

ADMISSIONS & REGISTRATION

DEVELOPMENTAL EDUCATION PLAN

- A minimum score of 165 on the Mathematics Reasoning subject test shall be exempt from Mathematics
- A minimum score of 165 on the Reasoning Through Language Arts (RLA) subject test shall be exempt for English Language Arts Reading (ELAR)

HiSET

- A minimum score of 15 on the Mathematics subtest shall 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, shall be exempt from English Language Arts Reading (ELAR)

These HSE exemptions are valid for up to five (5) years from the date of testing. While the date of testing can be anytime within the five (5) year time frame, applicability for TSI purposes and placements starts 5/12/2021.

Due to HiSET discontinuing the administration of their test effective 8/31/2021, HiSET test scores administered after 8/31/2021 will no longer be useable for the TSI exemption. However, HiSET college readiness scores with test dates prior to 8/31/2021 will still be useable up to five (5) years from date of testing.

An institution may exempt a non-degree-seeking or non-certificate-seeking student. An institution may grant a temporary waiver from the assessment required under this title for students with demonstrated limited English proficiency in order to provide appropriate ESOL/ESL coursework and interventions. The waiver must be removed after the student attempts 15 credit hours of developmental ESOL coursework or prior to enrolling in entry-level freshman coursework, whichever comes first, at which time the student would be administered the TSI Assessment. Funding limits as defined in Texas Education Code, §51.3062(l) (1) and (2) for developmental education still apply.

Any student who has been determined to be exempt in mathematics, reading, and/or writing under subsection (a) or (b) of this section shall not be required to enroll in developmental coursework and/or interventions in the corresponding area of exemption. Students enrolling in a certificate program that includes less than 9 credit hours of general education courses are waived from placement testing, however, a student may not enroll in any courses outside the certificate curriculum without completing the placement test. If a stratified course is required in the degree plan for the certificate (i.e., English 1301), the student must successfully complete the associated component of a placement test before enrolling in the credit course. If the student fails the associated component, he/she must be remediated according to the Navarro College Developmental Education Plan.

Texas Success Initiative Guidelines

Following a student's completion of pre-admission assessment, Navarro College will administer the TSI Assessment as a placement instrument. Students will be placed in courses appropriate to their level of knowledge and skills as determined by cut-off scores established by the Texas Higher Education Coordinating Board and Navarro College. Navarro College will accept placement scores from students who have completed other state-approved instruments. Scores will be used to determine appropriate placement in developmental studies.

Navarro College will ensure that the Texas Success Initiative is administered in a manner that complies with federal law regarding the confidentiality of student medical or educational information, including the Health Insurance Portability and Accountability Act of 1996 (42 U.S.C. Section 1320d), the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g) and any state law relating to the privacy of student information."

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

- Reading: 351
- Mathematics: 350
- Writing: a placement score of at least 340, and an essay score of at least 4; or a placement score of less than 340 and an ABE Diagnostic level of at least 4 and an essay score of at least 5.

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:

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

- a College Readiness Classification (CRC) score of at least 950; or
- a CRC score below 950 and a Diagnostic level of 6.

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

- a College Readiness Classification (CRC) score of at least 945 and an essay score of at least 5; or
- a CRC score below 945 and a Diagnostic level of 5 or 6 and an essay score of at least 5.

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. Institutions should use the TSI Assessment diagnostic results, along with other holistic factors, in their consideration of courses and/or interventions addressing the educational and training needs of students not meeting the college readiness standards as defined in subsection (a) of this section.

For a student with an existing plan for academic success as required in §4.58, the institution must revise the plan as needed to align with the college readiness standards as defined in subsection (a) of this section. **TSI Assessment results (TSIA and TSIA2) are valid for five (5) years from date of testing.**

Holistic Advising

For each student who fails to meet the minimum passing standards described in §4.57 of this title (relating to Minimum Passing Standards), an institution shall establish a program to advise the student regarding developmental education necessary to ensure the readiness of that student in performing freshman-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. Each plan for academic success shall be designed on an individual basis to provide the best opportunity for each student to succeed in obtaining his or her career and/or academic goals. *Institutions shall consider all federal laws pertaining to individuals with disabilities when assessing and advising such students.*

At a minimum, the individual plan shall address:

1. Career advising
2. Course-based and/or non-course-based developmental education options
3. Campus and/or community student support services/resources
4. Degree plan or plan of study
5. Regular interactions between student and designated point of contact (e.g., advisor, faculty member, peer and/or community mentor, etc.)
6. Registration for next semester/next steps; and
7. Differentiated placement.

As part of the holistic advising process each student should be provided with a description of the appropriate developmental education considered necessary to ensure the readiness of that student to perform freshman-level academic coursework which clearly outlines appropriate measures for determining readiness to perform freshman-level academic coursework, as described in §4.59 of Texas Administrative Code (relating to *Determination of Readiness to Perform Freshman-level Academic Coursework*). Students enrolled in a mathematics pathway model (e.g., New Mathways Project, modular/Emporium models, etc.) must be clearly informed of the consequences of successful completion of this model which will result in meeting the mathematics college readiness standard only for specific college credit courses and that changing degree plans may require additional developmental education coursework/interventions.

The Texas Administrative Code rule on holistic advising (Rule §4.55) requires the use of multiple factors for placement considerations which may include but are not limited to:

- HS GPA/class ranking
- Non-cognitive factors (motivation, self-efficacy, time management, etc.)
- Other formal/informal training
- Family-life issues (job, transportation, child)

Holistic advising will be used in conjunction with TSI cut scores to determine the college readiness of a student.

Students with a TSI exemption for a college preparatory course as outlined in §4.54(a)(10) of this subchapter who earn less than a C in the student's first college-level course in the exempted content area must be advised of non-course-based options for becoming college ready, such as tutoring or accelerated learning.

An institution shall assess, by an instrument approved in §4.56 of this title (*relating to Assessment Instruments*), the academic skills of each entering, non-exempt undergraduate student prior to enrollment of the student. Under exceptional circumstances, an institution may permit a student to enroll in freshman-level academic coursework without assessment but shall require the student to be assessed not later than the end of the first semester of enrollment in freshman-level academic coursework.

Prior to the administration of an approved instrument in §4.56 of Texas Administrative Code, an institution shall provide to the student a pre-assessment activity(ies) that addresses at a minimum the following components in an effective and efficient manner, such as through workshops, orientations, and/or online modules:

- Importance of assessment in students' academic career
- Assessment process and components, including practice with feedback of sample test questions in all disciplinary areas
- Developmental education options including course-pairing, non-course-based, modular, and other non-conventional interventions
- Institutional and/or community student resources (e.g., tutoring, transportation, childcare, financial aid).

For holistic placement of non-exempt students not meeting standards as defined in §4.57 (*relating to College Ready and Adult Basic Education (ABE) Standards*), institutions shall use for determination of appropriate courses and/or interventions the TSI Assessment results and accompanying Diagnostic Profile, along with consideration of one or more of the following:

- High school Grade Point Average/class ranking
- Prior academic coursework and/or workplace experience
- Non-cognitive factors (e.g., motivation, self-efficacy); and
- Family-life issues (e.g., job, childcare, transportation, finances).

An institution offering collegiate-level credit to students via a Multi-Institution Teaching Center (MITC) or a university system center, or to-in-state students by distance learning delivery systems shall ensure that students are assessed as required by this section. An institution may not use the assessment or the results of the assessment as a condition of admission to the institution or as a condition of admission to a specific program offered by the institution

Navarro College shall develop and implement corequisite models as defined in statute 4.53(7) of this title (relating to definitions) for developmental mathematics and integrated reading and writing (IRW) courses and interventions and will ensure that a minimum percentage of its undergraduate students must be enrolled in corequisite models other than those exempt as outlined in the Navarro College Developmental Education Plan."

HB 2223 and Corequisite Developmental Courses

Navarro College will ensure that developmental courses and interventions comply with the requirements of this section, according to the following schedule:

- 2018-2019: At least 25% of the institutions non-exempt students must be enrolled by subject area in corequisite models.
- 2019-2020: At least 50% of the institutions non-exempt students must be enrolled by subject area in corequisite models.
- 2020-2021: At least 75% of the institutions non-exempt students must be enrolled by subject area in corequisite models.
- for the 2021-2022 academic year and thereafter, 100 percent of the institution's non-exempt students enrolled by subject area in developmental education must be enrolled in corequisite model(s).

The following Navarro College students are exempt by subject area from this requirement:

- Students assessed at ABE diagnostic levels 1-4 on the TSI Assessment
- Students who are college ready
- Students enrolled in Adult Education
- Students enrolled in degree plans not requiring freshman level academic mathematics courses
- Students who meet one or more of the exemptions outlined in 4.54 (relating to exemptions, exceptions, and waivers).

For Navarro College students enrolled in a corequisite model who fail to satisfactorily complete the freshman level course, Navarro College must offer the student a range of competency-based education programs to assist the student in becoming ready to perform freshman level academic course work in the applicable subject area, review the plan developed for students under this section and, if necessary, work with the students to revise this plan.

Students will be placed in the appropriate developmental course(s) upon admission to the College and shall continue in the established sequence of developmental courses until he/she meets one of the following conditions such as the time remediation is successfully completed, the student has made a grade of D or better in an approved related course, or the student has passed the appropriate section of the placement test.

A student who attempts one of the approved freshman-level courses and drops or fails to achieve a grade of D or better will be evaluated by the College to determine the most appropriate action for that student. The options include returning to developmental work, attempting the same or another approved course to earn a D, or retaking the appropriate section of an approved assessment test at any time, subject to availability of time and space in the testing center.

Persons enrolled as part-time, non-degree seeking students shall be defined as a “casual student”. Such students will be allowed to enroll in non-stratified courses without being required to enroll in developmental classes. Full-time students from other universities or colleges may take courses for which they are TSI-complete during the summer or mini-mester sessions without being enrolled in developmental courses.

Stratified courses are those that require a passing score on the related section of the placement test as a prerequisite to enroll. For a complete list of stratified reading, writing, and math courses please follow this link: [Navarro College Board Policy and Administrative Procedures EH.1](#) . Stratified courses include History HIST 1301, History HIST 1302, Government GOVT 2305, Government GOVT 2306, Psychology PSYC 2301, or any 2000-level literature course. A student must have passed the reading component of the placement test or successfully completed the remediation sequence for developmental reading before enrolling in any of these courses.

A student must have passed the reading and writing (ELAR) component of the placement test or successfully completed the remediation sequence for developmental writing before enrolling in English ENGL 1301. A student must have passed the mathematics component of the placement test or successfully completed the remediation sequence for developmental math before enrolling in any college level math course.

Students who successfully complete all requirements for graduation will not be required to pass one of the assessment instruments as a final condition for graduation. Any student who completes the first level college course with a grade of D or better in stratified reading, writing, or math will be considered TSI complete in that subject area. The developmental education plan will be evaluated on a regular basis by a committee appointed by the Vice President for Academic Affairs of the College. The evaluation will include research to determine the effectiveness of the plan in preparing students to succeed in college credit courses and to pass a state approved assessment instrument. Results of the evaluation will be used to recommend changes in the developmental education plan.

Navarro College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate and baccalaureate degrees. Navarro College also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Navarro College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).