

Advisement Plan for Academic Success

I. Mission/Purpose

Grayson College will significantly improve the success of underprepared students by addressing their individualized needs through reliable diagnostic assessment, comprehensive support services, and non-traditional interventions, to include modular, accelerated learning, non-course competency-based, technologically-based, and integrated instructional models. Student success and completion is at the core of every advisement plan.

II. Texas Success Initiative (TSI) ~ *Texas Education Code Sec. 51.3062*

Texas Success Initiative (TSI) requires all new incoming students enrolling at Texas public institutions of higher education (IHE) to be assessed academically to determine their level of college-readiness, with only the following exemptions.

Exemptions include (please see Texas Education Code for fuller description: <http://tinyurl.com/ln3rwka>) **This will change during the summer of 2017.**

- Prior Academic Experience
 - Associate or Baccalaureate Degree from IHE
 - Transfer from IHEs with satisfactorily completed coursework
 - Math: received an A, B or C, at anytime, in any college-level math course.
 - Reading: received an A, B or C, at anytime, in any college-level English, government, history, psychology or sociology course.
 - Writing: received an A, B or C, at anytime, in any college-level English course.
 - Certificate programs of 1-year or less
 - Non-degree seeking
- Military Services
- College Readiness Standards for SAT, ACT, TAKS, STAAR EOC within the last 5 years

III. Pre-Assessment Activity

All students are required by participate in a Pre-Assessment Activity before attempting the TSI Assessment. This activity will address the following topics:

- Importance of assessment
- Testing process and sample questions with feedback
- Remediation options
- Institutional and community resources

To complete your pre-assessment activity, please visit this URL:

[https://www.tsipreview.com/welcome/graysoncollege#Pre-Assessment%20Activity%20\(PAA\)](https://www.tsipreview.com/welcome/graysoncollege#Pre-Assessment%20Activity%20(PAA))

IV. TSI Placement Scores

Approved college ready cut-scores are as follows (the new TSI Assessment will be used for new students on or after August 26, 2013):

Freshmen entering higher education **Fall 2013** (on or after August 26, 2013)

- Mathematics - 350
- Reading - 351
- Writing - essay score of 5, or essay score of 4 and multiple choice score of 363

Approved Developmental Studies - Freshmen who score above this level may be served by the Development Education Program; students who score at or below this level are to be served by our local **Adult Education** Program and then reassess before being placed in an appropriate college-offered course. This policy will be phased in during the 2013-2014 academic year, allowing students to use either Adult Education or Developmental Education.

- Mathematics - 336
- Reading - 342
- Writing - 350

V. Differentiated Placement

Grayson College strives to provide holistic advising and differentiated placement. While the state approved cut-scores determine most placement decisions, students who are very near the college-ready skill level may be offered advanced placement options that would promote quicker progress toward their academic goals. The factors that influence Differentiated Placement include:

- TSI Assessment
- Diagnostic Profile (see description below)
- High School GPA and/or Class Ranking
- Prior coursework
- Workplace experience
- Non-cognitive factors (motivation, self-efficacy, etc.)
- Family-Life issues that impact persistence and success (work, transportation, finances, child care, etc.)

Policies and course opportunities related to differentiated placement will be reviewed annually to better respond to student needs as reflected in the college's student success

data. Currently (Fall 2013 and Spring 2014), advisors should follow the following formula for determining student eligibility for paired courses or paired NCBOs.

- Remediation paired with MATH 1332 or 1342
 - A student with a TSI score in Math of 340-342 and a positive indication in 3 other success factors (listed above)
- Remediation paired with MATH 1314
 - A student with a TSI score in Math of 348-349 and a positive indication in 3 other success factors (listed above)
- Remediation paired with ENGL 1301
 - A student with a TSI score in Reading of 349-350 and a positive indication in 3 other success factors (listed above), AND
 - A student with a TSI score in Writing of 361-362 on the objective portion of the test, a score of 4 on the essay portion of the test, and a positive indication in 3 other success factors (listed above)
 - OR a student who successfully completes their portfolio in INRW 0310 or 0320 before the second 8-weeks of a semester (permission from the INRW instructor required).

VI. Adult Education (AE) and English Language Learning (ELL)

The Adult Education Centers of North Texas provide instruction to students on the Grayson College campuses and in other convenient locations in Grayson, Fannin, Hunt and Cooke counties. In addition to providing GED preparation and English language training, the **Transitions** program provides instruction and guidance to help students pursue their workforce and academic goals. This free service can help prepare students to pass the TSI Assessment or to improve their scores enough to qualify for the college's Developmental Education courses (see TSI Placement Scores above). Please call 903-463-8784 for more information.

VII. English as a Second or Other Language (ESOL)

Grayson College provides English language train in three different ways as described below:

- Grayson College's English Language / Civics (EL/C) courses are offered by our Adult Education program. These free courses are designed to help students with limited English proficiency develop workplace literacy, academic literacy, and U.S. citizenship literacy that meets the goals of the individual student.
- Grayson College's Intensive English Program (IEP) is designed for international students who spend at least 18 hours per week in intensive English studies. This program is designed to help college-bound students quickly gain the academic literacy skills needed to be successful in college-level coursework.
- Grayson College's Developmental Reading and Writing Program provides individualized ESOL instruction within the context of our Integrated Reading and

Writing (INRW) courses and/or as a Non-Course Based Option (NCBO). Proposed legislation will soon allow colleges to grant a 15-hour waiver for well qualified ESOL students, allowing them to take college level courses while concurrently receiving remediation in ESOL. (Students who are not TSI complete by the end of the waiver period may be restricted to enrollment options that support becoming college-ready in reading and writing.)

VIII. Integrated Reading and Writing (INRW)

All developmental coursework in reading and writing is integrated together. Students who have not met their TSI requirements in either reading, writing or both follow this instructional approach, since both skills complement and support each other so closely. All new freshmen who need remediation are placed in INRW 0310. Students can complete their TSI requirements by completing the requirements of an in-class portfolio with satisfactory performance in all skill areas. Students who pass INRW 0310 but do not complete their portfolio satisfactorily will continue into INRW 0320. A grade of an A, B or C in INRW 0320 will fulfill the TSI requirements for both reading and writing.

IX. Math Pathways (STEM and non-STEM)

Upon choosing a major, students are informed about the math requirements for that field of study. Many of the science, technology, engineering, and math majors require college algebra, while many of the other majors require either a contemporary math course or an elementary statistics course. Consequently, the college provides two different pathways of remediation to prepare for those college-level courses. The following describes the two different pathways.

Quant/Stat Pathway

- Math Literacy for College (MATH 0420)

STEM Pathway

- Math Literacy for College (MATH 0420) and then
- Transitions to College Algebra (MATH 0340 & MATH 0140)

An A, B or C in either MATH 0420 or MATH 0340 will indicate college readiness for TSI purposes, and students who are pursuing the STEM Pathway may be placed directly into the more advanced Transitions to College Algebra course (MATH 0340 & MATH 0140) with a math score of 342-349 (this “cut” score is subject to change, please consult the Math Department Chair).

Students who may make better progress by working independently in a modular/emporium style course may want to explore the following course options as well (advisor approval is required).

- 1 Hour Math Lab (MATH 0115)

- 2 Hour Math Lab (MATH 0215)
- 3 Hour Math Lab (MATH 0315)

X. Individualized Learning Plan

The Student and Advisor Worksheet for Individualized Planning (below) can serve as an initial learning plan for a student's next semester.

XI. Exit-Level Courses, Portfolio Assessments, and Retesting

Students are encouraged to quickly demonstrate their college readiness in TSI skill areas so that their continued progress will not be delayed. Students may retake the TSI Assessment at any time. Students who pass their TSI assessment in the midst of a semester should notify their related developmental instructor immediately, as this may improve their grade and/or excuse them from selected assignments. Likewise, some developmental courses include a portfolio assessment which can be used to demonstrate college readiness in a skill area, allowing a student to skip additional classes in the developmental course sequence.

XII. Available Accelerated Options

The following strategies are used to accelerate a student's skill acquisition in reading, writing, and math to better ensure his or her success in college-level courses.

- Integration of Developmental Education Reading and Writing -- Rather than dividing these skill areas into different courses that take longer to complete, the two complementary skill areas are combined into a single course curriculum.
- Mainstreaming/Course-pairing -- Students who are assessed and whose scores indicated that they are almost ready for college-level coursework may be given the opportunity to pair their college-level course(s) with an appropriate developmental course or NCBO, which will provide additional support in targeted skill areas while the student concurrently makes good progress in their college-level courses.
- Non-Course Competency-Based Options (NCBOs) -- These instructional options resemble normal courses in that they require students to attend class and complete required assignments; however, the assignments will be highly individualized to meet the unique needs of each student, building on strengths and addressing weaknesses. The instructional activities will be informed by the TSI Assessment diagnostic report and classroom performance.
- Modular/Emporium-style Delivery -- This instructional approach is primarily used for developmental math studies and involves a student working through modules of instruction in a self-paced manner, while remaining under the supervision of a math instructor. Students can move more quickly than a normal course over familiar modular content and move more slowly over unfamiliar module content without being left behind peer students.

XIII. Instructional Labs

Grayson College provides three instructional labs that are designed to both support course specific learning activities (lab assignments) and promote college success generally (any appropriate assignment).

- Math Hub (for all levels of math instruction)
- i-Lab (intensive, integrated, instructional lab for INRW and ESOL students)
- Writing Center (for college-level writing remediation)

XIV. Reporting and Continuous Improvement

Student progress from developmental instruction through college-level coursework is reported routinely to the Texas Higher Education Coordinating Board. Additionally, it is evaluated by Grayson College as part of our annual planning process designed to promote continuous improvement in our instructional approaches.

XV. Diagnostic Profile

The Diagnostic Profile is part of the feedback each student receives after completing their TSI Assessment. The graphic report rates a student's strengths and weaknesses on a 15 point scale (1-5 red, 6-10 yellow, and 11-15 green), and this information helps students and instructors provide the appropriate focus to their remediation. The following is a description of the assessed skill areas.

Diagnostic Profile - Math

- Elementary Algebra and Functions
- Intermediate Algebra and Functions
- Measurement and Geometry
- Data Analysis, Statistics and Probability

Diagnostic Profile - Reading

- Main Idea and Supporting Details
- Author's Use of Language
- Inferences in a Text or Texts
- Literary Analysis

Diagnostic Profile - Writing (objective)

- Sentence Structure
- Agreement
- Sentence Logic
- Essay Revision

Diagnostic Profile - Writing (essay)

- Purpose and Focus

- Organization and Structure
- Development and Support
- Sentence Variety and Style
- Mechanical Conventions
- Critical Thinking

XVI. Student and Advisor Worksheet for Individualized Planning

Grayson College Developmental Education Program
Texas Success Initiative
Individual Learning Plan
Updated June 2013

Texas Success Initiative

Grayson College's Individual Learning Plan (ILP) is developed in accordance with the guidelines set forth by Texas Higher Education Coordinating Board (THECB) and addresses the assessment and individualized instruction of all students pursuing a college degree who have not demonstrated college-readiness. Students who are not college-ready in reading, writing, and math are required to enroll in at least one developmental course each semester and must progress toward college readiness until all TSI requirements are met.

1. Grayson's Developmental Math courses and labs take a modular approach that allows students to progress sequentially through the program.
2. Grayson's Integrated Reading and Writing program takes a portfolio approach that allows students to demonstrate critical thinking, reading, and writing skills.

Students who do not qualify for an exemption will be assessed before enrolling in developmental courses. In cases where an extreme circumstance can be satisfactorily documented, students will be assessed before the end of their first semester. ([TSI Policy, Exemptions, and Updates link.](#))

A passing score on a state approved TSI assessment, a grade of "C" or higher in the highest level developmental course sequence (MATH or INRW), or a satisfactory INRW portfolio assessment will designate the student **College Ready** in the related skill area.

Advising

College readiness or attendance and active engagement in remediation is required to maintain enrollment; students who fail to meet these criteria will be placed on TSI probation, which will, at a minimum, block enrollment in college-level courses for the next semester. The Developmental Education Department Chair or designee will act as the student's advisor during any probationary period.

Students must adhere to college-readiness prerequisites and are strongly advised to complete work in all skill areas requiring remediation before enrolling in the related college-level courses. Motivated students are encouraged to practice independent learning, to access available resources, and to request additional instruction, typically coordinated by the student's academic advisor and/or course instructors.

Progress Monitoring

To achieve college-readiness in a timely manner, students who do not meet the college-readiness standards on their initial testing must work with their advisor and Developmental Studies faculty to maintain the Individualized Learning Plan. Satisfactory progress will be monitored in a variety of ways, including, but not limited to, TSI registration holds and mandatory advising.

Individual Learning Plan

Student ID _____ Student Name _____

Initial Test Scores: MATH _____ READ _____ WRITING _____

Advisor/Instructor's Name _____

Advising Documents

1. Current transcript.
2. Degree plan.
3. Early registration form.

College-readiness has been demonstrated through:

1. Completion of **exit-level course(s)** in MATH or INRW with a grade of C or higher.

Date/Grade: ___/___/___ MATH _____ [A] [B] [C]

___/___/___ INRW 0320 [A] [B] [C]

2. Completion of a satisfactory **INRW portfolio**.

Date/Grade: ___/___/___ [A] [B] [C]

3. Retesting with a **passing TSI score**. Check with the GC Testing Center (903-463-8724) for information about scheduling a test date. (Promptly provide your instructor a copy of your new test scores for the instructor's records.)

Date/Score: ___/___/___ MATH _____

___/___/___ READ _____

___/___/___ WRITING _____

This student has met TSI college-readiness requirements.

Student's Signature

Date

Chair's Signature

Date

Dean's Signature

Date