

TEXAS STATE TECHNICAL COLLEGE

TEXAS SUCCESS INITIATIVE PLAN

EFFECTIVE FALL 2026



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Texas Success Initiative Plan
Effective Fall 2026

The Texas Higher Education Coordinating Board (THECB) prescribes that each institution of higher education shall adopt a developmental education plan to reflect the goals and objectives of the Texas Success Initiative. The Texas State Technical College Plan for the Texas Success Initiative is in effect fall of 2026.

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1. Provide for quality and accountability in the programs and courses designed to prepare students for collegiate-level studies.

The TSTC Texas Success Initiative (TSI) program is designed to:

- assess students' readiness for post-secondary course work;
- provide appropriate interventions, services, and instructional activities to prepare students for success in college-level courses;
- prepare students to meet required prerequisites for college-level courses in the minimum amount of time possible; and,
- improve students' progress toward completion of degrees and certificates.

TSTC will engage in continuous development and evaluation of the TSI program through a series of performance indicators. These indicators will be tracked on a semester or annual basis as appropriate. Performance indicators will include, but not be limited to:

- the percent of students enrolled in developmental education courses who successfully complete their developmental courses with a passing grade;
- the percent of students assessed below college-level and participating in TSI activities who persist from semester to semester; and,
- the percent of students who complete TSI activities and pass their first academic college-level course with a grade of C or higher.

These performance indicators will be measured by the TSTC Institutional Research Office and reported annually to the TSTC Chancellor's Office. Additional performance indicators may be evaluated, as requested or needed, to further analyze the effectiveness and quality of the developmental education program.

2. Promote improvement in, and the effective delivery of, the developmental education program.

The delivery and success of the TSTC TSI program is contingent on the collaborative and cooperative efforts of various instructional and support offices within and across all TSTC campuses. These offices include but are not limited to Instructional Divisions, Enrollment Services, Testing, and Institutional Research.

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In order to ensure consistent delivery of TSI activities, representative faculty and/or staff from each TSTC campus will meet regularly to establish consistent, state-wide requirements and guidelines to fully implement the components of the TSTC TSI program. The specific responsibilities of these offices are described below.

Instructional representatives will, at a minimum:

- determine statewide standards for holistic use of cognitive and non-cognitive measures in developmental placement,
- identify consistent course objectives and outcomes for developmental studies courses; and,
- develop statewide consistent standards for any other curriculum activity related to the TSTC TSI program.

Enrollment Services representatives will, at a minimum:

- develop consistent statewide procedures for the registration of students in compliance with TSTC TSI requirements.
- assist instructional representatives in the determination of statewide holistic developmental placement standards,
- identify and evaluate additional testing and/or assessment instruments or procedures not currently used by TSTC for possible adoption; and,
- establish statewide standards for consistent and accurate advising of students.

Testing representatives will, at a minimum:

- ensure compliance with Texas Higher Education Coordinating Board's (THECB) Pre-Assessment Activity (PAA) requirement
- ensure compliance with THECB's test administration policies of the Texas Success Initiative Assessment 2.0 (TSIA2)
- assist in the integration and upload of TSI test scores into Workday, while aiding students in meeting TSI compliance during their onboarding

Institutional Research representatives will, at a minimum:

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- develop statewide specifications for analyzing and reporting students' performance in TSI activities, in developmental education courses, and in subsequent college-level courses.

Other activities supporting the TSTC TSI Program may be developed or considered by college representatives as needs or changing requirements dictate.

3. Comply with State rules for the exemption or exception of certain students from Texas Success Initiative (TSI) requirements.

Each undergraduate student who enters TSTC shall be tested or shall present documentation of prior testing for reading, writing, and mathematics skills before enrolling in any course work. The TSI Assessment 2.0 (TSIA2) is the acceptable testing instrument. Prior to testing, all students will participate in the pre-assessment activity designed to inform students on the importance of the test, the resources and remediation the college offers, and sample questions and feedback. Certain students may be exempt from TSI testing requirements.

Exempt Students

Students who meet one of the following criteria are exempt from TSI testing requirements:

- Student presents an official college transcript from a regionally accredited institution of higher education indicating graduation with an associate or baccalaureate degree.
- Student presents an official college transcript from a regionally accredited institution of higher education indicating successful completion of the TSI readiness standards as determined by that institution.
- Student presents an official college transcript from a regionally accredited private, independent, or out-of-state institution, indicating successful completion of college-level coursework equivalent to TSTC TSI college-level courses.
- Student presents scores from the ACT, SAT, or STAAR instruments which are at or above the level prescribed by the THECB for TSI exemption. ACT, SAT, or STAAR scores used for this purpose are valid for five years after the date taken. Current ACT, SAT, and STAAR minimum scores for exemption are presented in the table in section 9.

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- Student presents documentation indicating an Emergency Medical Technician (EMT) certification under Chapter 773, Health and Safety Code and is employed by a political subdivision for more than 20 hours a week. Eligibility will be determined at each registration period.
- Student presents documentation indicating employment as fire protection personnel for more than 20 hours a week as defined in state law Section 419.021, Government Code. Eligibility will be determined at each registration period.
- Student presents documentation indicating election, appointment, or employment to serve as a peace officer for more than 20 hours a week as described by Article 2A.001 Code of Criminal Procedure or other law. Eligibility will be determined at each registration period.
- Student presents documentation indicating an active duty assignment in the armed forces of the United States or the Texas National Guard. This waiver applies as long as the student remains on active duty.
- Student presents documentation indicating service as a member of a reserve component of the armed forces of the United States and has been serving for at least the three-period preceding enrollment. This waiver applies as long as the student remains on reserve duty.
- Student presents documentation indicating honorable discharge, retirement, or release from active duty in the armed forces of the United States, the Texas National Guard or a reserve component of the armed forces of the United States on or after August 1, 1990.
- Student presents scores from the GED instruments. Scores are valid for five years from the date of testing.
- Student presents an official high school transcript indicating successful completion of a college preparatory course. Waiver is valid for two years from the date of high school graduation. Students are **required** to enroll in a designated English and/or math college course during their first year of enrollment to maintain HB5 waiver eligibility. The waiver applies only at the institution of higher education that partners with the school district.
- Student presents a certificate of completion of a Texas College Bridge college preparatory course with an official high school transcript or a valid TCB waiver. Waiver is valid for two years from the date of high school graduation. Students are **required** to enroll in a designated English

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and/or math college course during their first year of enrollment to maintain TCB waiver eligibility.

- Student enrolls in a certificate program of one year or less (Level-One certificates, 42 or fewer semester credit hours or the equivalent)

Special Considerations

- Students with disabilities may be approved to take the TSI Assessment 2.0 (TSIA2) in an alternative format. Access and Learning Accommodations personnel, in consultation with health professionals, will determine appropriate accommodations.
- Non-native English speakers are required to be assessed in reading, writing, and math skills. Depending upon scores these students will be enrolled in developmental English and math courses and/or college-level courses as appropriate.

4. Provide advising programs for students at every level of undergraduate courses and degree options appropriate for the individual student.

TSTC campuses provide a variety of advising options for students. These options may vary in scope and availability due to local resources. In general, all TSTC campuses offer the following general categories of advisement:

- Individual Advisement: Students requiring developmental studies will be individually advised regarding the courses necessary to ensure their readiness to perform at the freshman level. Each student will receive an individual TSI plan which provides specific course and/or non-course activities to meet TSI passing standards.
- Enrollment Advisement: All new students are advised prior to first-time enrollment at TSTC. This advisement may include but is not limited to a general orientation to college, information regarding assessment and placement, and general degree/certificate advising.
- Orientation Classes/Sessions: All TSTC campuses provide either orientation sessions or orientation classes for first-time TSTC students. These classes and sessions are focused on preparing students for success in the collegiate environment.

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- Registration Advisement: Students who have not met TSI standards may be required to speak with an Enrollment Coach or program advisor for course approval prior to enrollment.
- In-class Advisement: Instructors provide course-related advisement to students in their classes.
- Program Advisement: Enrollment Coaches conduct regular orientation and advisement sessions and offer registration advising to students each semester.
- Scholastic Standing Advisement: All TSTC campuses are encouraged to provide advising and intervention activities for students placed on Scholastic Alert (1st semester when term or cumulative GPA falls below 2.00). TSTC campuses are encouraged to provide advising and intervention activities to students on Scholastic Probation. Suspended students who return to TSTC are required to participate in advising and intervention activities.
- On-Demand Advisement: Faculty and Enrollment Coaches are available during the semester to advise students on demand.

5. Specify when and what TSI developmental courses and activities are to be taken.

Per the THECB, students who do not meet one or more of the established benchmarks of the TSI assessment are required to receive developmental education academic support as determined by the institution.

Depending upon the sequencing of the General Education courses in a student's academic degree plan, TSTC students seeking an AS or AAS degree are advised to participate in developmental education courses or activities for at least one of their failed areas in their first semester. Students are advised to continue participation in developmental education courses and/or activities until they are determined ready for enrollment in freshman-level academic coursework.

In order to be eligible for graduation, all TSTC students must meet all degree plan requirements.

Developmental Education Enrollment Waiver

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Students who have tested below the minimum passing standards on an approved TSI assessment instrument may be waived from enrollment in developmental education activities if they meet one of the criteria below.

- Non-Degree/Certificate Seeking Students: TSTC students may declare themselves to be non-degree or certificate seeking to claim a temporary waiver of TSI-required developmental education. While not having to take developmental education, non-degree students must still be assessed. Prior to enrollment in any college-level course, students must have taken an approved TSI assessment test or must have documented scores on file.

Upon accumulation of 12 semester credit hours, non-degree students must see an Enrollment Coach or advisor prior to registration for review of course goals and to determine if the non-degree status is still appropriate.

- Temporary Circumstances: A student having extenuating special circumstances may appeal to the appropriate TSTC college administrator for a temporary waiver of enrollment in developmental education. The temporary waiver is granted for one semester only.

TSTC college officials are required to maintain appropriate documentation in support of any developmental education waivers granted to students. TSTC campuses are responsible for implementing appropriate tracking and follow-up procedures for students allowed to register with a developmental education waiver.

Developmental Education Courses and Activities

Developmental education at TSTC is defined as any activity which provides students the opportunity to improve skill deficiencies in reading, writing, and/or math. TSTC offers course-based developmental education in reading, writing, and math. These courses are designed to prepare students for college-level coursework and to provide them with communication and computational competencies necessary for success in the workplace. TSTC also offers a variety of non-course based developmental activities which may be prescribed for students who need customized assistance in meeting very specific skill deficiencies in one or more of the TSI areas.

The following courses comprise the developmental curriculum.

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Integrated Reading & Writing

INRW 0100 Integrated Reading & Writing I

This course must be taken as a paired course with NCBI 0100.

INRW 0200 Integrated Reading & Writing II

This is the capstone course for developmental reading and writing. This course is designated for Certificate II students only.

NCBI 0100 BASE Reading & Writing Lab

This is non-course based remediation designed to support students who are co-enrolled in INRW 0100.

NCBI 0040 Communication Blast Off

A refresher designed to help students improve their score on the reading and writing portion of the TSI Assessment.

NCBI 0301 Reading and Writing Basics for Composition I

This is non-course based remediation designed to support students who are co-enrolled in ENGL 1301.

NCBI 0311 Reading and Writing Fundamentals for Technical & Business Writing

This is non-course based remediation designed to support students who are co-enrolled in ENGL 2311

NCBI 0322 Reading and Writing Fundamentals for General Psychology

This is non-course based remediation designed to support students who are co-enrolled in PSYC 2301.

Mathematics

DMTH 0100 Introductory Algebra

This course must be taken as a paired course with NCBM 0100.

NCBM 0100 BASE Mathematics Lab

This is non-course based remediation designed to support students who are co-enrolled in DMTH 0100.

NCBM 0314 Math Basics for College Algebra

This is non-course based remediation designed to support

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students who are co-enrolled in MATH 1314.

NCBM 0316 Math Basics for Trigonometry

This is non-course based remediation designed to support students who are co-enrolled in MATH 1316.

NCBM 0332 Math Basics for Contemporary Mathematics

This is non-course based remediation designed to support students who are co-enrolled in MATH 1332.

NCBM 0040 Pedal to the Metal

A refresher designed to help students improve their score on the math portion of the TSI Assessment.

6. Specify when the student is ready to perform freshman-level academic coursework.

TSTC students who complete the capstone developmental education course with a grade of C or better for a specific skill area are deemed to be ready to perform freshman-level academic coursework. The capstone developmental education courses are:

INRW 0200 Integrated Reading & Writing

DMTH 0100 Introductory Algebra—TSTC students who complete DMTH 0100 with a C or better are deemed to be ready to perform non-algebra intensive freshman-level academic mathematics coursework.

TSTC PBE students must complete a corequisite NCBO and an academic gateway course with a C or better to be deemed ready to perform any freshman-level academic coursework.

TSTC non-PBE students must complete a corequisite NCBO and an academic gateway course with a D or better to be deemed ready to perform any freshman-level academic coursework.

TSTC students who retest on the TSI assessment instrument approved by the THECB and achieve the minimum passing standard are deemed to be ready to perform freshman-level academic coursework. Students may re-test at any time.

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7. Establish standards for appropriate participation in developmental courses and/or activities.

TSTC's instructional programs are designed to prepare students for professional employment. Inherent in TSTC's instructional objectives are requirements for students to achieve the technical competencies, knowledge, and skills to enter the job market, as well as the development of a professional work ethic that reflects responsibility, initiative, and teamwork. In meeting these instructional objectives, TSTC recognizes the need for active student participation in all learning activities associated with program and course enrollments.

An essential component of the performance levels on which grades are based is 'student participation'. Participation requirements are in accordance with Statewide Operating Procedures - ES 4.06 for Grading System. These procedures include specific requirements which give authority for faculty members to consider student participation in specific learning activities when determining final grades. The Statewide Operating Procedures state, "Student performance must be regularly monitored, and students are notified when they fail to meet acceptable performance levels." Each TSTC campus has implemented a monitoring and notification process to inform students when performance levels fall below the minimum for passing a course.

Regular attendance is necessary for satisfactory achievement. It is the responsibility of students to participate in lecture and laboratory sessions in accordance with requirements of the course as established and communicated by the instructor. Faculty members are required to notify students at the beginning of each course of all participation requirements and the impact of those requirements on final grades. Students who fail to meet performance requirements for a course within the allotted time frame receive failing grades.

Students enrolled in developmental education classes are required to meet participation requirements as specified by faculty members. Students who are notified that they are not meeting the minimum performance requirements must meet with the faculty member and/or appropriate counseling/advising staff to develop a plan for improvement before they must face a decision to withdraw or suffer the consequences of a failing grade. Students may be referred to learning labs, tutors, and/or additional resources to assist them in mastering course requirements.

TSTC campuses should make every effort to ensure that students complete needed developmental studies to meet TSI objectives.

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8. Include provisions for transferring students.

Students who transfer to TSTC and who have not taken the TSI Assessment at another institution must be assessed at TSTC to determine correct course placement. Students transferring from one Texas public institution to another should have been tested and/or exempted under current guidelines. Transfer students who have taken and failed the TSI Assessment are required to provide an official transcript that lists test scores and all developmental and college-level coursework previously taken.

Students from private, independent, or out-of-state institutions must meet TSI requirements prior to being allowed to enroll in college-level courses. Students who earned a grade of "D" or higher in courses equivalent to TSTC's academic core courses may use the transferred grades to satisfy TSI requirements. A student who has not earned a grade of "D" or higher in any or all of the skill areas must be tested for the remaining skill areas and must comply with all other TSI requirements.

Transfer students who have successfully met the TSI readiness standards as documented on the official transfer transcript may enroll in college-level academic courses at TSTC. Students who have not yet met the readiness standard in one or more of the skill areas must comply with all TSTC TSI program requirements prior to enrolling in college-level academic coursework.

9. Specify the assessment instruments and performance levels to be used to assess and place students into a developmental education program or into college-level courses.

TSTC sets performance levels for placement purposes based on the TSI Assessment 2.0 (TSIA2). Performance levels for placement on this instrument and tests are specified in the table presented in this section of the TSI plan.

TSTC sets performance levels for placement of students into college-level courses based on the following instruments:

- ACT
- SAT
- State of Texas Assessments of Academic Readiness (STAAR)
- GED

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Placement scores for standardized instruments used to meet TSI exemption requirements are presented in the following table. Students using one of these instruments for TSI exemption must meet minimum scores in one or all sections of the test in order to qualify for exemption.

INSTRUMENT	SCORES FOR TSI EXEMPTION	
	MATH Component Courses	READING & WRITING Component Courses
ACT Composite	23	
ACT Math	19	
ACT Math (2/15/2023)	22	
SAT Math	530	
STAAR Algebra II	4000 with Level 2	23 19 40 480
ACT Composite ACT English		
ACT English & Reading (2/15/2023)		
SAT EBRW		
STAAR English III		4000 with Level 2
GED Math	165	
GED Reasoning Through Language Arts		165

Per THECB's college readiness classification scores, the holistic advising considerations below outline the TSIA 2.0 scores combined with the student's prior academic success and history, as well as personal experiences and circumstances. This matrix is designed to supplement current placement practices and accelerate entry into college-ready coursework. Scores are valid for five (5) years from the date of testing.

TSIA 2.0 Assessment	DevEd	DevEd- Corequisite	College Ready
ELAR*	CRC 910-944 Diagnostic Score 1-2 OR CRC 910-944 Diagnostic Score 3 Essay 1-8	CRC 910-944 Diagnostic Score 4 Essay 3-8 OR CRC 910-944 Diagnostic Score 5-6	CRC 910-944 Diagnostic Score 5-6 Essay 5-8 OR

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	OR CRC 910-944 Diagnostic Score 4 Essay 1-2 OR CRC 910-944 Diagnostic Score 4 Essay 3-8 (Cert II Only)	Essay 1-4 OR CRC 945-990 Essay 1-4	CRC 945-990 Essay 5-8
Math	CRC 910-949 Diagnostic Score 1-3 OR CRC 910-949 Diagnostic Score 4 (Algebraic Pathways)	CRC 910-949 Diagnostic Score 4 (Non-Algebraic Pathways) OR CRC 910-949 Diagnostic Score 5	CRC 910-949 Diagnostic Score 6 OR CRC 950-990
Holistic Considerations • High school Grade Point Average/class ranking; • Prior academic coursework and/or workplace experiences; • Non-cognitive factors (e.g., motivation, self-efficacy); and, • Family-life issues (e.g., job, childcare, transportation, finances)			N/A

****Students with an essay score of zero MUST retake the essay portion of the TSIA2 in order to be placed into a course. An essay score of 1-8 is required for placement.***

10. Identify the core component courses eligible to be reported as the first college-level course in each of the skill areas; colleges will establish and enforce appropriate prerequisites for enrollment in these courses.

TSTC Academic Core Component Courses

TSTC has designated certain academic college credit courses as general education academic core courses.

WRITING

ENGL 1301 Composition I
ENGL 2311 Technical & Business Writing

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READING

ENGL 1301 Composition I
GOVT 2305, 2306 U.S. Government
HIST 1301, 1302 U.S. History
HUMA 1301 Introduction to Humanities
PSYC 2301 General Psychology
SOC 1301 Introduction to Sociology

MATHEMATICS

MATH 1314 College Algebra
MATH 1316 Plane Trigonometry
MATH 1332 Contemporary Math
MATH 1342 Elementary Statistics

Transfer Core Component Courses

Courses from regionally accredited institutions of higher education which are equivalent to TSTC's general education core courses, as defined in the Academic Course Guide Manual published by the Texas Higher Education Coordinating Board will satisfy TSI completion requirements provided students have submitted an official transcript indicating successful completion of these courses.

WRITING

ENGL 1301, 1302 Composition
ENGL 2311 Technical & Business Writing
ENGL 2xxx English Literature
HIST 1301, 1302, 2301 U.S. History and Texas History
HUMA 2323 World Cultures
PHIL xxxx All Philosophy, Ethics
*PSYC xxxx All Psychology courses
SOC 1301 Introduction to Sociology
SPCH xxxx All Speech courses

READING

ENGL 1301, 1302 Composition
ENGL 2311 Technical & Business Writing
ENGL 2xxx English Literature
HIST 1301, 1302, 2301 U.S. History and Texas History
GOVT 2301, 2302, 2305, 2306 Government
HUMA xxxx All Humanities courses

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PHIL xxxx All Philosophy, Ethics
*PSYC xxxx All Psychology courses
SOCL 1301 Introduction to Sociology
SPCH xxxx All Speech courses

MATHEMATICS

MATH xxxx Any college level Math course
ACCT 2301, 2302, 2401, 2402 Accounting
ENGR xxxx Any college level Engineering course
PHYS 1101, 1301, 1401, 1102, 1302, 1402, 2xxx Physics

*In rare instances, EDUC 1300 may be used to satisfy ELAR TSI completion requirements if no other transfer credit option is available as it is cross-listed as PSYC 1300.

11. Provide mechanisms and standards to evaluate and measure the effectiveness of their instructional and administrative services.

Each TSTC campus will incorporate review and evaluation standards into their local institutional effectiveness criteria. The review and evaluation will specifically address the effectiveness of the instructional and administrative services with regard to their practices supporting the developmental education program in the following categories:

- information provided to students;
- collection and availability of assessment data;
- student support services;
- program structure and organization;
- supplemental instruction;
- learning assistance programs/labs; and,
- developmental courses.