

Our Toolbelt: Innovation,
Instruments, and Trends in
Developmental Education and
College Readiness

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Texas Higher Education
Coordinating Board

The story of developmental education policy is one of...

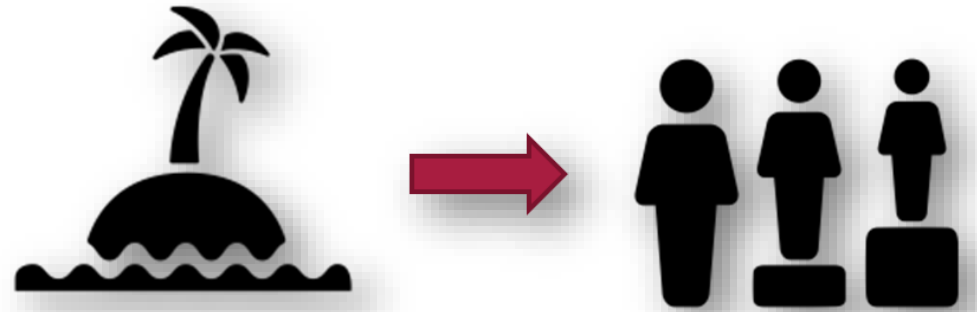
INNOVATION. Recent policy shifts have made developmental education an area ripe for research and learning.

Our toolbelt is used to support the development of policy, and staff guidance, that **supports localized action.**

Today's goal: Take you behind the scenes to better understand the

- **innovation,**
- **instruments,** and
- **strategies** that inform our DevEd and TSI Research efforts

Oh, and... a few **trends** to share.



“Our islands of innovation, at some point, must become an isthmus of equity.” – Chris @ [CAPR](#)

Developmental Education Update

A Report to the Texas Legislature

- Per Rider 33, 85th Texas Legislature Developmental Education, and
- SB 1776, 84th Texas Legislature College Preparatory Courses

Link from the report as presented to a convening of the Texas Higher Education Coordinating Board.

[2018 Report Copy](#)

Throughout this session, I will mention the Developmental Education Report several times. Including it here for your reference

More information about this report to the left.



Innovation in Pursuit of Equity

In recognition that innovation happens both inside and outside of policy, we leverage:

- Administrative data,
- grant evaluations, and
- institutional surveys

to

- learn from institutions,
- provide guidance (either rule or staff response),
- remove barriers,
- and/or propose new legislative changes that bring us one step closer to equity in college preparedness.

(snippet) Vision Statement for the 2018 Statewide Plan.

“...improving the success of underprepared students, both identified upon entry and those struggling during engagement with coursework.”

“Institutions will continue to address underprepared students’ individualized needs, identified through reliable diagnostic assessment and other best practice indicators”

Learning from Grant Awardees

| CRSM 2016 | CRSM 2018 |
|---|---|
| Overall awarded institutions achieved considerable success in both math and Integrated Reading and Writing (IRW), with successful completion rates of 70 percent and 62 percent , respectively | CRSM2018 will have an impact on more than 40,000 students across the state. Follow-up reporting will continue to focus on enrollments and completions, as well as longitudinal research to determine the impact on success points milestones, including graduation rates. |

Instruments

Bottomline: Ad-hoc, or recurring, instruments are vital to measuring the effectiveness of program implementation or policy change.

Pro: Prevents changes to longitudinal administrative data efforts (such as CBM reporting)

Con: If done well, it is going to take some time.

We strive to consider the following:

- The audience and their training needs to respond effectively
- That the data does not already exist
- And, that it aligns to emerging research interests in developmental education policy



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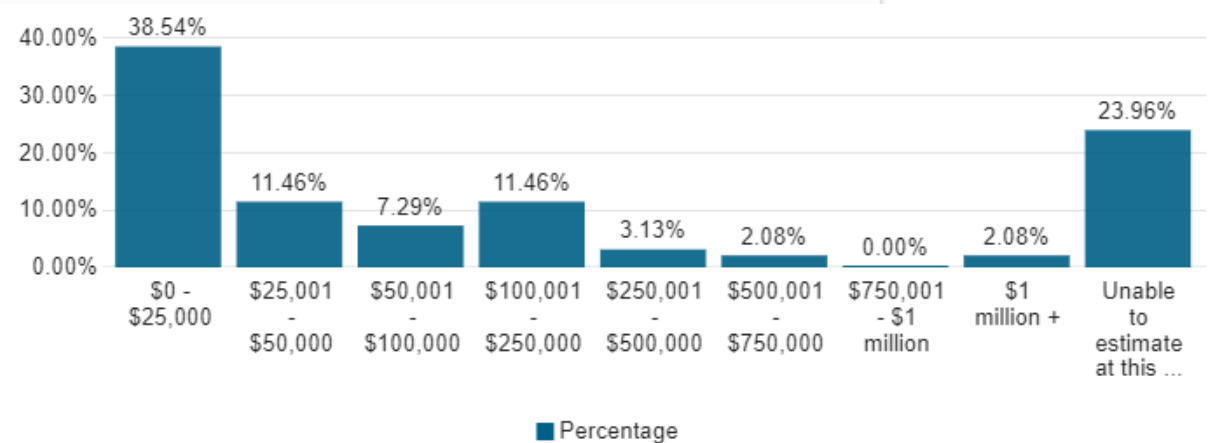
Developmental Education Program Survey 2018

Welcome to the DEPS administered through the Texas Higher Education Coordinating Board (THECB). This survey contains items that will be used for reporting on DE programs at your institution and at the state level. Your institution's responses to the DEPS may be made publically available unless otherwise noted in the question. Furthermore, your institutional contact information may also be made available to researchers who have been provided access to the DEPS.

The deadline for the DEPS is: **11:59 PM Central Standard Time, Monday, October 15, 2018**

Please refer to the [Glossary of terms](#) in the footer to reference how terms are used in this survey. You may also hover the pointer over words in blue for definitions, but note that not all words have this feature, so please review the *Glossary*.

223 (Percent of
ments directly attributable to



DEPS: Preliminary Findings – Statewide Overview

37%

of eligible DE students are enrolled
in a corequisite model for Math

52%

of eligible DE students are enrolled
in a corequisite model for IRW

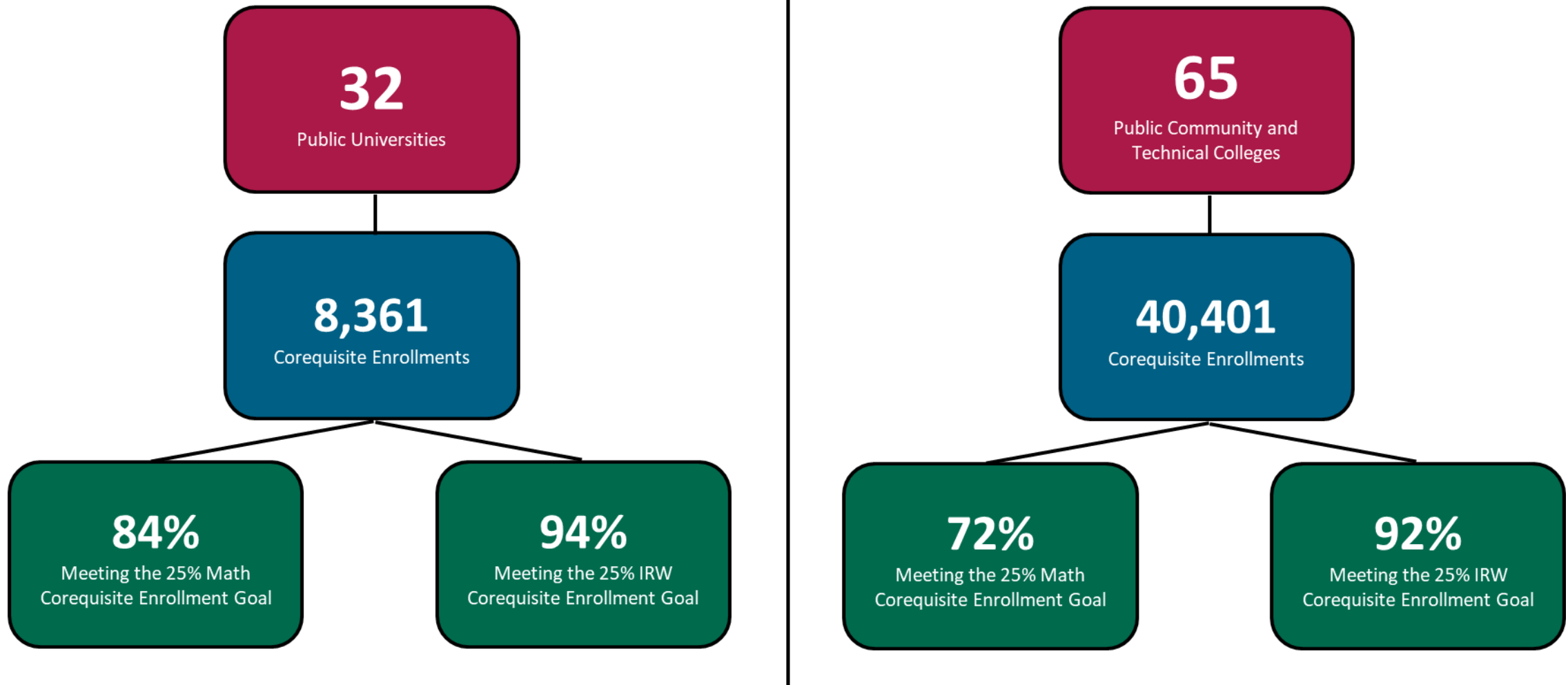
76%

of institutions met the 25%
corequisite enrollment goal for Math

93%

of institutions met the 25%
corequisite enrollment goal for IRW

DEPS: Preliminary Findings – Sector Overview



Strategies

The previous slides stole my thunder...



The theme behind our strategies can be summarized by the word **SUPPORT**.

Here are four of those strategies pulled from the Annual Report.

Scale up and share practices

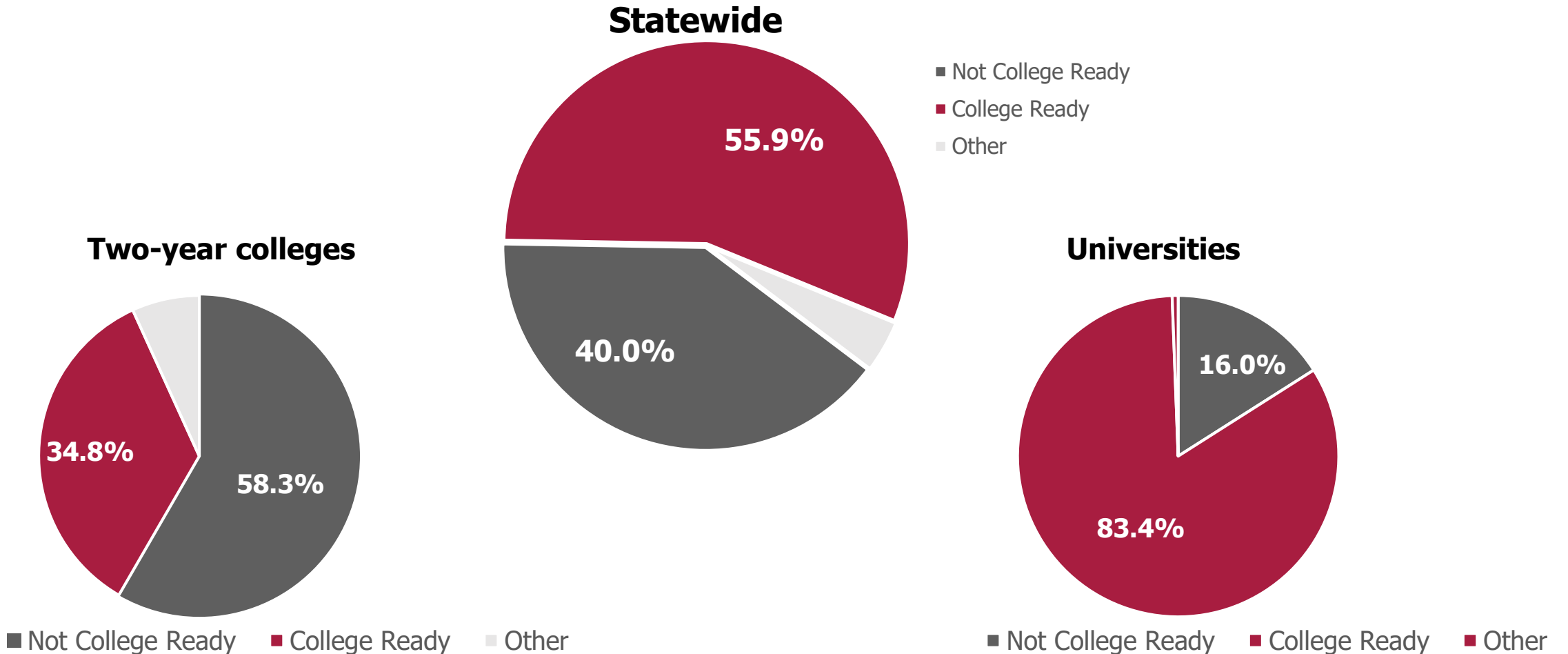
Expand opportunities for collaboration

Improve and support decision making

Complement efforts at the statewide level

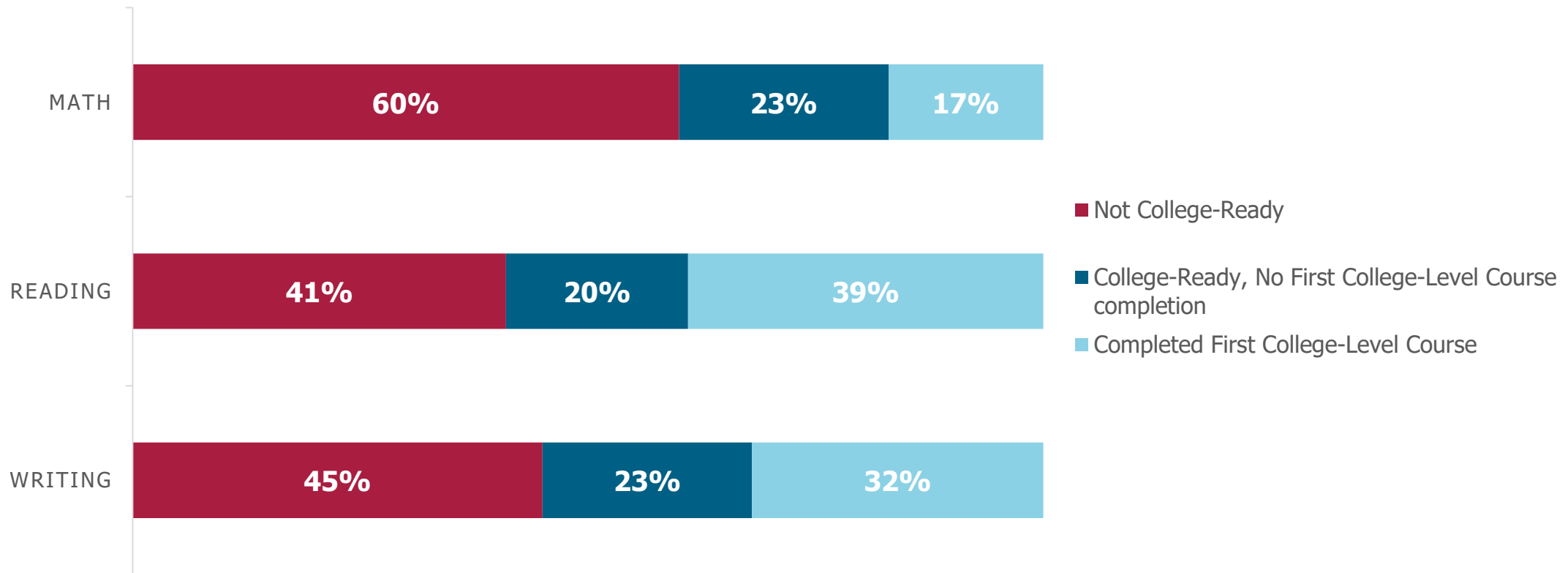
Updates on College Readiness, TSI, and Developmental Education

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



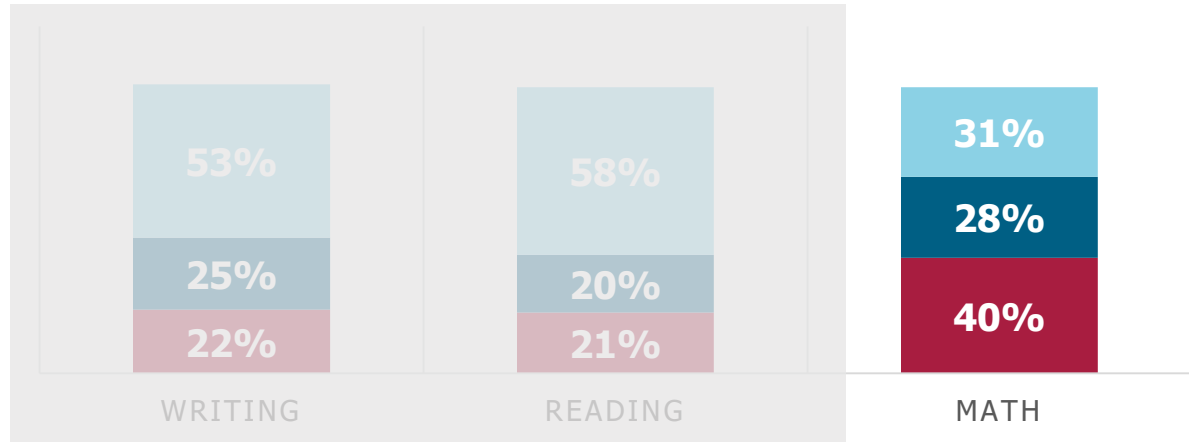
Almost half of non-college-ready students from Fall 2016 remained not-ready after 1 year

Statewide: Fall 2016 Percent Of Students Not-ready, 1 Year Follow-up

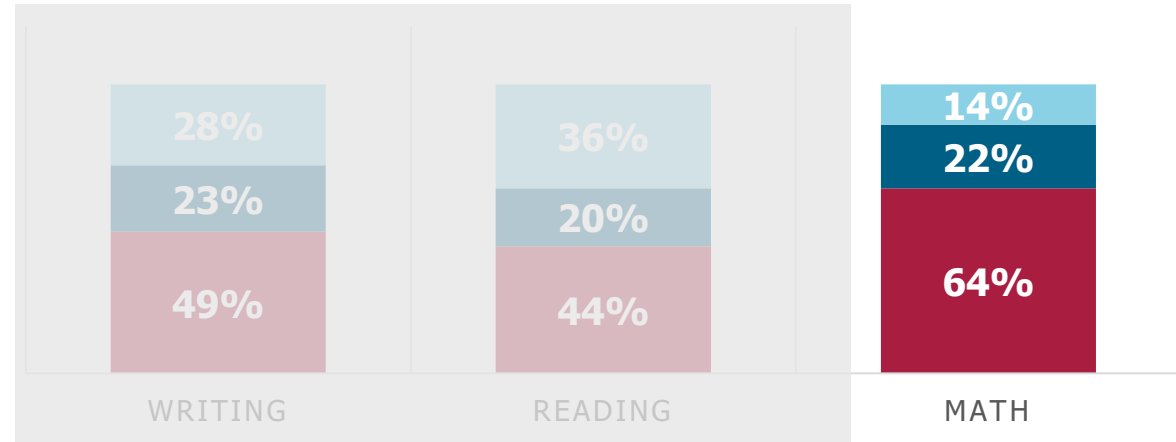


Math continues to be the subject with the most students who are not college-ready and have the lowest FCLC completions after a year

Universities: Fall 2016 Percent Of Students Not-ready, 1 Year Follow-up



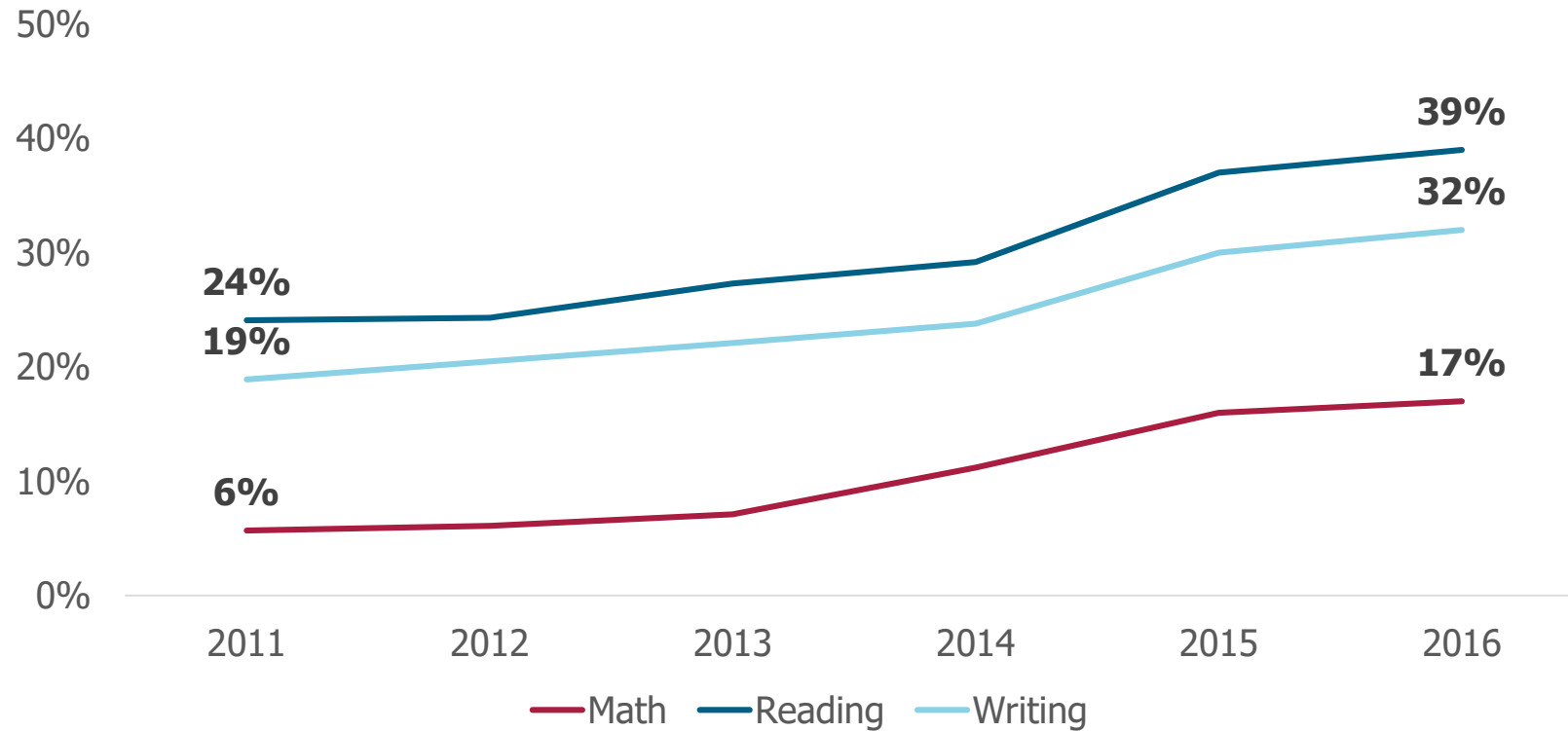
Two-year : Fall 2016 Percent Of Students Not-ready, 1 Year Follow-up



- Successfully completed FCLC
- College-Ready, No FCLC completion
- Not College-Ready

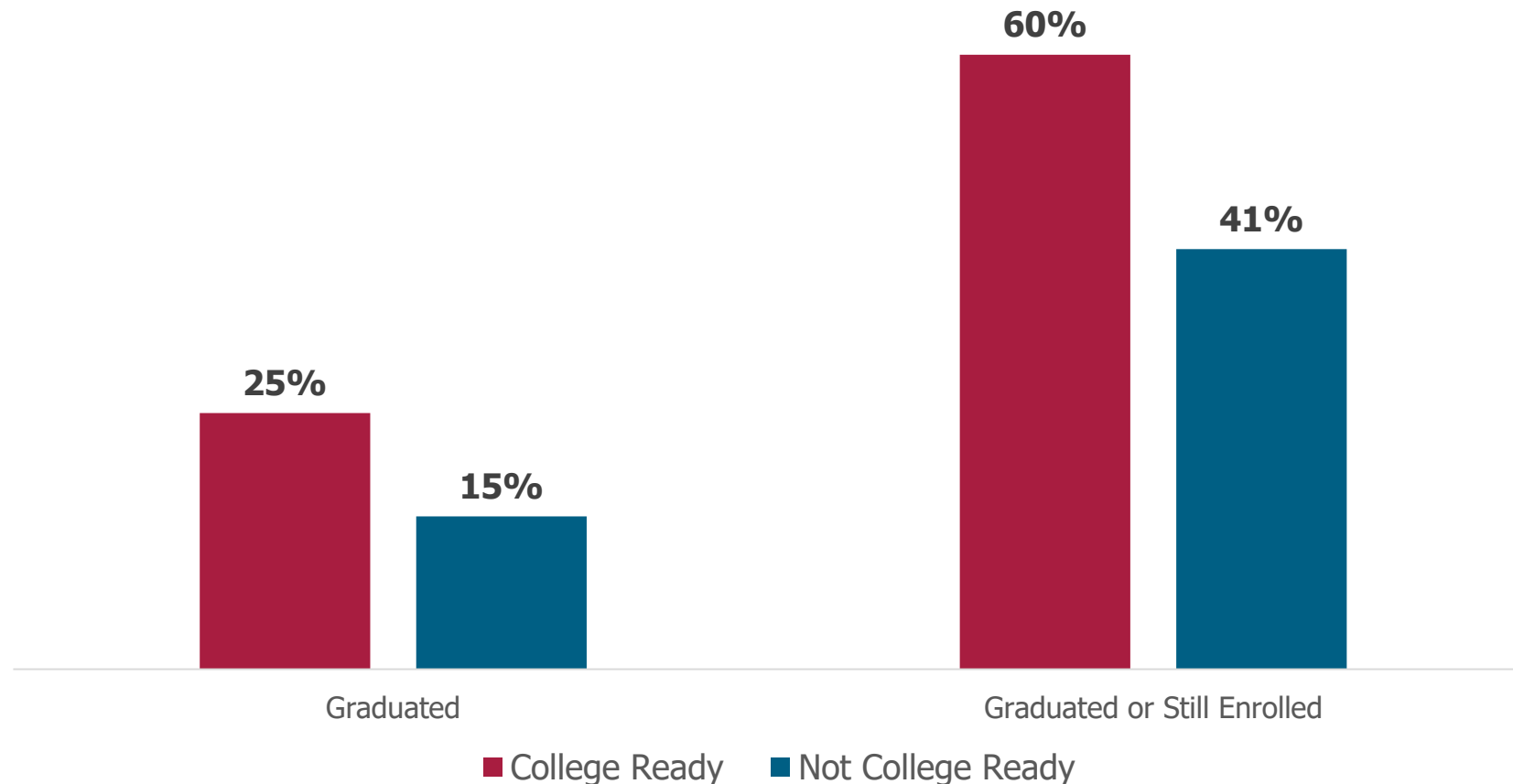
Successful completion of FCLC by students not college ready has increased over past 5 years

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



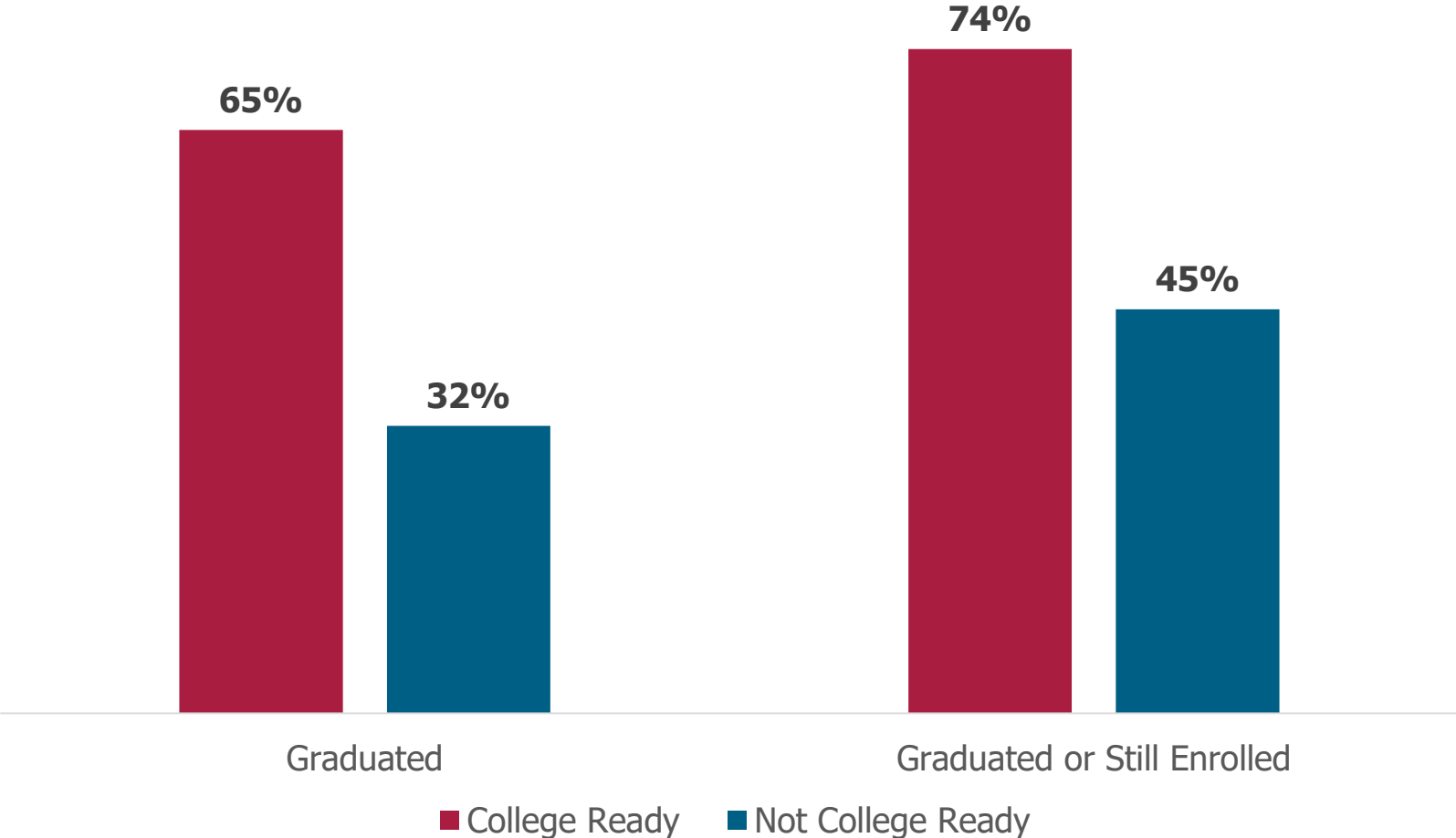
Completion rates at two-year colleges are 10 percentage points higher for college-ready students compared to students who enter not college-ready.

Status after 3-years (2014 Entering Cohort)



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

Status after 6-years (2011 Entering Cohort)



I want to support your work...

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