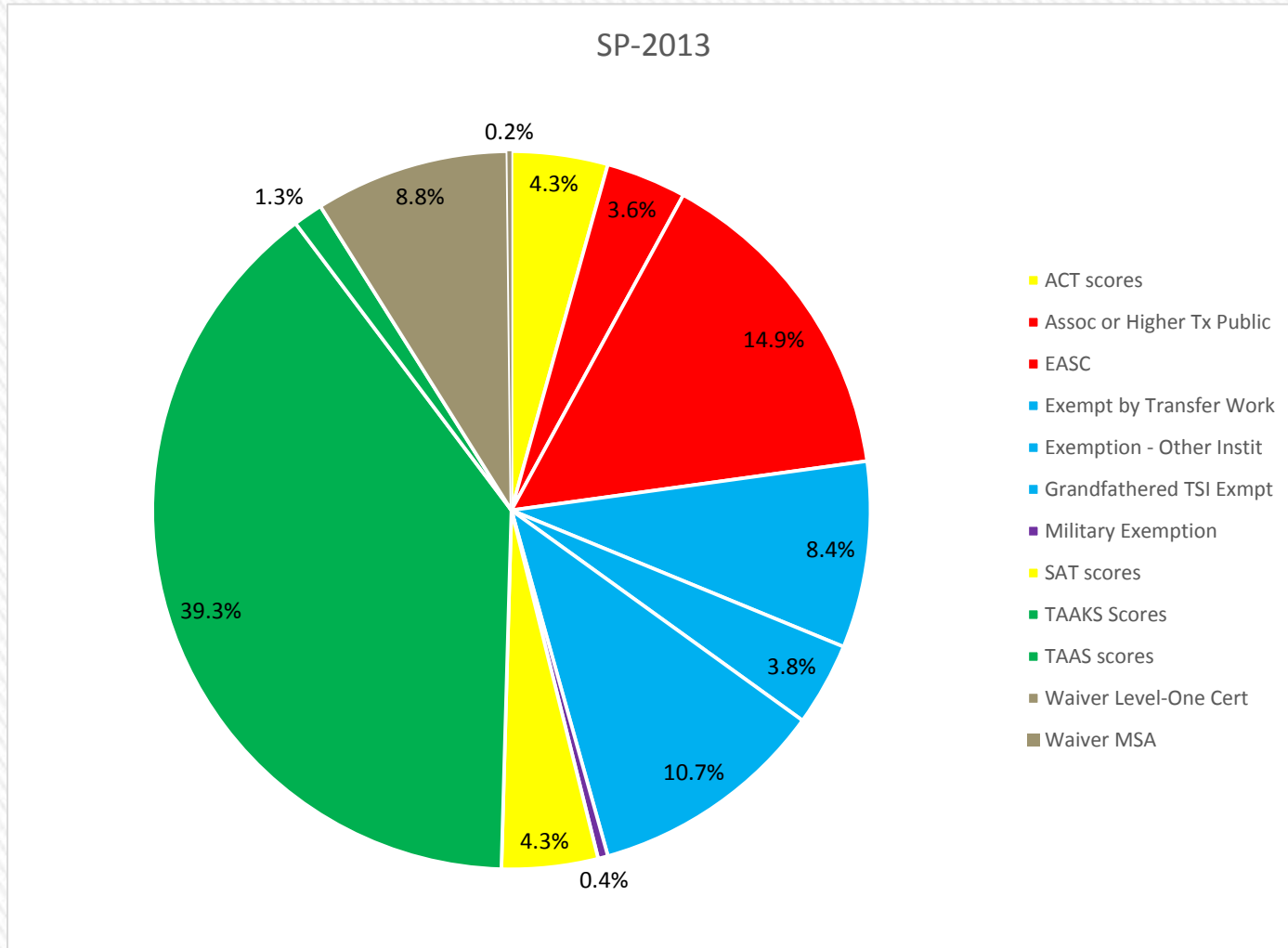
TSI MATH AUG13 TO JAN14



63% would be ABE- 23% BASE

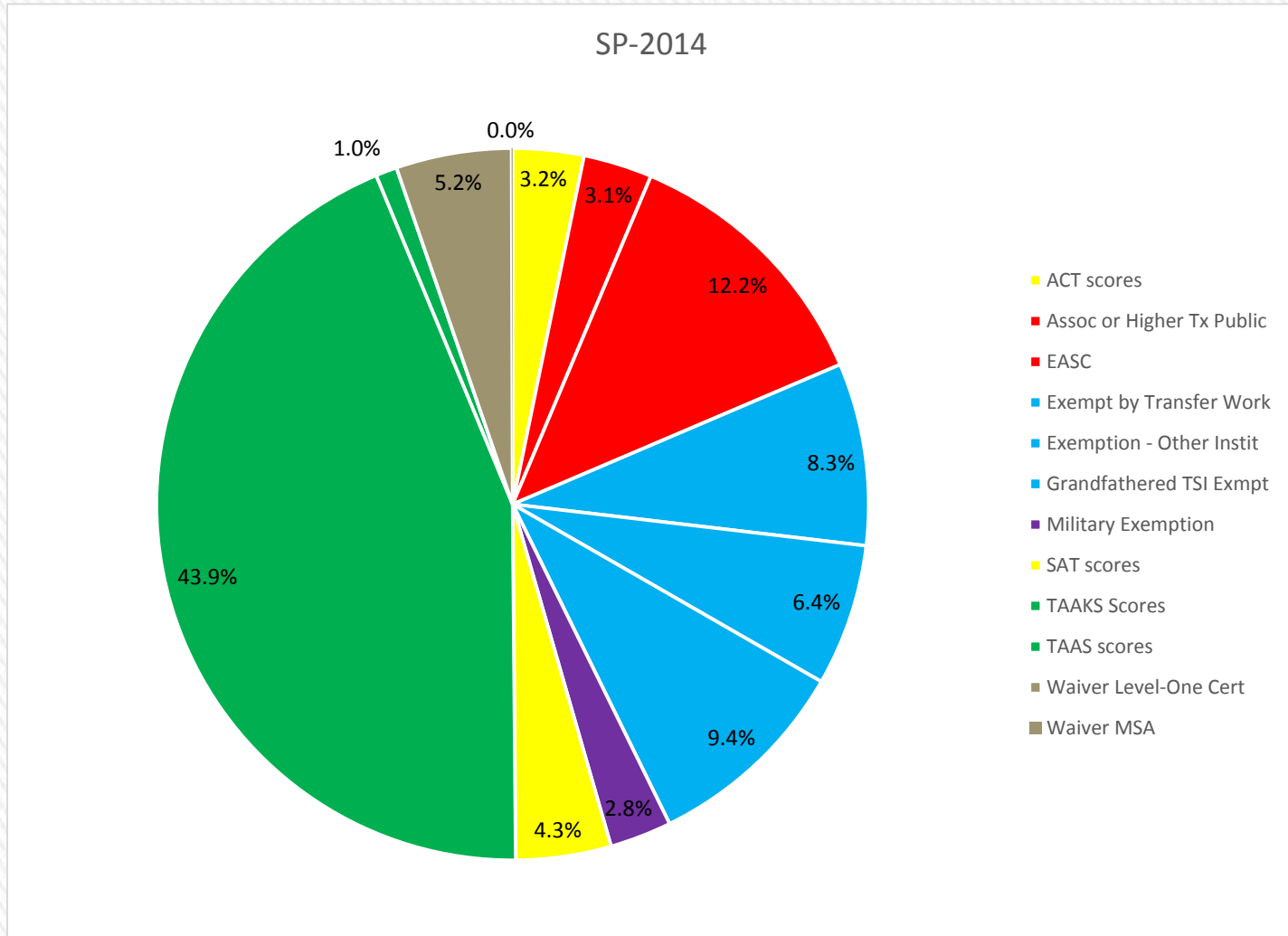


# Exemption Changes



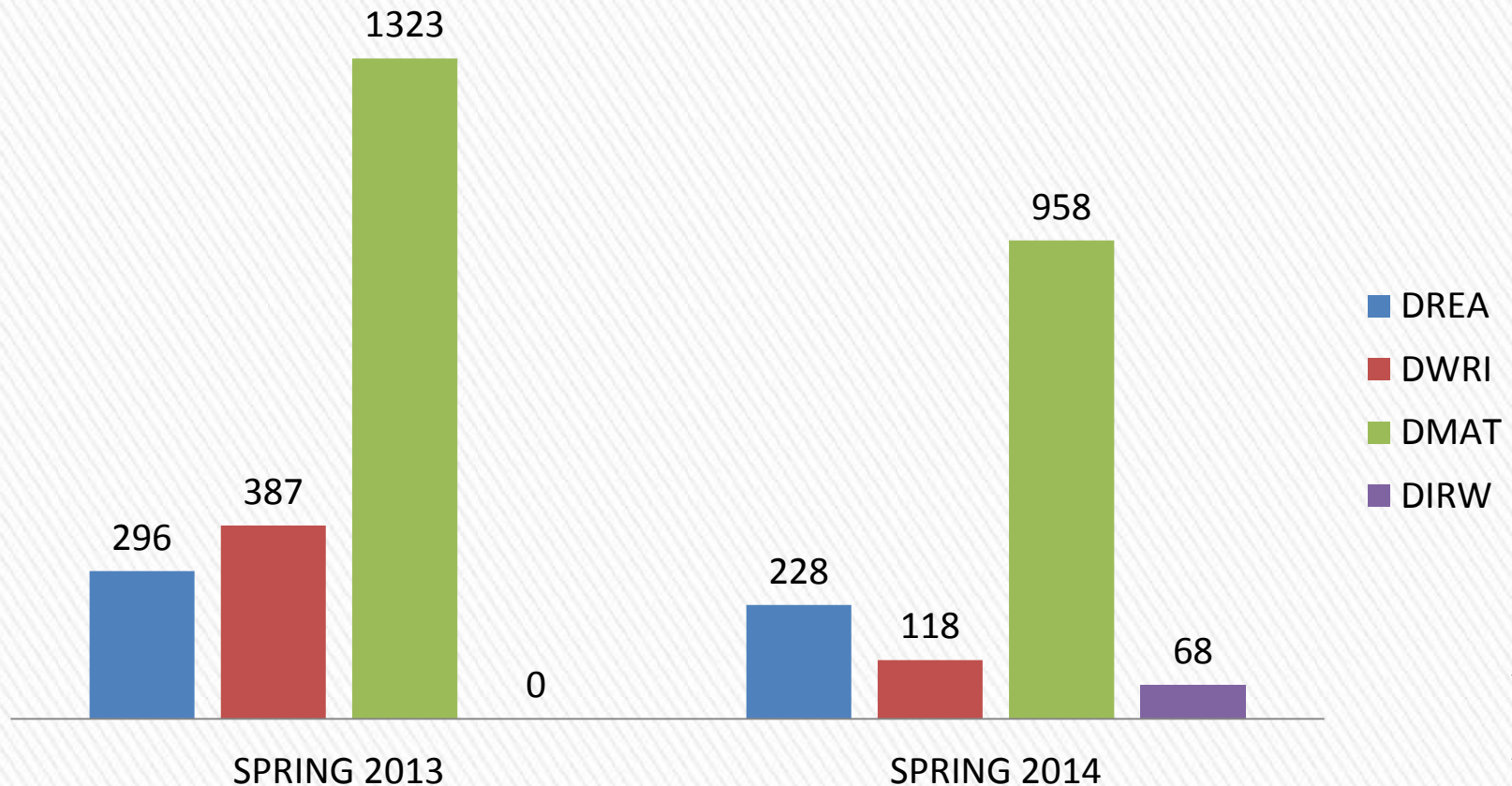


# Exemption Changes

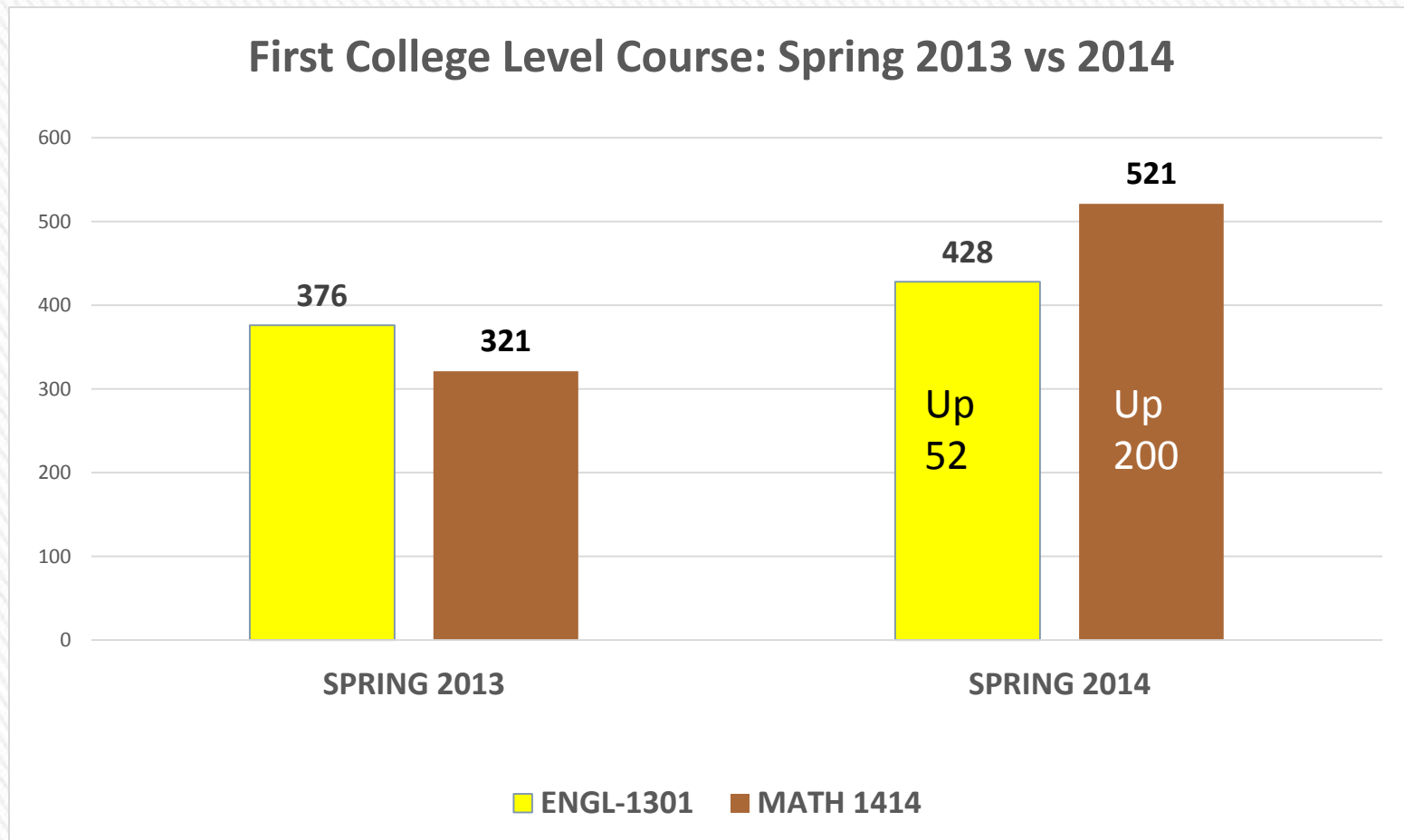


# Enrollment Changes: Less Developmental Education

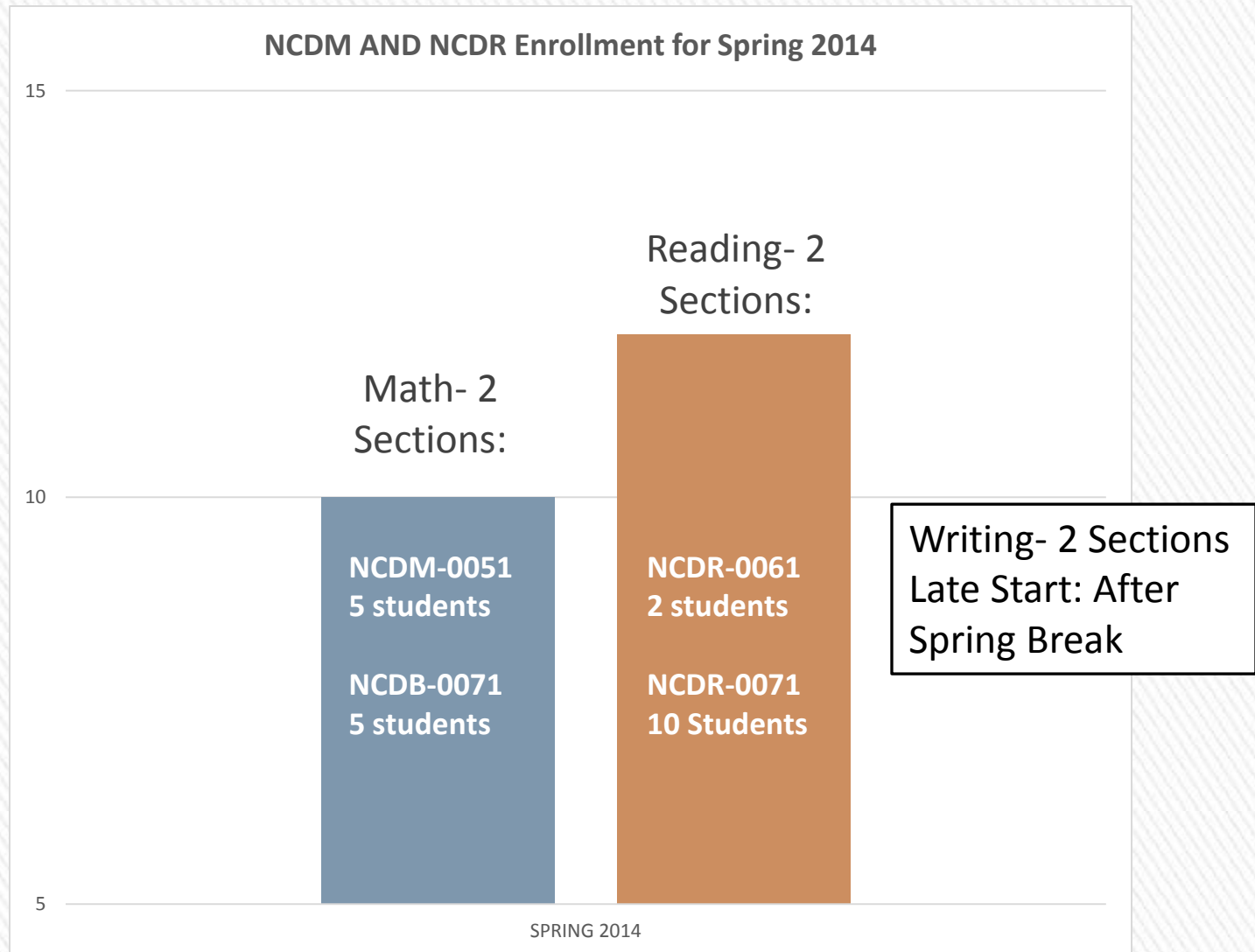
Changes in Developmental Education Enrollment, Spring 2013 vs. Spring 2014



# Effect on College Level Enrollment



# Spring 2014: Enrollment in “Non-Course-Based” Options





# What Has Happened?

What has happened to the market share for remedial instruction?

1. The Department of Education no longer will fund extensive developmental instruction;
2. The State of Texas has moved the lower levels of remedial instruction to the ownership of the Texas Workforce Commission;
3. Enrollments for developmental instruction will be transferred to non-course based remediation efforts for the lower levels.



# Why Has This Happened?

Why has this movement to not fund lower skill levels taken place in higher education?

1. National Standards are placing higher accountability metrics for K-12 educators to prepare students for post-secondary education;
2. The State of Texas has repurposed the high school competency exams to ensure that more students are “college-ready” in traditional gate-keeper courses;
3. Too many students receiving Financial Aid do not address remedial skills at the onset of their post-secondary education.



# Where Are We Going From Here?

Exactly where will this take community college developmental instruction?

1. Community Colleges in Texas will need to promote two levels of developmental instruction while working in conjunction with the Texas Workforce Commission for individuals at the lower skill levels;
2. Continuing Education providers will be requested to support non-course based remediation to assist in skills rebuilding for those individuals who are not TSI met at the lower skill levels;
3. There will be an increased bridge between high school graduates and “skill-camps” to ensure that individuals are as prepared as possible prior to taking an assessment battery for placement.



# A Question of Resource

There is a very tough question facing post-secondary open enrollment institutions as to...

“What will be the allocation of resource solely dedicated to serve the 3-8% trajectory of enrollments who will require additional assistance prior to qualifying for the two levels of developmental education that will be provided in the near future?”





# A Message of Accountability

Individuals who have not developed college-ready skills prior to enrollment will, in the very near future, may have to:

- » Face the cost of remedial instruction with extremely limited or possibly no financial aid to assist in efforts to attain college-readiness;
- » Be referred to the Texas Workforce Commission for skills building prior to being accepted into a post-secondary institution for credit bearing coursework.



# Thank You! >>>



Dr. Karen Laljiani &  
Mr. Marlon Mote,  
Cedar Valley College

Dr. Richard K. Plott,  
Dallas County  
Community College  
District