

## **BILL ANALYSIS**

Senate Research Center

H.B. 1244  
By: Castro (West)  
Higher Education  
5/20/2011  
Committee Report (Amended)

### **AUTHOR'S / SPONSOR'S STATEMENT OF INTENT**

Developmental education is a sequence of non-credit-bearing higher education courses that are designed to remediate an incoming college student to the point of freshman-level academic competency in the areas of reading, mathematics, and writing. Some observers express concern that a significant percentage of the first-time degree seeking students in Texas who enroll in higher education each fall are required to take at least one developmental education course. Observers also indicate that students who require developmental education graduate at a rate lower than that of other students. H.B. 1244 seeks to reform the way developmental education is delivered at institutions of higher education with the intention of increasing student success.

H.B. 1244 amends current law relating to developmental education courses and the assessment of student readiness under the Texas Success Initiative for public institutions of higher education.

### **RULEMAKING AUTHORITY**

Rulemaking authority is expressly granted to the Texas Higher Education Coordinating Board in SECTION 1 (Section 51.3062, Education Code) of this bill.

### **SECTION BY SECTION ANALYSIS**

SECTION 1. Amends Section 51.3062, Education Code, by amending Subsections (f) and (i) and adding Subsections (a-1), (i-2), (i-3), and (i-4), as follows:

(a-1) Defines, in this section, "program evaluation."

(f) Requires the Texas Higher Education Coordinating Board (THECB) to prescribe a single standard or set of standards to effectively measure student readiness as demonstrated by current research for each assessment instrument, rather than requires THECB to prescribe standards for the assessment instrument or instruments that reflect that student readiness. Deletes existing text authorizing an institution of higher education to adopt more stringent assessment standards with respect to student readiness.

(i) Requires an institution of higher education that requires a student to enroll in developmental coursework to offer a range of developmental coursework or instructional support that includes the integration of technology to efficiently address the particular developmental needs of the student.

(i-2) Requires an institution of higher education to base developmental coursework on research-based best practices that include the following components:

- (1) assessment;
- (2) differentiated placement and instruction;
- (3) faculty development;
- (4) support services;

- (5) program evaluation;
- (6) integration of technology with an emphasis on instructional support programs;
- (7) non-course-based developmental education interventions; and
- (8) course pairing of developmental education courses with credit-bearing courses.

(i-3) Requires THECB, in consultation with institutions of higher education, to adopt rules for the implementation of Subsection (i-2).

(i-4) Requires an institution of higher education to provide professional development programs, including instruction in differentiated instruction methods designed to address students' diverse learning needs, to faculty and staff who provide developmental coursework to students.

SECTION 2. Repealer: Section 51.3062(e) (relating to requiring THECB to designate additional assessment instruments for use by institutions of higher education), Education Code.

SECTION 3. Provides that the change in law made by this Act applies beginning with the 2012-2013 academic year.

SECTION 4. Effective date: upon passage or September 1, 2011.

#### **SUMMARY OF COMMITTEE CHANGES**

Amends H.B. 1244 by adding SECTION 54.225, as follows:

Sec. 54.225. STUDENTS ENROLLED IN NON-SEMESTER-LENGTH DEVELOPMENTAL EDUCATIONAL INTERVENTIONS. Authorizes the governing board of an institution of higher education to exempt from the payment of tuition authorized by this chapter a student who is participating in an approved non-semester-length developmental education intervention (including course-based, non-course-based, alternative-entry/exit, and other intensive developmental education activities).