

- SUBJECT:** Requiring a corequisite model for developmental education
- COMMITTEE:** Higher Education — committee substitute recommended
- VOTE:** 9 ayes — Lozano, Raney, Alonzo, Alvarado, Button, Clardy, Howard, Morrison, Turner
- 0 nays
- WITNESSES:** For — Rebecca Goosen, Texas Association of Community College
- Against — Anne Vance
- On — Sarah Ancel, Complete College America; (*Registered, but did not testify*): Jerel Booker, Texas Higher Education Coordinating Board)
- BACKGROUND:** Education Code, sec. 51.3062 governs the Texas Success Initiative, which requires an institution of higher education to assess the academic skills of each entering undergraduate student to determine the student's readiness for freshman-level coursework. If the student fails to meet certain assessment standards, an institution of higher education is allowed to refer the student to remedial courses, known as developmental education, to address the student's deficiencies.
- Under the corequisite model of developmental education, a student enrolls simultaneously in a developmental education course and in a freshman-level course of the same subject during the same semester, rather than completing a developmental course before the student is able to enroll in a credit-bearing course.
- DIGEST:** CSHB 2223 would require institutions of higher education to adopt a corequisite model for developmental education, with the ultimate goal of 75 percent of students enrolled in developmental education complying with the requirements of the bill. The requirements would not apply to adult basic education or basic academic skills education.

**Advising.** If a student failed to satisfactorily complete a freshman-level course in the same subject area in which the student was referred to developmental coursework, the institution of higher education would be required to:

- review the plan developed for the student during college readiness advising and, if necessary, work with the student to revise the plan; and
- offer the student a range of competency-based education programs to assist the student in becoming ready to perform freshman-level academic coursework in the applicable subject.

**Effectiveness measurement.** Students who had completed a college preparatory course would be exempted from developmental education if they enrolled in a college-level course in the exempted content area during their first year of enrollment after qualifying for the exemption. The THECB would analyze data on the effectiveness of college preparatory courses as measured by the rate at which students receiving an exemption successfully completed the college-level course. THECB would be required to report on the effectiveness of college preparatory courses in November of each even-numbered year.

**Funding.** Developmental education credit hours eligible for formula funding would be reduced under the bill. For public colleges and universities, the number of eligible semester credit hours would be reduced from 18 to 9 per student, but the number of semester credit hours would remain at 18 if the developmental coursework is English for speakers of other languages. For public community colleges, the number of credits would be reduced from 27 to 18 per student, but the number of credit hours would remain at 27 if the developmental coursework is English for speakers of other languages.

**Implementation timeline.** Each institution of higher education would be required to ensure that a certain percentage of the institution's students who were enrolled in developmental coursework were in compliance with the bill's requirements, as follows:

- for the 2018-19 academic year, at least 25 percent;
- for the 2019-20 academic year, at least 50 percent; and
- for the 2020-21 academic year and moving forward, at least 75 percent.

CSHB 2223 would apply beginning with the 2018-2019 academic year. It would take immediate effect if finally passed by a two-thirds record vote of the membership of each house. Otherwise, it would take effect September 1, 2017.

**SUPPORTERS  
SAY:**

CSHB 2223 would provide a needed overhaul to the developmental education system by requiring a corequisite model rather than the current system, which has been largely unsuccessful in helping students succeed in college. Students would be able to take credit-bearing courses at the same time they took developmental education courses, which has shown success in multiple states in improving student outcomes and saving tuition dollars. The bill would provide flexibility to institutions of higher education that wished to pursue other options for developmental education by capping the required percentage of students enrolled in corequisite-based developmental education at 75 percent, phased in over a three-year period.

**OPPONENTS  
SAY:**

The corequisite model for developmental education is a valuable tool, but it should be one of many approaches to prepare students for post-secondary success. Rather than requiring a one-size-fits-all approach outlined in this bill, there should be more flexibility for campuses that must educate a variety of students with different needs, backgrounds, and learning styles.