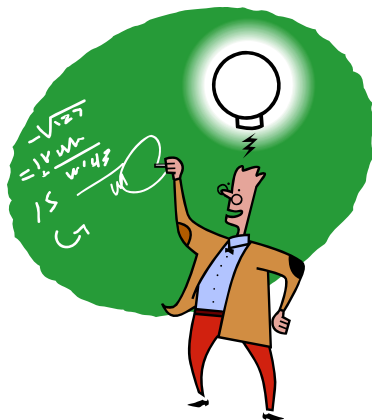


TSI Advising Packet

1. TSI Placement Information Sheet (page 2 of packet)
2. TSI Reading: Scores and Implications for Advising (pages 3 – 6 of packet)
3. TSI Math: Advising Information and Course Options (pages 7 – 11 of packet)
4. TSI Writing: Advising Information (page 12 of packet)



PLACEMENT INFORMATION

03/26/2008

Please note: Students who have not taken the THEA, TASP, QUICK TASP, Accuplacer or one of the other approved alternative tests, may register for developmental classes only. This includes New Student Experience. Student who have no TEST SCORES but have taken THEA, TASP or other assessment tests, cannot register for restricted classes. (See restricted classes listed under READING, MATH and WRITING.)

READING COURSE PLACEMENT

THEA/TASP/QUICK TASP Score Range 100 - 300	ACCUPLACER	COURSE
100 – 129	0 -22	Refer for further placement testing or intervention from Special Services.
130 – 189	23 – 56	READ 0310
190 - 229	57 - 77	READ 0320
Students who score above the placement standard in reading as indicated below are eligible to take reading restricted courses in the core curriculum. Students who do not score above the placement standard are not eligible to take these courses.		
230 and above	78 and above	No Restrictions – except: <i>to register for ENGL-1301, students must pass Reading & Writing Sections of placement test.</i>

RESTRICTIONS: GOVT 2301 & 2302, HIST 1301, 1302, & HIST 2301, PSYC 2301, All College Level English Courses, All College Level Biology Courses, all college-level EMSP courses, and MUSC-1427.

Plus, Internet Sections of: ANTH-2346, 2351, COSC-1401, PSYC-2306, 2314, SOCI-1301, 1306, 2301, and 2306

Sequence of developmental courses:

READ-0310 – Pass with C or better – proceed to READ-0320

READ-0320 – Pass with B or better, proceed to reading restricted courses

A score of 230 or higher on the retake of THEA or a comparable score on another TSI approved test will make the student eligible to move on to reading restricted courses.

MATH COURSE PLACEMENT

THEA/TASP/QUICK TASP Score Range 100 - 300	ACCUPLACER	COURSE
100-179	0-41	MATH 0310
180-205	42-61	MATH 0315
206-229	62-74	MATH 0320
230 and above	75 and above	MATH 1314 or Math 1324

RESTRICTIONS: All college level math courses, and MUSC-1325

Sequence of developmental courses:

MATH-0310 – Pass with a C or better, proceed to MATH-0315

MATH-0315 – Pass with a C or better, proceed to MATH-0320

MATH-0320 – Pass with a C or better to proceed to MATH-1314

WRITING COURSE PLACEMENT

THEA/TASP/QUICK TASP Score Range 100 - 300 Essay Range 0 – 8	ACCUPLACER	COURSE
100 - 150 Essay 0 – 4	0 - 54 Essay 0 – 4	Engl 0301
151 - 219 Essay 5	55 - 79 Essay 5	Engl 0302
220 and above Essay 5 - 8	80 and above Essay 5 or Essay 6 regardless of multiple choice score	Engl 1301 (with passing reading score)

RESTRICTIONS: All college level English courses, and all online sections of GOVT and HIST.

Sequence of developmental courses:

ENGL-0301 – Pass with a C or better, proceed to ENGL-0302

ENGL-0302 – Pass with a B or better, proceed to College Level

The SPC Teaching and Learning Center
Proactive and Effective Advising Strategies for Student Retention and Success
Suggestions for Students Who Have TSI Issues*

ASK and REFER. Do not hesitate to send a student who is not TSI compliant to a TSI trained advisor. There are many issues involved in TSI advisement and advisors are responsible legally for giving accurate information.

1. Students who lack college-readiness in all three key academic skills need SPECIAL advisement.

Students who do not successfully pass all parts of the placement test should be **required to see and assigned to specially trained TSI advisors/mentors** until they have successfully passed all parts of the placement test or successfully completed the program of developmental education recommended at South Plains College. When students are TSI compliant, they can be reassigned to either a major advisor or other general advisor.

2. All students should know where they need to start and where they go next.

Students should be given a copy of a written **Individualized Plan for Success**, outlining the courses the student will take each semester until TSI success is attained. The original should be maintained by the appropriate college office.

Students who are not TSI compliant should not attempt to enroll in the suggested curriculum listed in the college catalog. Those first semester, second semester, etc. plans are for traditional students who enter college-ready

3. Students who cannot read must start with a reading course.

Students whose score on the **reading placement assessment** is **below the standard margin of error** (below the heavy black line on the TSI advising table below) should be **required to enroll in a reading course their first semester** of college since reading is the foundation skill for success in all academic areas. Students who fall below the standard margin of error must continue participating in developmental reading until either the student earns a B or better grade in the upper level reading course or meets the reading passing standard on a test for TSI purposes.

Texas Success Initiative -Minimum Passing Standards											
Texas Higher Education Assessment			Accuplacer			Asset			Compass		
Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
230	230	220	78	63	80	41	38	40	81	39	59
201	206	205	61	42	62	35	30	35	64	23	44

* That is, students who do not successfully pass all parts of the placement test in reading, writing and math.

		5			5			5			5
<p><i>The minimum passing standard for the written essay portion of the writing tests is a score of 6. However, an essay with the score of 5 will meet this standard if the student meets the objective writing score.</i></p>											

4. Students who are lacking in more than one area should not string-out or fragment their developmental coursework. They should not hopscotch around with courses.

Students who have deficiencies in **two or more areas** should address **all deficiencies** during their **first term**. They should continue enrollment in developmental courses until they are college-ready in all three areas.

5. At-risk students should NOT enroll full-time.

Students who fall into two or more of these categories are defined as “at-risk.”

At-Risk Factors				
Poor high school performance	Poor prior performance in college	Absence from education	Family obligations	Financial obligations
no college-prep courses on high school transcript and/or low high school GPA, including being exempt from TAAS or TAKS testing	Suspension or probation from another institution; lots of F, W, and/or X grades on a college transcript	Several years or semesters since participating in higher education (in particular, in regard to time lapsed since last math experience)	Responsibility for the care of dependents; first member of family to attend college	Need to work to support self and family (esp. if working more than 10 hours a week); eligibility for federal financial aid

Students who have TSI deficiencies in more than two areas and who fall into two or more of these categories above should enroll in less than 12 SCH. Advisors must use all their persuasion and authority to insist on this.

Because these students have many issues threatening their successful experience in college, they deserve sensitive and private advisement in an atmosphere of trust and confidentiality. All efforts should be expended to guarantee this to the student.

Recommendations from Gail M. Platt, Ph.D.
 Director of the Teaching and Learning Center in collaboration with the faculty
 of the Teaching and Learning Center, May 11, 2005
 revised 01-03-08

Information for Advisors about reading (READ) and human development (HUDV 1100 and 1300) courses

READING

The reading program at South Plains College is designed to help students develop information processing and study strategies applicable to the college curriculum. It is not a learning-to-read or oral reading program, nor is it a speed-reading program. It is a higher-order thinking (analytical and critical) model of reading comprehension that incorporates cognitive and metacognitive strategies for understanding, applying, analyzing, synthesizing and evaluating a variety of texts, including news, information, technical and scientific reports, and literature.

In addition to the courses offered to help students develop college-success skills in reading comprehension, South Plains College also offers a college-level reading course, **READ 1314** (Technical and Scientific Reading, which is required for some technical degree plans). This course requires that the student be TSI-compliant in reading or have the instructor's permission for enrollment.

Reading course placement		
THEA/Quick THEA Score range 100 – 300	ACCUPLACER Score range 0 -100	COURSE PLACEMENT
100-129	0 -22	Refer for further placement testing or intervention from Special Services.
130-189	23-56	READ 0310
190-229	57-77	READ 0320
Students who score above the placement standard in reading as indicated below are eligible to take reading restricted courses in the core curriculum. Students who do not score above the placement standard are not eligible to take these courses.		
230 and above	78 and above	HIST 1301, 1302. 2301; GOVT 2301, 2302; PSYC 2301; College level English courses; All college-level Biology courses.
Note: Internet sections of ANTH 2351, PSYC 2306, 2314, SOCI 1301, 1306, 2301 and 2306 are also restricted to those students who score at or above the scores indicated below the gray box above. Other Internet courses may have restrictions as indicated on the course schedules.		

The link below is the official website for the THEA (Texas Higher Education Assessment) and gives detailed information about the test along with a practice test.

<http://www.thea.nesinc.com/>

The link following is the official College Board website with information about the Accuplacer.

<http://cpts.accuplacer.com/docs/StudentGuide.html>

HUMAN DEVELOPMENT

The two HUDV courses (HUDV 1100 and 1300) offered in the Teaching and Learning Center are learning frameworks courses based on psychological research and theory in learning, cognition, and motivation. Students are introduced to the factors that impact learning and the application of learning strategies. These courses carry college-level elective credit.

One-hour option

HUDV 1100 is a one-hour college-level course which is strongly recommended for new students, especially non-traditional learners, including first generation college students and students who have been out of school for a time. South Plains College strongly recommends this course as a first-year orientation experience for students new to college.

Three-hour option

HUDV 1300 is a three-hour college-level course which provides broader and more in-depth study of the topics named above. In this course, students use assessment instruments to help them identify their own learning strengths and weaknesses and to develop appropriate college learning strategies. This course is **REQUIRED** for students who are returning to college after academic suspension and is **strongly recommended** for any student enrolling on probation status. Students who are returning from suspension or who are on academic probation are not allowed to enroll in the Internet section of HUDV 1300 and all students who enroll in the online section of HUDV 1300 must have a passing score on the reading placement test.

Local research has shown that HUDV courses contribute to student success in terms of more credit hours earned per semester, higher grades and better retention.

HUDV 1300 is cross-listed as EDUC 1300 and PSYC 1300 in the common course guide, meaning that the course is acceptable for transfer to public colleges and universities in the state as either an education or a psychology elective. Students who enroll in HUDV 1100 are not eligible to enroll in HUDV 1300 and vice-versa. (A total of 3 SCH is the limit for transfer credit for this course.)

Revised gplatt 01-03-08

**Math Department
Advising Resources**

Math 0000-Developmental Mathematics Laboratory

A student must have the permission of the department chair to take this course. This course is NOT encouraged. It is used to allow students who are not TSI compliant to take classes. It is better for students to take a developmental class.

Math 0310 - Developmental Algebra **Accuplacer 0-41, THEA 100-179**

This class is for students who lack basic math skills working with positive and negative numbers, fractions, decimals, and percents.

Math 0311-Fundamentals of Arithmetic for Allied Health

This class is for nursing students and other medical fields. Students should not take this course thinking it is an easy way around the algebra. They are quickly lost in the terminology and assumptions made about nursing that they lack. ADN students must be in TSI compliance. They should take M0315 or M0320 if required, before taking this class.

Math 0315-Beginning Algebra – **Accuplacer 42-61, THEA 180-205**

This course is designed to get students with and without algebra experience to a level of understanding basic skills in algebra. Student should be able to solve a basic equation for x and factor well. If in doubt go to www.southplainscollege.edu/math and look at the course objectives for M0315. Students who do not feel comfortable with these concepts, **regardless** of their Accuplacer/THEA score, should take this course.

Math 0320-Intermediate Algebra - **Accuplacer 62-74, THEA 206-229**

This course follows M0315. Students should be very comfortable with the math objectives for M0315 before they attempt M0320. Students who have scored 75 or higher on the Accuplacer, but do not feel comfortable with their math skills are encouraged to take this course. If in doubt go to www.southplainscollege.edu/math and look at the course objectives for M0320.

Math 1314-College Algebra - **Accuplacer 75 or higher, THEA 230 or higher**

This course is for students who are TSI compliant in math and feel comfortable with the skills taught in M0315 and M0320. Students who have not taken M0320, should have completed Algebra I and Algebra II successfully in high school. C students might benefit by backing up one course if they are not very confident. Geometry and Technical Math classes are not equivalent to this background.

Math 1316- Plane Trigonometry

Trigonometry is a course that follows college algebra. If a student has strong math skills, this course can be taken concurrently with Calculus I. For students needing the calculus sequence, a strong understanding of trigonometry is required.

Math 1324- Mathematical Analysis I- **Accuplacer 75 or higher, THEA 230 or higher**

This course is used for business related majors instead of the college algebra. College algebra is not a prerequisite for this course. This course is the business algebra course. Some non-business majors may be able to take this course for their math credit. Consult with your transfer institution.

Math 1325- Mathematical Analysis II

This is the business calculus course. A good algebra background is required for this course. This course is **not** equivalent to Calculus I.

Math 1342- Statistical Methods

This is the elementary statistics course. College algebra is a prerequisite for this course. This is a nice follow up course for non-math majors who just need one more math credit.

Math 1442- Business Statistics

This is the business statistics course. It is specifically for business related majors. Math 1342 and Math 1442 are very similar and cannot both be taken and transferred.

Math 2412 -Pre-Calculus

This course prepares the students for the calculus sequence. The course reviews college algebra, trigonometry and analytic geometry topics.

TIPS FROM OUR MATH FACULTY...

- For students not in compliance in more than one area...reading compliance should be taken first if at all possible. Concurrent is good but students are more successful in math if they are more proficient readers.
- The math department website offers links to online videos, faculty web pages and much more. Check us out! www.southplainscollege.edu/math
- The math department has found that students who lack basic algebra skills are more successful if they take **BOTH** M0315 and M0320. The same textbook is used for both courses; the first half is used for M0315 and the second half is used for M0320.
- A student should **NEVER** try to retake the Accuplacer to avoid taking developmental courses. The student will need the concepts taught in these courses to be successful in the college level courses. Once a student is placed in the developmental program he/she should complete each course with a C or better before moving to the next level.
- Students should take math continuously until their math requirement is met. They should not take breaks between semesters in math especially if they have anxiety about math.
- Please warn students that math courses take time. They must attend class and do the assigned work to be successful. They do not need to overload their schedules.
- A short assessment test is given the first day of classes in M0310, M0315 and M0320. If a student does extremely well they will be given an opportunity to move up.
- **PR** means the student should **retake** the course. **PR does not** mean they passed!
- Try to follow an instructor through the series of algebra if you are comfortable with their style.
- ITV math courses are not for all students. The abbreviated class time is usually very enticing but weaker students do not benefit at all in these courses.

Contact any of our faculty if you have questions.

Phil Anderson ext. 2738 Chairperson
Aloma Pinkert ext. 2737 Departmental Secretary
Any math faculty.

In the summer you may call Phil or Aloma and they will direct calls to an available faculty member.

Guidelines for Advising Developmental Math Students

I. Math 0310 Developmental Algebra NO CALCULATOR for part I.

Simplify.

1. $12 + 9 \div 3 \cdot 4 - 9$

2. $\frac{1}{2} + \frac{2}{3}$

3. $-6 + (-33) - 14 + 6$

4. $.2 \cdot .14 \div 7$

5. Evaluate the expression for the given replacement values.

$$\frac{2z}{5y} \text{ for } y = 2, z = -5$$

Perform the indicated operation. Simplify

6. $\frac{-3}{8} \div \frac{-9}{32}$

7. $\frac{0.39 + 2.07}{-0.3}$

8. Find the unknown number n in the proportion.

$$\frac{1}{n} = \frac{2}{19}$$

9. Find 80% of 96.

10. Solve. $5x - 8 = 27$

II. Math 0315 Beginning Algebra –Calculators – non-graphing - may be used in part II.

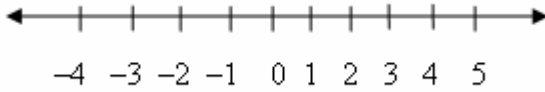
Solve.

1. $-3x - 7 = 26$

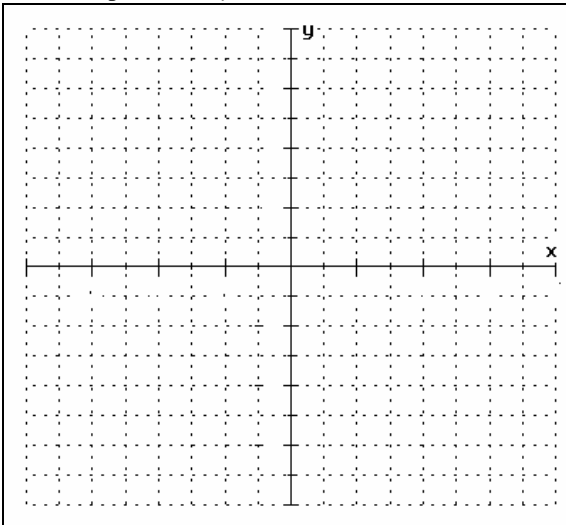
2. $3x + 8 - 14x = 4(x - 2) - 11x$

3. Write the solution in interval notation and graph on the number line.

$$8x + 9 \leq 3x + 4$$



4. Graph. $2x + 4y = 8$



5. Simplify.
 $(8 - 3y^2 + 2y^3) - (-2 + 5y^2 - 7y^3)$

6. Simplify. $(3x + 5)(x - 4)$

7. Simplify. $\frac{4z^3 - 2z^2 + 3z}{8z}$

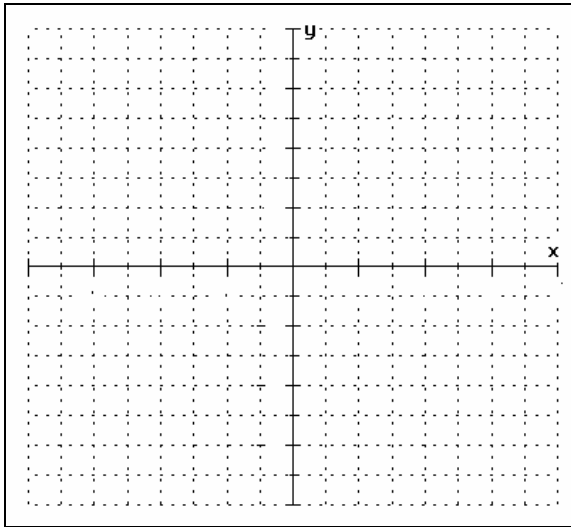
8. Factor. $x^2 + x - 56$

9. Factor. $3q^2 + 8q + 4$

10. Factor. $36m^2 - 25n^2$

III. Math 0320 Intermediate Algebra—Calculators – non-graphing - may be used in part III.

1. Graph. $4x - 3y = 12$



6. Solve. $1 + \frac{6}{x+7} = \frac{9}{x-7}$

2. Solve.
$$\begin{cases} x + 2y = -5 \\ 3x + 4y = -7 \end{cases}$$

7. Simplify. $\sqrt{8a^3b^6}$

3. Solve. $4x^2 + 13x + 10 = 0$

8. Simplify. $(7 - 5\sqrt{6})(5 + 4\sqrt{6})$

4. Simplify. $\frac{m^2 - n^2}{3m - 3n} \cdot \frac{6}{2m + 2n}$

9. Solve. $\sqrt{8x-7} - 7 = 0$

5. Simplify. $\frac{x+1}{x^2+4x+4} + \frac{3}{x^2+x-2}$

10. Simplify. $8i(4-9i)$

Guidelines for Advising is designed to help advisors place developmental math students. Sometimes students score well on the accuplacer, but are not truly ready for the class it would imply. This guideline is to be used as a tool to help both the advisor and student in placing the student correctly.

If a student answers less than 7 questions correctly on the first part, he should be in M0310.

If a student answers less than 7 questions correctly on the second part and has an accuplacer score of at least 42, the student should be placed in M0315.

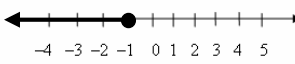
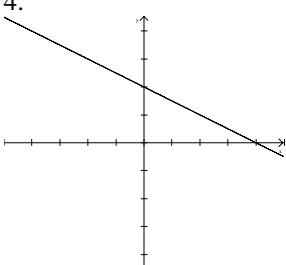
If a student answers less than 7 questions correctly on the third part and has an accuplacer score of at least 62, the student should be placed in M0320.

If a student correctly answers 7 or more questions in the third part and has an accuplacer score of 75 or higher, the student should be ready for college level work.

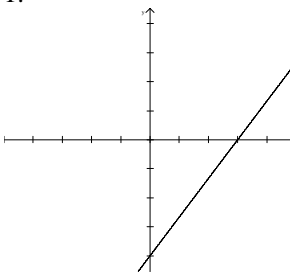
Answers to Part I.

1. 15
2. $\frac{7}{6}$ or $1\frac{1}{6}$
3. -47
4. .004
5. -1
6. $\frac{4}{3}$ or $1\frac{1}{3}$
7. -8.2
8. $\frac{19}{2}$ or $9\frac{1}{2}$
9. 76.8
10. 7

Answer to Part II

1. -11
 2. 4
 3. $x \leq -1$
- 
- 4.
- 
5. $9y^3 - 8y^2 + 10$
 6. $3x^2 - 7x - 20$
 7. $\frac{z^2}{2} - \frac{z}{4} + \frac{3}{8}$
 8. $(x + 8)(x - 7)$
 9. $(3q + 2)(q + 2)$
 10. $(6m - 5n)(6m + 5n)$

Answers to Part III.

- 1.
- 
2. 3, -4
 3. -2, $-\frac{5}{4}$
 4. 1
 5. $\frac{x^2 + 3x + 5}{(x + 2)^2(x - 1)}$
 6. -11, 14
 7. $2ab^3\sqrt{2a}$
 8. $-85 + 3\sqrt{6}$
 9. 7
 10. 72 +

