
MAINSTREAMING:

What, Who, and How

STUDENT SUCCESS SUMMIT

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MAINSTREAMING IN RULES

RULE §4.62 Required Components of Developmental Education Programs

(a) An institution of higher education must base developmental coursework on research-based best practices that include all of 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/interventions with entry-level freshman courses, also known as **mainstreaming or co-enrollment** of developmental education and entry-level freshman courses as defined in §4.53(12) of this title (relating to Definitions).

WHAT IS MAINSTREAMING?

(7) **Co-requisite (also known as mainstreaming)**--An instructional strategy whereby students are co-enrolled in a developmental education course or NCBO, as defined in paragraph (18) of this section, and the entry-level freshman course of the same subject matter within the same semester. The developmental component provides support aligned directly with the learning outcomes, instruction, and assessment of the entry-level freshman course, and makes necessary adjustments as needed in order to advance students' success in the entry-level freshman course.

WHAT TO TAKE INTO CONSIDERATION

- **Format**
 - 8 week / 8 week
 - 4 week / 12 week
 - 16 week / NCBO
 - Pre semester bridge or transition intervention
 - Others
- **Limitation of reporting system**
- **Collaboration / Coordination**
- **Success Points**
- **Next step based on student outcome**
 - Passes DE but fails college course
 - Fails DE but passes college course

STUDENT OUTCOMES

RULE §4.59 Determination of Readiness to Perform Entry-Level Freshman Coursework

(b) An institution may enroll a student who has not met the college readiness standard on the TSI Assessment and is not otherwise exempt in an entry-level freshman course if the student is co-enrolled in developmental education, as defined in §4.53(7) or §4.53(8) of this title (relating to Texas Success Initiative). **Successful completion of the entry-level freshman course is demonstration of the student's college readiness, independent of his/her performance in co-enrolled developmental education.**

NCBO NON-COURSE COMPETENCY-BASED OPTIONS

(18) Non-Course Competency-Based Developmental Education Interventions (also known as Non-Semester-Length Interventions or NCBO)-- Interventions that use learning approaches designed to address a student's identified weaknesses and effectively and efficiently prepare the student for college-level work. These interventions must be overseen by an instructor of record, must not fit traditional course frameworks, and cannot include advising or learning support activities already connected to a traditional course; interventions may include, but are not limited to, tutoring, supplemental instruction, or labs.

WHO SHOULD BE MAINSTREAMED?

- Student Eligibility
 - Who determines
 - TSIA Scores
- Mandatory vs. Optional
- Level of support

HOW TO DO MAINSTREAMING

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CHALLENGES

?

NEXT STEPS

- RAND Corporation in partnership with THECB
 - Will study the implementation and impact **mainstreaming**.
 - Will conduct a randomized control trial (RCT) at seven institutions
 - RCT will allow us to determine whether mainstreaming can have positive impacts on postsecondary success, including course completion and retention

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