

Texas Higher Education Coordinating Board

College Readiness and Success Division Updates

TCCAO
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Presenters

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College and Career Advising

Laura Brennan, Deputy Assistant Commissioner for College and Career Advising

THECB Strategic Architecture

OUTCOME GOALS

Advance Economic Resiliency
Building a talent-strong Texas to propel continued growth of the economy and position the state to successfully rebound from economic challenges.

STRATEGIC PRIORITIES

Expand Opportunities
Ensuring opportunities for economic mobility for every Texan.

Innovate for Tomorrow's Texas
Harnessing the power of innovation to create a more vibrant future for Texas and its residents.

Implement a holistic and equitable **college and career advising** strategy.

Facilitate **transfer and timely completion.**

Catalyze innovation in educational delivery through digital learning.

Establish **aligned, innovative higher education funding** mechanisms.

Provide **targeted financial aid** to support access and success.

Increase workforce readiness and credentialing through a **comprehensive reskilling and upskilling** effort.

Enhance **research and development capacity** at institutions.

Inform effective decision-making **through new and improved data resources and products.**

FOUNDATIONAL GOAL

Facilitate Collaborative Partnership
Serving as a supportive partner to higher education stakeholders across the state in pursuit of our goals.

ENABLERS

- Champion data-informed policy and practices.
- Meaningfully engage and collaborate with those invested in higher education for Texas.
- Enhance effectiveness and customer service through improved processes and organizational structures.
- Manage talent and build skills in leadership, management, and network facilitation.

EXTERNAL
INTERNAL

Strategic Priority: College and Career Advising

| Workstream | Description |
|---|--|
| Design an aligned advising approach and cohesive technology strategy | <ul style="list-style-type: none">• Further our understanding of the challenges that students face and our points of maximum leverage for change. Create a cohesive advising strategy that effectively addresses those barriers and opportunities.• Assess current technology products operating in this space. Test and build on existing interventions, tools and resources informed by the design research workstream. |
| Align and sustain the work | <ul style="list-style-type: none">• Develop a sustainable model for the college and career advising work moving forward, aligning with tri-agency partners and supporting a facilitated network of practitioners and partners to ensure best practices are adopted and spread. |

Human-centered Design

We will study three key transition points.

- Secondary to Postsecondary
- Postsecondary to Career
- Reentry to higher education

We will develop user personas to share across the agency and field.

- High School Students: rural, urban,
- College students: two-year, four-year
- Adults: displaced workers, veterans, parents
- Professionals: high school counselors and advisers; higher ed counselors and advisers



About this course

Holistic College Ready Advising: Learn higher education strategies to help students understand how to meet college readiness standards, how TSI status may impact postsecondary enrollment and completion, and recommend ways to access support or accommodations.



Texas OnCourse joins THECB

- Moved operations from UT Austin to THECB
- Launched the new TXOC Academy
 - Modules for higher ed professionals
 - Dollars and Sense (financial literacy)
 - FAFSA and TASFA
 - Holistic College Ready Advising
- College and Career Readiness Curriculum
- Parent tool: Tomorrow Ready Texas

TSI Updates

Suzanne Morales-Vale, Senior Director College Readiness and Success

Texas Success Initiative (TSI) Updates

- Rule changes to TAC Rule §4.54 (approved April 22, 2021) allow GED and HiSET* scores to be used for TSI exemption

(C) GED: minimum score of **165 on the Mathematical Reasoning subject test** shall be exempt for the mathematics section of the TSI Assessment. A minimum score of **165 on the Reasoning Through Language Arts (RLA) subject test** shall be exempt for the English Language Arts Reading (ELAR) section of the TSI Assessment.

(D) HiSET*: minimum score of **15 on the Mathematics subtest** shall be exempt for the mathematics section of the TSI Assessment. A minimum score of **15 on the Reading subtest and** a minimum score of **15 on the Writing subtest, including a minimum score of 4 on the essay**, shall be exempt for the English Language Arts Reading (ELAR) section of the TSI Assessment.

*Applies only to HiSET scores on or before August 31, 2021.

Texas Success Initiative (TSI) Updates

- Beginning fall 2021, institutions must scale corequisite model enrollments to **100 percent** for students at diagnostic level 5 (math) and levels 5-6 (ELAR).
- Institutions may use COVID Waiver options for placements through **summer 2022**. Fall 2022 placements must revert to THECB rules (TSI, TAC §4.51-4.63 & Dual Credit, TAC §4.85).

COVID Waiver/Multiple Measures Assessment (MMA)

- Effective for placements in spring 2020 through summer 2022
- Use of the COVID Waiver does not allow authority to modify existing rule (e.g., student who meets SAT exemption for TSI for math (530) cannot also be required to have a certain GPA (or meet another indicator).
- COVID Waiver is NOT an indicator of college readiness.

Texas Success Initiative Assessment, Version 2.0 (TSIA2) Implementation Updates

Preliminary Outcomes (Jan-Mar 2021)

- Approximately 66K administrations in each subject area
- Outcomes mostly align with TSIA
 - ELAR - 35% college-ready
 - essay outcomes suggest learning loss (esp. HS test takers)
 - Math - 23% college-ready
 - higher number of students assessing at Diagnostic Level 4 versus 5
- THECB and College Board continue to closely monitor outcomes
- Validity study anticipated summer 2022

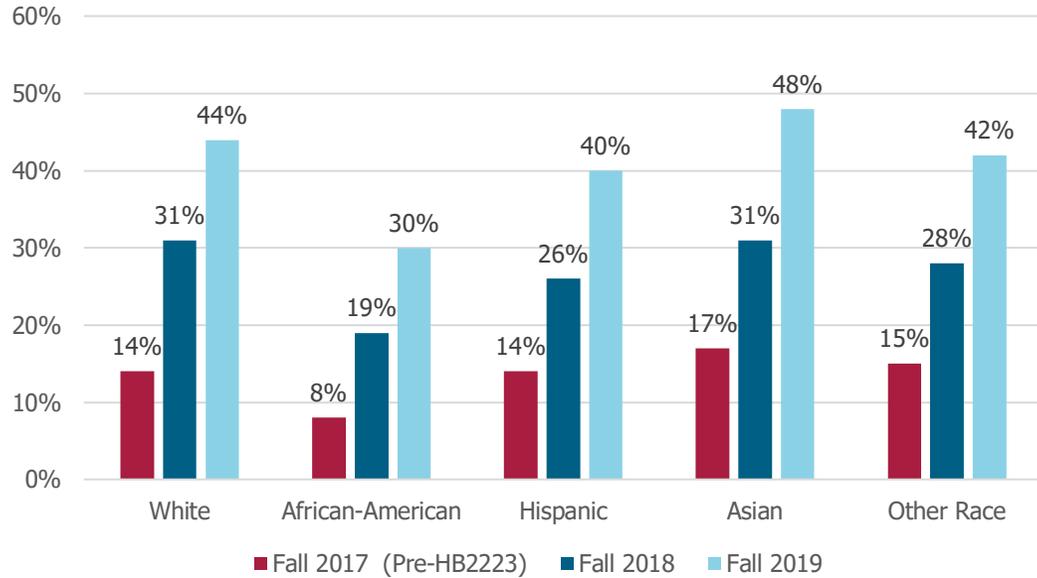


College Readiness: A Spectrum of Opportunity

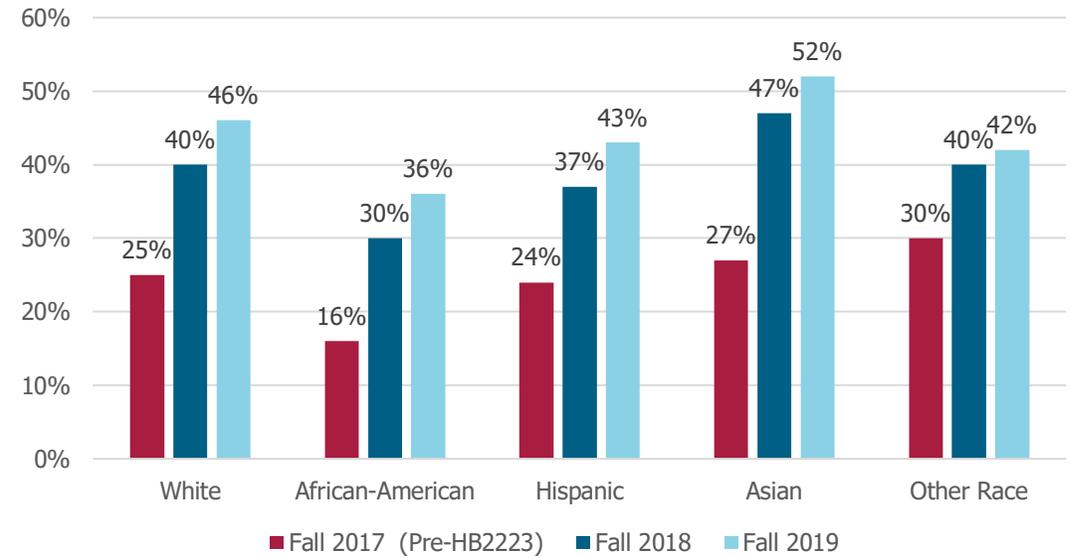
**Equity in education is more than
expanding Access–It's also about
helping to ensure Success**

All groups show significant gains in first college-level course completions

Math - Percent of Successful First College-Level Course Completions² for HB 2223 Eligible¹ Students within Two Semesters by Race



Reading/Writing/IRW - Percent of Successful First College-Level Course Completions² for HB 2223 Eligible¹ Students within Two Semesters by Race



Source: THECB CBM002 and CBM005

Note: Analysis based on certified and error-free data as of 12.18.2020. Does not include data from two CTCs.

¹ HB 2223 eligible students include students enrolled in DE math in each semester who meet all other requirements of the statute.

² Successful completion of a first college-level course indicates the student received a grade of A, B, or C.

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