

Texas College Readiness Project October 2007

Charis McGaughey, Ph.D.
Darya Veach, M.S.
Educational Policy Improvement Center

Educational Policy Improvement Center (EPIC)

- Successfully responded to RFP to partner with THECB on the Texas College Readiness Project
- Founded by Dr. David Conley, CEO, leading college readiness expert and author of "College Knowledge"
- Nationally recognized experts on the high school-college transition and college readiness standards

Understanding College Readiness Standards

- Definition of College Readiness: capable of succeeding in an entry-level general education credit-bearing "reference" course
- Able to perform at a level in the course sufficient to progress to another course in the subject and to transfer knowledge learned in the course to a course in another subject area when necessary

Differences Between HS and CR Standards

- High school standards:
 - define the basic requirements for all students
 - have an end point—high school graduation—as their reference point
 - tend to focus on content knowledge
 - are often the basis for state testing or accountability requirements
- CRS:
 - are for students with postsecondary aspirations
 - have beginning point—general education college courses—as their reference point
 - tend to focus on both content knowledge and key cognitive strategies
 - have not been used to specify state high school testing or accountability systems

Uses of CRS

- CRS can be used:
 - to help high schools establish challenge level and content necessary for college readiness
 - to design aligned HS and college courses
 - to create a more rigorous senior year
 - to help institutions of higher education (IHEs) increase course consistency
 - to develop better college placement criteria

Texas CRS Development and Implementation Process

- Three-part process:
 - Phase 1: Standards Development
 - Phase 2: Standards Validation
 - Phase 3: Materials Development
- Goal is to define (Phase 1), validate (Phase 2), and operationalize (Phase 3) the CRS in ways that align high school preparation and entry-level college courses better

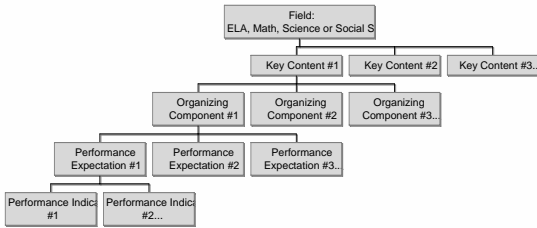
Phase I: College Readiness Standards Development

- Standards development process mandated by HB 1 during 3rd called Session of the 79th Legislature
- Required Vertical Teams composed of public and higher education faculty be created in four content areas: English/Language Arts, mathematics, science, and social studies
- Convergent Consensus Process:
 - VTs reviewed national and state standards during their reviews
 - Four VT meetings
 - Online "homework" between each meeting
 - Consultations with VT co-chairs throughout the process

Phase I: Timeline

- February-September, 2007
 - Development of College Readiness Standards (CRS) by VTs facilitated by EPIC
 - Four face to face meetings February-August plus interim online "homework"
- October 18, 2007
 - Submission of final draft of CRS to THECB
- October 26-December 17, 2007
 - CRS available for public comment
- January 24, 2008
 - Anticipated adoption of CRS by THECB and Commissioner of Education

College Readiness Standards Structure



Specificity increases at each subordinate level

“Key Content”

- Overarching or keystone ideas of the subject area (approximately 6-10 per subject area)
- Overarching themes that give the subject area its structure
- Descriptive words or phrases capturing the essential ideas of the discipline, not statements of desired student knowledge

“Organizing Components”

- Areas of knowledge within a subject area or theme
- Primary distinctive conceptual topics within each large area
- Words or phrases that represent key concepts used to organize the subject area

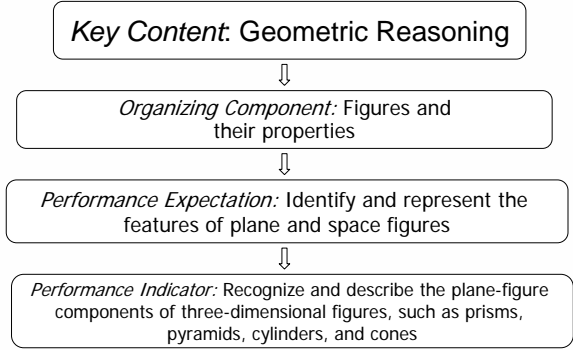
“Performance Expectations”

- The types of student knowledge and skills that represent the important ideas of the current understanding of each organizing concept
- General goals for student performance for each of the organizing concepts
- Written as action statements of desired student knowledge

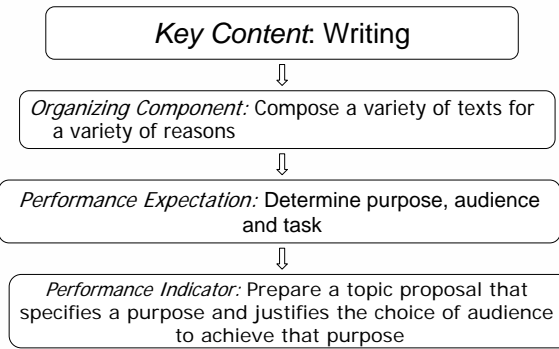
“Performance Indicators”

- Indicators of what students should know and be able to do
 - Not an exhaustive list, but highly representative of desired capabilities
- Written as action statements of measurable or assessable knowledge and skills
- Indicative of the specific skills students should be able to demonstrate in each area
- Some include “e.g.” statements
- Can be continue to be modified and changed after Board adoption of CRS

Example: Mathematics



Example: English



P-16 Special Advisors:
Phase I Involvement

- Public Comment Period (Oct.-Dec. 17, 2007):
 - Public comment collected through two agencies, THECB and TEA
 - THECB will use online submission form created by EPIC
- P-16 Special Advisors help increase awareness in postsecondary community of CRS and encourage comments on CRS by postsecondary faculty and administrators

Public Comment Screenshot

College Readiness Standards	Agree	Disagree
V. Research		
A. Formulate topic and question		
1. Formulate research questions	<input type="checkbox"/>	<input type="checkbox"/>
a. Inventory one's knowledge of, attitude toward, and interest in the topic	<input type="checkbox"/>	<input type="checkbox"/>
b. Use strategies like those in the writing process to generate questions and areas to pursue	<input type="checkbox"/>	<input type="checkbox"/>
c. Conduct interviews with experts to identify questions central to a research topic	<input type="checkbox"/>	<input type="checkbox"/>
d. List the fundamental questions that specialists and/or non-specialists raise about a research topic	<input type="checkbox"/>	<input type="checkbox"/>
2. Explore a research topic		
a. Produce an annotated list of sources consulted, differentiating among primary, secondary, and other sources	<input type="checkbox"/>	<input type="checkbox"/>
b. Outline the most significant controversies or questions on a research topic	<input type="checkbox"/>	<input type="checkbox"/>
c. Write an account of the status of the subject in the research community, including what is known or surmised about the subject and what controversies or questions persist	<input type="checkbox"/>	<input type="checkbox"/>
3. Refine research topic and devise a timeline for completing work		
a. Adjust topic based on preliminary research	<input type="checkbox"/>	<input type="checkbox"/>
b. Develop a detailed and realistic schedule for researching and completing project	<input type="checkbox"/>	<input type="checkbox"/>
Comments for Responding Comment		
A. Formulate topic and question		
<div style="border: 1px solid black; height: 40px; width: 100%;"></div>		

Phase II: Standards Validation

- After College Readiness Standards (CRS) are adopted by THECB:
 - EPIC conducts research on what is actually being taught and expected in entry-level courses at Texas institutions of higher education (IHEs) and compares this to the CRS
 - Results are compared to the CRS and discrepancy analysis is conducted to identify any gaps or recommend modifications to the CRS
 - Research identifies “reference courses” that serve to define the assumed content covered and level of rigor in college courses in each subject area

Phase II: Timeline

- October 9-11, 2007
 - P-16 Special Advisors training sessions
- October-January 2008
 - Special Advisors serve as institutional liaisons to encourage reviews of CRS, recruit colleagues, and nominate entry level courses
- January 15
 - Deadline for liaisons to submit instructor contact information to EPIC for nominated courses (*note: English courses may need to be nominated earlier*)
- February-April
 - Instructors of nominated courses submit syllabi and rate course according to CRS. Syllabi are reviewed for alignment with CRS.
- April-May
 - Identification of courses most aligned with CRS for participation in Phase III

Phase II Role of P-16 Special Advisors

- Serve as liaisons between EPIC and respective institutions
 - Key contact and project representative
 - First line of communication for participants:
 - Answer basic project related questions
 - Direct instructors or other colleagues to proper channels when further assistance is needed
- Collect nominations for entry level reference courses
 - Assist instructors with course rating and syllabus submission process when needed
- Coordinate submission of information regarding nominated courses to EPIC

Course Nominations

- Contact department chairs, curriculum teams and/or colleagues (institutional decision) to recommend an entry level course that best reflects the CRS from the given list of courses
- Only entry-level courses
 - Those typically taken in the freshman or (more rarely) the sophomore year that meet general education requirements and often serve as the initial prerequisite course for other courses within that subject area
- Submit contact information for instructor of nominated course via online form

Online Submission Form

Course Nomination Submission Form

Directions for Nominating a Course

Use the following directions to nominate an entry-level course for the Texas College Readiness Project.

- Enter information in the fields provided below. Items marked with an asterisk (*) are required.
- When all information is complete, click **SUBMIT**.
- Upon successful submission, this will generate confirmation and be saved. If you need to enter information for another course, click **YES**, you will be returned to this page. If click **NO**, you will be logged out automatically.

Course Information

Department:

Subject Area:

Title of Course:

Course Number:

Instructor Name:

Instructor Title:

Instructor Email:

Instructor Phone:

For technical assistance or questions regarding the Texas College Readiness Project, please contact Danya Veach at danya_veach@epiconline.org or call toll free at 877.766.6288.

Nominated Instructor Roles and Responsibilities

- Upload nominated course syllabi
- Complete an online self-evaluation analyzing syllabi for evidence of CRS
- Be prepared to potentially submit additional course documentation:
 - Sample assignments
 - Sample reading lists
 - Sample grading criteria
 - Sample student work

Phase III: Materials Development

- Texas educators (K-12, HE) create materials aligned with College Readiness Standards
 - Work samples demonstrating expectations present in college courses
 - Course-based strategies for high schools
 - E.g., senior seminars
 - Project templates for use in HS
 - Scoring guides referenced to College Readiness Standards
 - Formative assessments that provide diagnostic info on college readiness to teachers, students

Phase III: Timeline

- May-June 2008
- Notification to instructors of courses that additional course documentation is needed
- June-December 2008
- Collection of additional course documents, including syllabi, assignments and student work samples
 - Analysis of course documents, discrepancy analysis with CRS
 - Dissemination of exemplar course documents
- January 2009-March 2010
- Development of the following materials:
 - Work samples demonstrating expectations present in college courses
 - Course-based strategies for high schools (e.g., senior seminars)
 - Project templates for use in HS (e.g., senior assignments)
 - Scoring guides referenced to CRS
 - Formative low-stakes assessments that provide diagnostic info on college readiness to teachers, students

Questions?

Charis McGaughy
Area Director, State Services
charis_mcgauhy@epiconline.org

Darya Veach
Lead Researcher
darya_veach@epiconline.org

1-877-766-2279