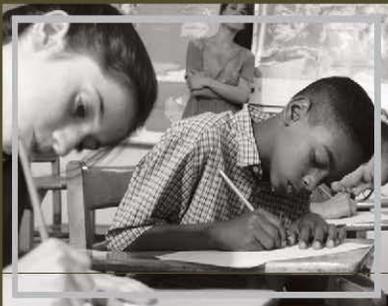




# Texas P-16 Council Developmental Education Report



## A Report on Recommendations Produced FY 2005-2006



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January 2007

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# **The P-16 Council**

## ***HISTORY OF THE P-16 COUNCIL***

In Texas, the P-16 collaborative began in 1998 as an informal network called the Public Education/Higher Education Coordinating Group. That group was formed by the Commissioners of the Texas Education Agency (TEA) and the Texas Higher Education Coordinating Board (THECB), along with the executive director of the State Board for Educator Certification (SBEC). Representatives from the legislature, the Governor's office, university systems and other state agencies, as well as education associations and business coalitions were invited to the meetings. It was important for the stakeholders and strategic partners to have a structure, however informal, to present ideas and discuss issues of mutual concern and interest such as the Advanced Placement/International Baccalaureate (AP/IB) Incentive Program, college readiness projects, role of community colleges, teacher recruitment and retention, dual/concurrent enrollment, minority enrollment and assessment.

In 2003, the Texas Legislature formalized the system by passing Senate Bill 286 which created the P16 Council as defined in Sections 61.076 and 61.077 of the Education Code. In 2005, the Legislature modified and strengthened the P-16 statute by passing House Bill 2808, which amends Section 61.076 and repeals Section 61.077 of the Education Code. Section 61.076 outlines Council membership.

## ***COUNCIL MEMBERS***

In 2005, the 79th Regular Texas Legislature established the statutory members of the P-16 Council in House Bill 2808. Council members represent four Texas state agencies: the Texas Education Agency (TEA), the Texas Higher Education Coordinating Board (THECB), the Texas Workforce Commission (TWC), and the Texas Department of Assistive and Rehabilitative Services (DARS). Note: The State Board of Educator Certification (SBEC) remains a statutory member; however, subsequent legislation moved SBEC's responsibilities under the purview of TEA.

## **Members**

Dr. Shirley J. Neeley (Council Co-Chair)  
Commissioner of Education  
Texas Education Agency

Dr. Raymund A. Paredes (Council Co-Chair)  
Commissioner of Higher Education  
Texas Higher Education Coordinating Board

Mr. Larry Temple  
Executive Director  
Texas Workforce Commission

Mr. Terrell I. Murphy  
Commissioner  
Texas Department of Assistive and Rehabilitative Services

## ***COMMITTEES AND FOCUS AREAS***

P-16 Committees are comprised of education stakeholders from both public and higher education, legislative staff, and

business and community members. The Committees advise the Council on a number of topics, and membership is open to all interested persons. Current Committees and area focus groups include:

- **ADULT, CAREER, AND TECHNOLOGY EDUCATION**  
Addresses issues related to community colleges and adult education.
  - **DEVELOPMENTAL EDUCATION SUBCOMMITTEE**
- **EDUCATOR QUALITY**  
Addresses issues related to excellence in educator recruitment, preparation, development, and retention.
- **STUDENT ACADEMIC PREPARATION AND READINESS**  
Addresses issues related to students readiness and academic preparation.
- **TEXAS P-16 PUBLIC EDUCATION INFORMATION RESOURCE (TPEIR)**  
Addresses issues related to data compilation and research. Maintains the Texas PK-16 Education Information Resource.

## **Developmental Education Subcommittee**

### ***Co-Chairs:***

Donetta Goodall, Austin Community College  
Rebecca Goosen, San Jacinto College District

### ***Workgroup Chairs:***

Frank Ashley, Texas A&M University-Commerce  
Barbara Lerner, Texas Woman's University  
Emily Miller Payne, Texas State University  
Joanie Rethlake, Harris County Department of Education, Texas LEARNS

### ***Workgroup Members:***

Cynthia Ferrell, Texas Higher Education Coordinating Board  
Cheryl Fuller, Office of the Governor  
Anson Green, Texas Workforce Commission  
John McCann, Texas Department of Assistive and Rehabilitative Services  
Dorothy Ward, University of Texas at El Paso

### ***Committee Members\*:***

Janie Bonham, Paris Junior College  
Dalissa Brandenburg, Texas Education Agency  
Kelly Callaway, Texas Education Agency  
David Caverly, Texas State University-San Marcos  
Sheila DeLeon, Legislative Budget Board  
Dale Fowler, Austin Independent School District  
Ricardo Gonzalez, The University of Texas at San Antonio  
Russell Hodges, Texas State University  
Don Hudson, Texas Association of Community Colleges  
Chris Palacios, Del Mar College  
Marilyn Peebles, Texas Education Service Center XIII  
Gail Platt, South Plains College  
George Rislov, Texas Education Agency  
Steve Sippel, Harlandale Independent School District  
Maggie Smith, The University of Texas at El Paso  
Elizabeth Stanley, College Board  
Kathy Stein, The University of Texas at El Paso  
Sue Wheeler, ACT, Inc. David Young, Office of the Governor

**\*Committee members include participants who attended one or more subcommittee meetings.**

## **Executive Summary**

This report is based on a series of meetings of the Developmental Education Subcommittee (Subcommittee) of the

Texas P-16 Council (Council). The Subcommittee is charged with developing recommendations to effectively address developmental education in Texas. The Subcommittee addressed developmental education concerns such as curriculum and instruction issues, definition issues, faculty issues, institutional issues and student issues.

For the purposes of this report, developmental education is defined as “a continuum of undergraduate courses and services ranging from tutoring and advising to remedial coursework and other instruction designed to prepare students for college level (and therefore work-ready) courses and continued academic success.” Research indicates that as many as five out of six high school graduates in Texas are not prepared to succeed in college courses, with disproportionate numbers of low-income and students of color in this group.<sup>1</sup> Once placed in developmental programs, these underprepared students seldom achieve academic success—less than 20 percent ultimately complete developmental programs and earn baccalaureate degrees.<sup>2</sup> If Texas is to achieve the goals of Closing the Gaps, developmental education must fulfill its critical role by effectively and efficiently delivering developmental education and by committing to building and sustaining a P-16 culture of continuous academic transfer. In his October 2005 Board Report, the Commissioner of Higher Education urged educators to dramatically rethink and strengthen developmental education, citing the urgent need for better research on developmental education and trained developmental education specialists who can lead us in devising innovative programs for underprepared students at all points in the pipeline.<sup>3</sup>

## ***RECOMMENDATIONS***

Subcommittee members identified three main recommendations that the Council should adopt to effectively address the issues of developmental education in Texas.

### **Recommend that Texas increase the preparedness of developmental educators.**

Developmental education certification and advanced degree programs must prepare educators to respond to the unique learning needs of underprepared students in higher education.

### **Recommend that developmental education content standards be developed and include appropriate learning outcomes that are consistent with college readiness standards.**

Content standards must be employed to align learning objectives in developmental education courses with credit-bearing courses and to facilitate transfer of developmental courses among institutions of higher education. The learning objectives must address what all students, including students with special needs, must know and be able to do to succeed in entry-level college/university courses and the skilled workforce.

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<sup>1</sup> American College Testing (2004). *Crisis at the Core: Preparing all students for college and work*. Iowa City, IA: ACT, Inc.

<sup>2</sup> Texas Higher Education Coordinating Board (THECB). (2005). *Developmental education data profile*. April 5, 2006. <http://www.thecb.state.tx.us/reports/PDF/1098.PDF> >

<sup>3</sup> Texas Higher Education Coordinating Board. *Commissioner’s Report to the Board*, October 2005. July 18, 2006. <<http://www.thecb.state.tx.us/Commissioner/CommRep1005.pdf>>

**Recommend that the P-16 Council charge the Education Research Centers created in HB 1, 79<sup>th</sup> Texas Legislature 3<sup>rd</sup> Called Session, with developing a developmental education research agenda to collect and disseminate relevant data through appropriate and rigorous research methodology.** Although the goal of Texas' education reforms in HB 1 aim to reduce the need for developmental education, the need for it is still present and will continue to be present until a generation of change has occurred. Focusing rigorous academic inquiry on the underprepared student will strengthen the relatively weak body of scholarship in the field of developmental education and will provide the research underpinnings needed to support effective developmental education practice, discover innovative developmental pedagogy, and provide quality developmental educator preparation.

Recommendations on the Consent Agreement agenda include: (1) the adoption of a statewide developmental education mission statement, (2) the adoption of a statewide definition of developmental education, (3) the appointment of representatives to the THECB Developmental Education Committee, (4) the completion of a study on the costs associated with developmental education, and (5) the inclusion of a developmental education accountability measure of underprepared students completion of baccalaureate degrees for all institutions of higher education.

## Background and Process

At the request of the P-16 Council, the Developmental Education Subcommittee was created to examine ways in which the Council can effectively address the issues of developmental education. The Subcommittee falls under the purview of the Adult Basic, Career and Technology Education Committee of the Council.

Over the course of its work, the Subcommittee identified and researched the following issues:

- All/Overarching Issues
- Curriculum and Instruction Issues
- Definition Issues
- Faculty Issues
- Institutional Issues
- Student Issues

What follows is a timeline with a short description of action taken at each meeting:

Date	Action
August 3, 2005	P-16 Council members unanimously agreed to examine ways in which it could work to effectively address the issues of developmental education.
October 4, 2005	Stakeholders met for the first time and formed the Developmental Education Subcommittee. During the meeting, members discussed developmental education issues, prioritized those issues and created a plan to recruit additional members. Members also determined that their goal was to prepare a report with recommendations to address the issues discussed at the meeting and present that report to the P-16 Council for adoption.
November 1, 2005	The Subcommittee presented its 'Developmental Subcommittee Work Plan' during the Council meeting and outlined the scope of its work. Council members adopted the work plan with additional recommendations for the Subcommittee to consider.
January 31, 2006	The Subcommittee identified working groups and assigned work to be accomplished. The Subcommittee refined its specific charge, created definitions and developed a plan for communicating with other subcommittee members and developmental education stakeholders. Members identified additional issues along with recommendations to address those issues.
March 29, 2006	The Subcommittee reported on workgroup activities and discussed additional recommendations for consideration.
May 16, 2006	The Subcommittee reviewed sections of HB 1, 79th Texas Legislature 3rd Called Session, that are related to developmental education and P-16 initiatives. The workgroups reported on their activities and the subcommittee discussed its recommendations for consideration.
June 22, 2006	The Subcommittee met in a full-day retreat to identify and prioritize recommendation for adoption by the Council.
September 26, 2006	The Subcommittee met to finalize recommendations.
November 1, 2006	The report and recommendations were presented and adopted as amended by the Council.

## **Recommendations**

- 1) Recommend that Texas increase the preparedness of developmental education educators.*
- 2) Recommend that Developmental Education content standards be developed and include appropriate learning outcomes that are consistent with college readiness standards.*
- 3) Recommend that the P-16 Council charge the Education Research Centers created in HB 1, 79<sup>th</sup> Texas Legislature 3<sup>rd</sup> Called Session, with developing a developmental education research agenda to collect and disseminate relevant data through appropriate and rigorous research methodology.*

## **Recommendation One**

### ***Recommend that Texas increase the preparedness of developmental education educators.***

Texas should increase the preparedness of developmental education educators by providing additional avenues for receiving professional credentials in developmental education and by providing increased and better professional development opportunities. Subcommittee members agreed that developmental education faculty should have a high level of skills and educational preparation emphasizing academic content and pedagogical approaches, and should be prepared beyond the bachelor's degree level by having at least a master's degree in developmental or adult education and/or additional professional development in those areas. As research shows, the quality of teaching has the greatest effect upon the quality of education.<sup>4</sup> Further, Casazza and Silverman (1996) state that professional development ensures faculty upgrade their knowledge and skills, improves instruction, and alerts faculty to current research, theory, and practice.<sup>5</sup> The Subcommittee suggests developing clearly identified benchmarks to ensure that developmental education faculty have appropriate and consistent standards integrated into their teacher preparation program.

Hunter Boylan, Director of the National Center for Developmental Education, was commissioned by the Texas Higher Education Coordinating Board to examine the Texas Academic Skills Program (TASP), a tool used from 1989 to 2003 to assess the student's reading, mathematics and writing competencies upon entering college. The study found that developmental education programs were very uneven due to the varying qualifications of and support provided to developmental education faculty. In many cases, adjunct faculty with minimal qualifications were hired for the most difficult teaching assignments, yet were not provided with professional development or institutional support. The data indicated that although there was a small group of well-trained and highly-qualified professionals in developmental education, the overall quality of developmental education was well below then-current professional standards.<sup>6</sup>

The lack of professional development opportunities is exacerbated by the dearth of certification and advanced degree programs focused on developmental education. Nationally, only one doctoral program, three Master's programs (including one at Texas State University), and the Kellogg Institute provide professional training for developmental educators. Teaching developmental education students takes special skills and abilities beyond a mastery of content. The students must be approached with a complete understanding of their cognitive and affective instructional needs. This can only be accomplished when the instructor has had the opportunity to study and conduct research to gain a better understanding of the student.

### **The subcommittee has determined that increasing the preparedness of developmental educators could be accomplished by:**

- 1) Defining standards of excellence for developmental educators in Texas in alignment with national standards and identify characteristics of effective developmental education faculty, 2) Creating opportunities and incentives for Texas universities to establish master's and doctoral programs in developmental education. Additionally, provide incentives for working professionals to participate in those graduate programs through scholarships and assistantships

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<sup>4</sup> Cross, David. *Language Teacher Preparation in Developing Countries*. FORUM, Vol. 33 No 4, October - December 1995, Page 34.

<sup>5</sup> Casazza, M.E. & Silverman, S. (1996). *Learning assistance and developmental education*. San Francisco: Jossey-Bass.

<sup>6</sup> Boylan, H. (1996). *An evaluation of the Texas Academic Skills Program (TASP)*. Austin, TX: Texas Higher Education Coordinating Board.

- 3) Providing opportunities (access and incentives) for working developmental educators to participate in relevant in-service professional development programs, as well as maximizing developmental education practitioner participation at conferences such as the Annual Conference of College Academic Support Programs (CASP), the Annual Conference of College Reading and Learning Association (CRLA), and the Texas College Counseling Association (TACC) Conference,
- 4) Providing incentives for institutions to hire degreed, trained and experienced developmental educators meeting defined professional standards,
- 5) Supporting Commissioner Raymund A. Paredes' January 2005 Board report urging institutions to look at developmental education as a prime area for expansion<sup>7</sup>, and by
- 6) Defining standards of excellence for developmental educators in Texas (next recommendation) in alignment with national standards.

**A timeline of recommended activities is listed below\*:**

Time Period	Year	Activity
January 1, 2007	January 1, 2007	Create a Task Force
Spring	2007	Identify professional organizations and other resources' standards
Summer-Fall	2007	Survey practioners to validate standards via:
Summer	2007	<ul style="list-style-type: none"> <li>• Reactivated developmental education list-serve (or have THECB host the listserv) to increase knowledge of and participation in conferences</li> </ul>
Fall	2007	<ul style="list-style-type: none"> <li>• Focus groups at state conferences (CASP, TCCA)</li> </ul>
Fall	2007	<ul style="list-style-type: none"> <li>• Statewide survey conducted by the THECB of all Institutions of Higher Education (IHEs), using a mail-out.</li> </ul>
Spring	2008	Synthesize and disseminate/publish the standards in concert with the P-16 Council and THECB.

<sup>7</sup> Texas Higher Education Coordinating Board. Commissioner's Report to the Board, January 2005. July 24, 2006. [www.thecb.state.tx.us/Commissioner/CommRep1015.pdf](http://www.thecb.state.tx.us/Commissioner/CommRep1015.pdf)

Time Period	Year	Activity
September	2008	THECB endorses and provides incentives to institutions that implement and support the standards, and can demonstrate that they do so.
September	2008	State provides incentives to institutions that support faculty attainment of professional development standards [via advanced degree programs, certification programs, workshops (Kellogg Texas State University's TIDE), etc.]
Fall	2010	THECB survey of Developmental Education practitioners.

The Subcommittee recommends that 60 percent of full-time developmental education faculty achieve the professional standards by Fall 2010 as demonstrated through a THECB survey and audit.

*\*Timeline and activities are subject to change based on the implementation of the recommendation.*

## Recommendation Two

### ***Recommend that Developmental Education content standards be developed and include appropriate learning outcomes that are consistent with college readiness standards.***

Subcommittee members agreed that content standards grounded in research will provide a foundation for systematic and effective developmental education programs in the state. These standards will ensure that anticipated student learning outcomes are similar regardless of the college or university that a student attends.<sup>8</sup> The learning objectives must address what all students, including students with special needs, must know and be able to do to succeed in entry-level college/university courses and the skilled workforce.

Academic success at the college-level is contingent on students having a defined core of knowledge and skills which prepare them to achieve educational outcomes and career objectives. Just as House Bill 2183, passed in 1987 by the 70<sup>th</sup> Texas Legislature, established the Core Curriculum requiring that all publicly supported higher education institutions establish a common set of courses in component areas that must be completed by all students before receiving an academic undergraduate degree, there should also be a mandate that all students exiting developmental education have a common, basic core of knowledge sufficient for success in college level courses. This could be further stipulated by identifying common intellectual competencies and educational objectives that must be achieved by each student prior to moving into college level courses. Requiring a programmatic evaluation to determine student achievement of the outcomes would ensure program adherence to established standards and, furthermore, would provide data that could be used to document student success and readiness for moving into subsequent college level course work. Having objectives that clearly identify what students should know and be able to do at the completion of a course facilitates the process of developing criteria for measurement of student achievement and program effectiveness. Having standards, competencies, and objectives, that are consistent throughout the state, ensures that all students are achieving and performing *at least* at the same basic minimum level; that all schools are measuring the same basic knowledge and skill areas and expecting similar performance; and ensures that common state-wide data is available for research, comparing student performance, preparing reports and requests for the legislature, and more importantly, ensuring more accountability of higher education.

Consistent standards also make it easier to transfer courses between institutions with some assurance of having a common base of knowledge. Having standards provides a mechanism for the applicability of a core of knowledge and also places an explicit obligation on all higher education institutions offering developmental education to ensure that courses meet acceptable, state-wide, established, standards.

In addition, Subcommittee members noted that students requiring developmental education often lack the metacognitive skills necessary to assess and monitor their learning, and to utilize appropriate study methods. Developmental students often display weaker study skills, critical thinking, or academic attributes than other students (Terenzini, Springer, Yaeger, Pascarella, and Nora, 1992).<sup>9</sup> This would indicate that skills which would lead to better understanding need to be addressed, standardized, and integrated into content courses. Cross (1971) indicates

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<sup>8</sup> Schmoker, M. & Marzano, R. (1999). Using standards and assessment: realizing the promise of standards-based education. *Educational Leadership*, 56 (6).

<sup>9</sup> Terenzini, P., Springer, L., Yaeger, P., Pascarella, E. & Nora, A. (1996). First-generation college students; characteristics, experiences, and cognitive development. *Research in Higher Education*, 37(1), 1-22.

that because developmental students tend to be passive in the learning process, bedding such skills in the instructional process would likely lead to a higher rate of successful completion of student outcomes.<sup>10</sup> Developing academic standards that include a holistic approach to the student learning process and placing the at-risk students at the center of this process creates the opportunity to achieve positive results.

**A timeline of recommended activities is listed below\*:**

Date	Activity
July 2009	Developmental Education content standards in reading and writing will be developed and presented to the Texas Higher Education Coordinating Board.
July 2010	Developmental Education content standards in mathematics will be developed and presented to Texas Higher Education Coordinating Board.
TBD	Content standards will be communicated to all institutions of higher education by the Texas Higher Education Coordinating Board which will hold the institutions accountable for providing professional development in the implementation of the content standards.
TBD	The effectiveness of the content standards will be measured by examining the percentage of students who exit developmental education programs and subsequently perform satisfactorily in all college-level courses.

*\*Timeline and activities are subject to change based on the implementation of the recommendation.*

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<sup>10</sup> Cross, K. (1971). *Beyond the open door*. San Francisco: Jossey-Bass.

## Recommendation Three

***For the benefit of the education of the state of Texas, the Subcommittee recommends that the P-16 Council charge the Education Research Centers created in HB 1, 79<sup>th</sup> Texas Legislature 3<sup>rd</sup> Called Session, with developing and implementing a developmental education research agenda to collect relevant data through appropriate and rigorous research methodology.***

The Subcommittee members agreed that the data should relate findings to practice and information should be disseminated through a refereed clearinghouse. The center should also inform ongoing professional development, educator preparation, and program evaluation criteria, discover and promote emerging best practices, and coordinate a data warehouse to track P-16 developmental education students.

The unsatisfactory state of the practice of remedial or developmental education is aggravated by the weak body of scholarship on the topic. In a recent review of the literature published over the last 30 years on developmental education, Boylan and Saxon (1999) concluded that although courses for underprepared students have long been a fixture in American higher education, developmental education has not been the subject of much serious scholarly inquiry.<sup>11</sup> These findings were consistent with those of O’Hear and MacDonald (1995) who found the literature base in developmental education to be weak generally, with almost two thirds of the research exhibiting serious methodological flaws.<sup>12</sup>

Essential to the process of developing appropriate curriculum and processes is the collection of data about measurement criteria, goal achievement, student population to be served, their behaviors and learning styles, and expected student and programmatic outcomes. The Subcommittee agreed that it is important to have a well-grounded research methodology that allows for producing results that help to establish learning goals, provide learning opportunities, assess student learning, and produce the kind of results that can be used to improve on prior student performance. The results produced can then be used to determine how well a program measures up against the established criteria of other high performing institutions.

Not only does “good, sound, educational practice,” rely heavily on having access to well- researched data, but the future funding for developmental education will be closely tied to proof of its effectiveness in helping students to be successful in college-level courses. Roueche & Roueche (1999), speak to the changing focus in how funding agencies measure success and thus make financial awards to support educational innovation.<sup>13</sup> A variety of factors have been used in the past in measuring programmatic success in that success has been loosely measured by the number of grants received or the number of students served. However, funding agencies now require outcomes-based data as part of the decision-making process before approving financial awards. The authors state “even if a program is desirable, appropriations will be forthcoming only to the extent that positive outcomes can be demonstrated.”

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<sup>11</sup> Boylan, H.R. & Saxon, D. Patrick. 1999. What works in remediation: Lessons from 30 years of research. Phoenix, AZ: The League for Innovation in the Community College. [www.ncde.appstate.edu/reserve\\_reading/what\\_works.htm](http://www.ncde.appstate.edu/reserve_reading/what_works.htm)

<sup>12</sup> O’Hear, M. & MacDonald, R. 1995. A critical review of research in developmental education: Part I., Journal of Developmental Education 19(2).

<sup>13</sup> Roueche, John E. Roueche, Suanne D. (1999) High Stakes, High Performance: Making Remedial Education Work. American Association of Community Colleges. Annapolis Junction, MD.

Having Education Research Centers charged with collecting input on a state wide basis and developing a state wide agenda allows for greater focus on key issues and increases the likelihood of better utilizing available resources and avoiding duplication of effort and activity. Having a central database of research, benchmarks and best practices, streamlines the process of disseminating information to higher education institutions over the state. Having a central entity for gathering information and conducting research allows for a more focused approach to collecting and disseminating information statewide, and further, facilitates a streamlined approach to determining the effectiveness of the state’s efforts in addressing developmental education. An established statewide entity conducting research and providing oversight over state- level data also makes it possible to get much needed information into the hands of constituents and legislators.

**A timeline of recommended activities is listed below\*:**

<b>Year</b>	<b>Activity</b>
Year 1	Develop a research agenda following a review of the relevant literature.
Year 2	Collect the relevant data through appropriate rigorous research methodology. Create incentives to foster research collaborations among public education and higher education institutions.
Year 3	Relate findings to recommend best practices.
Year 4	Disseminate findings through a refereed clearinghouse. Monitor implementation of best practices through formative evaluation. Create incentives for public education and higher education institutions to implement best practices.

*\*Timeline and activities are subject to change based on the implementation of the recommendation.*

## Items of Consent Agreement

Developmental Education Subcommittee members recognized the similarities between HB 1, the Strategic Action Plan (P-16 College Readiness and Success Plan), other entities' initiatives, and recommendations that the Subcommittee had formed during the year. The Subcommittee concurs with these initiatives and agrees that the following recommendations warrant its support or may not require lengthy discussions of the Council and are therefore placed on the Consent Agreement agenda to allow more time for discussing other recommendations. Any item on this agenda may be opened for deliberation at the discretion of the Council.

- Recommend the adoption of a statewide developmental education mission statement. “The mission of developmental education in institutions of higher education in Texas is to increase the number of students earning baccalaureate degrees by dramatically rethinking and strengthening developmental practice and by sustaining a culture of seamless transition across P-16 institutions.”
- Recommend the adoption of a statewide definition of developmental education. “Developmental education refers to the continuum of undergraduate courses and services ranging from tutoring and advising to remedial coursework and other instruction to prepare students for college level (and therefore work-ready) courses and continued academic success.”
- Recommend that a representative from the P-16 Council Developmental Education Subcommittee serve on the THECB Committee on Developmental Education to act as a liaison between the committees and represent the views and opinions of the P-16 Council Developmental Education Subcommittee.
- Recommend, in concurrence with the Community College Formula Funding Advisory Committee, an analysis and report on the state, institutional, and student cost of developmental education.
- Recommend that the newly adopted developmental education accountability measures for community colleges
  - Include measures of underprepared students' completion of baccalaureate degrees
  - Also be adopted by all public institution of higher education.

## **Conclusion**

The Subcommittee's research suggests a need for aggressive improvements in existing developmental education initiatives in Texas. While this report focused only on improving developmental education, the Subcommittee is in agreement that the ultimate goal is to reduce the need for developmental education in the first place.

The Subcommittee provided an opportunity for experts to work together toward a common goal and members used it to address challenging goals and opportunities for change. Adopting the report will send a unified message of support between public education, higher education, adult education, workforce and assistive and rehabilitative services in the field of developmental education.