Clarendon College TSI Handbook

The Texas Success Initiative Assessment Version 2 (TSIA2) is a program designed to ensure that all students enrolled in public colleges and universities possess the academic skills needed to be successful in college-level course work. Unless exempt, all entering undergraduate students are required to be assessed in the areas of English language and reading (ELAR), and math prior to enrolling in college-level courses. Students who do not meet the minimum standard in one or more areas will be advised regarding TSI compliance and enrolled in the appropriate developmental program.

The purpose of this guidebook is to provide a common reference for college personnel involved in the admissions, advising, and remediation of Clarendon College students. This handbook was current with TAC Title 19, Part 1, Chapter 4, Subchapter C as of 12-2-2024.

In accordance with Texas Administrative Code (TAC): Title 19 – Part 1, Chapter 4, Subchapter C §4.59, Clarendon College established the following plan which establishes a program to:

- Advise each student regarding developmental education necessary to ensure the readiness of that student in performing freshmen-level academic coursework;
- Determine a plan, working with the student, for academic success, which shall include developmental education and may include provisions for enrollment in appropriate non-developmental coursework;
- Design such plan on an individual basis to provide the best opportunity for each student to succeed in performing freshmen-level academic coursework;
- Provide each student with a description of the appropriate developmental education considered necessary to ensure the readiness of the student to perform freshmen–level academic coursework;
- Provide each student an appropriate measure for determining readiness to perform freshmen-level academic coursework as described in TAC: Title 19 – Part 1, Chapter 4, Subchapter C §4.59 related to *Determination of Readiness to Perform Freshmen-level Academic Coursework.*
- Consider and inform each student of all federal laws pertaining to individuals with disabilities when assessing and advising students.

College Readiness Standards

TITLE 19	EDUCATION
PART 1	TEXAS HIGHER EDUCATION COORDINATING BOARD
CHAPTER 4	RULES APPLYING TO ALL PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN TEXAS
SUBCHAPTER C	TEXAS SUCCESS INITIATIVE
RULE §4.57	College Ready Standards

(a) Effective the institution's first class day of fall 2017, the following minimum college readiness standards (also known as "cut scores") for reading, mathematics, and writing on the TSI Assessment (TSIA) shall be used by an institution to determine a student's readiness to enroll in entry-level freshman coursework:

(1) Reading 351;

(2) Mathematics 350; and

(3) Writing:

(A) a placement score of at least 340, and an essay score of at least 4; or

(B) a placement score of less than 340 and an ABE Diagnostic level of at least 4 and an essay score of at least 5.

(b) Effective January 11, 2021, the following minimum college readiness standards (also known as "cut scores") for English Language Arts Reading (ELAR) and mathematics on the TSI Assessment, Version 2.0 (TSIA2) shall be used by an institution to determine a student's readiness to enroll in entry-level freshman coursework:

(1) Mathematics (for college-level coursework with mathematics-intensive designation by the offering institution):

(A) a College Readiness Classification (CRC) score of at least 950; or

(B) a CRC score below 950 and a Diagnostic level of 6.

(2) ELAR (for college-level coursework with reading, writing, or reading and writing-intensive designation by the offering institution):

(A) a College Readiness Classification (CRC) score of at least 945 and an essay score of at least 5; or

(B) a CRC score below 945 and a Diagnostic level of 5 or 6 and an essay score of at least 5.

(c) Institutions must use the TSI Assessment (TSIA or TSIA2) diagnostic results, along with other holistic factors, in their consideration of courses and/or interventions addressing the

educational and training needs of undergraduate students not meeting the college readiness standards as defined in subsection (a) or (b) of this section.
(d) An institution shall not require higher or lower college readiness standards on any or all portions of the TSI Assessment (TSIA or TSIA2) to determine a student's readiness to enroll in entry-level freshman coursework.
(e) For a student with an existing plan for academic success as required in §4.58 of this title (relating to Advisement and Plan for Academic Success), the institution must revise the plan as needed to align with the college readiness standards as defined in subsections (a) or (b), as applicable, of this section.
(f) Both TSI Assessment (TSIA and TSIA2) results are valid for the purposes of this title for five (5) years from date of testing.

Texas Success Initiative Assessment Version 2 Exemptions

Each undergraduate student, unless exempt, who enters the institution, must be tested for ELAR, and mathematics skills prior to enrolling in collegiate-level course work. A student who has not been tested may enroll in course work only under the special circumstances provided below, but must take the Texas Success Initiative Assessment Version 2 (TSIA2) no later than the end of the first semester. A student who fails to test during the designated semester won't be permitted to enroll or re-enroll in any courses other than non-degree credit courses until tested.

A student may be exempt from meeting TSIA2 standards by meeting one of the following standards:

MILITARY: A student who on or after August 1, 1990, was honorably discharged, retired, or released from: (A) active duty as a member of the armed forces of the United States or the Texas National Guard; or (B) service as a member of a reserve component of the armed forces of the United States.

TAKS: A minimum score of 2200 on both the English and or/math sections with at least a 3 on the writing component of Grade 11 TAKS. *Students must attend college within three years from the date of the test in order to use the scores for an exemption.*

ACT: Test administered **prior to February 15, 2023:** Composite score of 23 with a minimum of 19 on English and/or Math.

Test administered **on or after February 15, 2023:** No composite score. Combined score of 40 on English & Reading and/or score of 22 on Math. *Students must attend college within five years from the date of the test in order to use the scores for an exemption.*

SAT: A minimum score of 480 on the Evidenced-Based Reading and Writing (EBRW) will be exempt for both reading and writing. A minimum score of 530 on the math will be exempt for math. *Students must attend college within five years from the date of the test in order to use the scores for an exemption.*

Texas College Bridge: With Texas College Bridge, high school juniors and seniors can take individualized, online preparatory courses in English and math. Once successfully completed, at the time of high school graduation, students earn a TSI exemption for the ELAR and/or Math portions of the TSI. Proof of successful Texas College Bridge course completion must be provided to Clarendon College to receive an exemption. The exemption is good for two years from the date of high school graduation, and Composition 1 and a college-level math course must be taken within the first year of enrollment.

GED: A minimum score of 165 on the Mathematical Reasoning subject test will be exempt for mathematics. A minimum score of 165 on the Reasoning Through Language Arts (RLA) subject test will be exempt for English Language Arts Reading (ELAR). *Students must attend college within five years from the date of the test in order to use the scores for an exemption.*

Earned Degree: Any student who has graduated with an associate or baccalaureate degree from an institution of higher education.

HiSET: A minimum score of 15 on the Mathematics subtest will be exempt for mathematics. A minimum score of 15 on the Reading subtest and a minimum score of 15 on the Writing subtest, including a minimum score of 4 on the essay, will be exempt for English Language Arts Reading (ELAR). *Students must attend college within five years from the date of the test in order to use the scores for an exemption.*

STAAR End-of-Course:

ACADEMIC:
Level 2 final phase-in score for Algebra II STAAR EOC – 4000
Level 2 final phase- in score for English III Reading & Writing STAAR EOC – 4000 (2014)

WORKFORCE:
Designated minimum final phase-in score on Algebra I STAAR EOC – 3872
Designated minimum final phase-in score for English II Reading STAAR EOC – 1929
Designated minimum final phase-in score for English II Writing STAAR EOC – 1928

Students must attend college within five years from the date of the STAAR EOC test in order to use the scores for an exemption.

Previous Institution: A student who has previously attended any institution and has been determined to have met readiness standards by that institution.

Texas First Diploma: A student who has earned the Texas First Diploma (a special high school early completion program) is considered exempt for all areas of TSI.

Transfer: transfer from a private or independent institution or an accredited out-of-state institution and has satisfactorily completed college-level coursework as determined by the receiving institution.

Transfer Course Exemptions*	
ELAR	**Mathematics**
ENGL 1301	MATH 1314
ENGL 1302	MATH 1324
ENGL 2311	MATH 1332
	MATH 1342
	Math course which any of the above is a prerequisite
Transfer credit completed with a C or better or completed by dual credit, AP, ACT/SAT, or CLEP	

Waivers for Transient, and Active Military Students

Transient and Non-Degree Seeking Students

Students enrolled at CC to fulfill a course outside of their home institution may be waived semester by semester depending on the course. **Waivers are not for prerequisites or course requirements, only for the TSI testing requirement for admission.** TSI requirements must be satisfied by an exemption or assessment for the appropriate TSI area for a student to enroll in courses.

TSI Area	Subject Area
ELAR	ENGL, HIST, GOVT, PYSC
MATH	MATH, CHEM, PHYS

Active Military

Students currently on active duty in military, reserves or Texas National Guard will be waived until honorably discharged.

Approved Tests and College Readiness Scores

If students have not been exempted from testing with one of the approved exemptions, they will be required to test to satisfy TSI requirements with minimum scores. If a student does not meet the minimum cut- scores, the student will be placed into the appropriate developmental intervention or course to assist them. Students may retest to pass the TSIA2 at any time.

TSI ASSESSMENT 2 College Readiness	
ELAR	945 AND 5+ essay score OR <945 AND a diagnostic level of 5 or 6 AND 5+ essay score
MATH	950 OR <950 AND a diagnostic level of 6

The TSIA2 is the only approved test, effective January 11, 2021. If a student only needs to test in one area, the TSIA2 allows for the student to only pay for that section. The entire test is untimed but generally takes about 2-3 hours.
Students from out of state can make arrangements through Student Services to take the TSIA2 Assessment at a local community college or university testing center, if the center agrees to proctor the assessment. Remote proctoring services are also available to students through an Accuplacer approved live proctoring service. This service will be an extra charge for the student.

TSI scores are valid for five years. Students who tested before January 11, 2021 should be advised using the 2018 Clarendon College TSI Placement Profile.

Pre-Assessment Activity

Any student testing must first complete the TSI Pre-Assessment Activity (PAA). The activity can be located online at https://practice.accuplacer.org. Upon completion, a certificate of completion will be emailed to the student. Student Services will require proof of this document before a student is allowed to take the TSIA2. Once the PAA has been completed, with documentation of completion, the student will not have to repeat the PAA to retest.

Test Preparation

Students are encouraged to review test material prior to testing. Test material and additional help can be accessed at https://tsia2.pearsonperspective.com/perspective/. Scores will determine whether the student is required to complete developmental coursework or is eligible to begin credit-bearing courses. For more information regarding practice questions, go to collegeboard.com.

Developmental Interventions

Students not meeting TSIA2 college readiness standards will be advised to evaluate whether developmental course work or other interventions would be most appropriate. **Standard developmental course placement based on the TSIA2 scores is reflected in the table on page 9 of this handbook.**

Holistic Advising

Per Texas Administrative Code (TAC): Title 19- Part 1, Chapter 4, Subchapter C, Rule §4.57 (d), For placement of students not meeting standards relating to TSIA College Readiness Standards, institutions shall use for determination of appropriate courses, interventions, and other support, the student's TSI Assessment results, and accompanying Diagnostic Profile, along with other relevant information such as:

- High school Grade Point Average (GPA)/ class ranking;
- Prior academic coursework or work experience
- Demonstrated personal achievement (e.g., leadership, motivation, self-efficacy); and
- Family-life issues (e.g., job, childcare, transportation, finances)

Utilizing such relevant information in addition to TSIA results is referred to as Holistic Advising. No restriction is noted in TAC regarding the use of Holistic Advising to place a student in a level of developmental coursework different than that indicated by TSIA results alone. Use of Holistic Advising at Clarendon College shall be documented by the advisor on the Clarendon College Holistic Advising Form (see page 17 of this handbook) and filed electronically in the student's record. All applicable student records will be reviewed for the final evaluation in addition to available support services.

CLARENDON COLLEGE TSI PLACEMENT PROFILE

For Test Scores 01/11/2021 and After

	MATHEMATICS	ELAR
College Ready	>=950 OR <950 and a diagnostic level of 6 MATH 1314, MATH 1324, MATH 1332, MATH 1342	>=945 AND 5+ essay score OR <945 AND a diagnostic level of 5 or 6 AND 5+ essay score HIST 1301&1302, GOVT 2305&2306, PSYC 2301&2314, ENGL 1301
Developmental Upper	935-949 NCBM W/ MATH 1314, 1324, 1332, OR 1342	936-944 AND a diagnostic level of 5 AND essay score of 4 HIST 1301&1302, GOVT 2305&2306, PSYC 2301&2314 ENGL 1301 & IRAW 0303 (IRAW 0303 cannot be taken independent of ENGL 1301)
Developmental Mid-Range	920-934 MATH 1314, 1324, 1332, OR 1342 & NCBM	921-935 AND a diagnostic level of 3 or 4 HIST 1301&1302, GOVT 2305&2306, PSYC 2301&2314 & IRAW 0302
Adult Basic Education	910-919 MATH 1332, OR MATH 0303 & NCBM	910-920 AND a diagnostic level of 1 or 2 IRAW 0301

Continuous Remediation

Continuous remediation is required for full-time students (and for part-time students who have completed 21 hours) who fail to meet the college readiness standard on one or more sections of the Texas Success Initiative Assessment Version 2. If students fail to meet the college readiness standard on more than one part of their test, they are only required to be in developmental coursework for one area at a time; however, they can elect to take developmental coursework in more than one or all areas. In the event of extenuating circumstances, continuous remediation may be waived by the Vice President of Academics or his/her designee.

A student who is enrolled in a developmental course for TSI purposes may not drop his/her only developmental course.

Once students are placed in a developmental plan, they will be considered TSI complete when they have met one of the following criteria:

- Passed Level 3 developmental course in their area(s) of deficiency, along with a passing grade for the college-level course in the relevant subject area. If a student passes the college-level course but does not pass the associated Level 3 developmental course, the student is considered TSI complete.
- Passed the TSIA2 exam with the minimum passing standards (see Assessment section).

Students with Disabilities

Assessment and remediation through Clarendon College's TSI plan is required of all students, including those with disabilities. Necessary accommodations for testing will, however, be made in accordance to federal laws.

Quality, Accountability, and Ongoing Improvement

The purpose of the Clarendon College TSI plan is to prepare students for college-level work and ensure the success of students in higher education. The Clarendon College Curriculum Committee will annually evaluate the relationship between students' performance in individual developmental courses and on related areas of assessment. The curriculum committee will then adjust instructional objectives to better meet students' developmental needs.

The THECB will evaluate the effectiveness of TSI on a statewide basis and with respect to each institution. At the end of each semester, Clarendon College will report to the Board the following information for undergraduate students: Social Security Number, semester credit hours, grade points earned, ethnicity, gender, date of birth, TSI status, initial assessment instrument, score on initial assessment, type of developmental education received for each area (ELAR, mathematics), grade in first related non-developmental course, and the results of any subsequent assessment.

Glossary

Acceleration: The reorganization of instruction and curricula in ways that expedite the completion of coursework or credentials based on an assessment of students' strengths and needs. It involves a departure from the traditional multi-course sequence in favor of a more streamlined structure. Some examples include, but are not limited to emporium models and modular models, co-requisites, course-pairing, and computer-assisted instruction.

Advising: The ongoing and intentional process by which faculty and/or staff members assist students to navigate their choice of courses or majors, access campus and community services, develop career goals and short/long-term plans.

Assessment: The use of a THECB-approved instrument to determine the academic skills of each entering undergraduate student and the student's readiness to enroll in freshman-level academic coursework. The current THECB approved instrument is the TSIA2.

Compressed Course: A developmental course that has the same number of contact hours and addresses the same learning outcomes as a traditional course but meets in a shortened overall time period (e.g., four weeks at twelve contact hours per week or eight weeks at six contact hours per week instead of sixteen weeks at three contact hours per week), thus allowing for multiple developmental courses to be completed in the same time period as one traditional course.

Contextualized/Intensive Coursework: Strategies that accelerate learning for lower skilled learners whereby contextualized coursework integrates career subject matter with pre-college skills development in reading, writing, and mathematics; and intensive coursework shortens the overall delivery of a course through lengthened class meeting times (e.g., four hours per class meeting instead of two hours).

Course Pairing (also known as Mainstreaming): An instructional strategy whereby students are enrolled simultaneously in a developmental education course and/or intervention and the entry-level freshman course of the same subject matter within the same semester. The developmental component provides support that advances students' success in the entry-level

freshman course. Per the THECB FAQ document regarding HB 2223 implementation, students assessed and reports at levels 1-4 on the ABE diagnostic of the TSIA are exempt from course pairing for a specific subject area.

Developmental Coursework and/or Intervention: Non-degree-credit coursework and/or activity designed to address a student's strengths and needs in the areas of reading, writing, integrated reading and writing (IRAW), mathematics, and student success.

Developmental Education: Pre-college, non-degree credit courses, interventions, tutorials, laboratories, and other means of assistance that are included in a plan to ensure the success of a student in performing entry-level academic coursework.

Differentiated Instruction: The different instructional processes used to work within a student's varied skill levels, motivational attitudes, and learning preferences.

Differentiated Placement: Advising and placement of students based on individual strengths and needs.

Entry-level course: Any course for academic credit in which a freshman student typically enrolls: the course shall not have prerequisites and is open to any student meeting TSI standards, and/or meeting at least one of the exemptions or waivers. These courses include, but are not limited to:

Course	TSIA2 College Ready Requirement
ENGL 1301	ELAR
GOVT 2305/2306	ELAR
HIST 1301/1302	ELAR
MATH 1314 / 1324 / 1332 / 1342	Mathematics
PSYC 2301 / 2314	ELAR

Holistic Advising: -The practice of using criteria in addition to TSIA results to determine a student's placement into courses. Criteria such as High school Grade Point Average (GPA)/ class ranking, prior academic coursework, demonstrated personal achievement (e.g., leadership, motivation, self-efficacy); and family-life issues/support (e.g., job, childcare, transportation, finances). Holistic advising is to be done only by the academic advisor.

Institution of Higher Education or Institution: - Any public technical institute, public junior college, public senior college or university, medical or dental unit, or other agency of higher education as defined in Texas Education Code, §61.003(8).

Measurable Learning Outcomes: - Knowledge, skills, and abilities, and/or attitudes that students should be able to demonstrate upon completion of a course and/or intervention.

Minimum Passing Standards: - The minimum scores which must be attained by a student in English Language Arts Reading (ELAR), and mathematics in the TSI Assessment Instrument that indicates the student's readiness to enroll in entry-level freshman courses as defined in paragraph (12) of this section. These scores are set forth in §4.57 of this title.

Non-Course Competency: - 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.

Non-Degree Credit Course: - A course which may not be counted toward a degree or certificate. The term includes developmental education, pre-collegiate, and general continuing education courses.

Professional Development: - The provision of ongoing and systematic learning opportunities for developmental educators and support staff that focus on research-based strategies, methodologies, and best practices resulting in effective and efficient coursework and/or interventions advancing the cognitive and non-cognitive skills of underprepared students seeking post-secondary enrichment, certificates, and degrees.

Program Evaluation: - A systematic method of collecting, analyzing, and using information to answer questions about developmental education courses, interventions, and policies, particularly about their effectiveness and cost-efficiency.

Technology: - The use of instructional aids, methods and/or other computer-based tools that enhance student learning.

THECB: An acronym for The Texas Higher Education Coordinating Board.

TSIA2: The Board-approved assessment instrument designated in §4.56 of this title (relating to Assessment Instrument) for use by institutions of higher education for assessing a student's readiness to enroll in an entry-level freshman course.

TSI Complete: The student has met the admissions requirement for the TSI, either by taking all required TSIA sections or by having a qualifying exemption(s). TSI Complete does <u>not</u> mean that the student has met the minimum scores needed to take entry-level courses. *<u>Note</u>: The term "TSI Complete" for the purpose of admission is not to be confused with the term "TSI Completion" used in the college catalog in reference to requirements for completion of an associate degree.*

TSI Exempt: The student has met certain criteria noted in this handbook to demonstrate college-readiness in lieu of the TSIA. A student may be TSI Exempt for Math, for ELAR, or for both.

HOLISTIC ADVISING

DATE:_____

STUDENT:_____

ADVISOR:_____

RESOURCES:_____

_____

_____

_____

OUTCOME:_____

_____

_____

FACTORS CONSIDERED:

_____ High school grade point average
_____ Class rank
_____ Prior academic experience;
_____ Assessment of non-cognitive factors (e.g., motivation and self-efficacy)
_____ Personal factors (family support)
_____ Other (explain in resources section)

APPROVAL SIGNATURE: _____

Our Tradition . . . Your Success