2019-2020: Learning Support Program

Definition of Unit

Providing Department:
Learning Support

Department/Unit Contact:
Janet Whiteaker

Mission/Vision Statement:

The Learning Support Program at TTU is an academic resource/student support unit reporting directly to the Dean of Libraries and Learning Assistance but serving anyone requiring or desiring academic assistance.

MISSION

TTU's Learning Support Program (LSP) provides

1. academic support for students taking freshman- and sophomore-level courses
2. placement testing for students whose ACT subject scores are below State cutoffs.
3. evaluation and placement assistance for International Students.

LSP faculty and staff provide a supportive environment through classroom, technology, learning laboratory, and counseling services and through individual and small-group tutorials.

The Learning Support Program is the redesigned version of the developmental program that was part of the Tennessee Board of Regents (TBR) plan "to address **retention, performance, and progression of students at all public institutions**."

TTU's Learning Support Program collaborates with TTU's Math and English Departments to provide:

Mathematics:

MATH1000 [Transitional Algebra, for students whose ACT-Math subject scores are below the current State cutoff score of 19 and whose majors require algebra-based, college-level mathematics]. A major component of this class is the Math Emporium. This course is offered through the TTU Math Dept. and is taught primarily by Learning Support faculty. The Math Emporium is maintained under the supervision of LSP Math Faculty Dr. Debra Bryant and Mr. Hank Duvier.

Enhanced sections of MATH1000 [for students whose ACT-Math subject scores are not only below the current State cutoff score of 19 but are below 17 and whose majors require algebra-based, college-level mathematics]. These courses are offered through the TTU Math Dept. and are taught primarily by Learning Support faculty. These sections are identified by the letter "L" in the section number.

Enhanced sections of MATH1010 and MATH1530 [for students whose ACT-Math subject scores are below the current State cutoff score of 19 but whose majors do **not** require algebra-based, college-level mathematics]. These courses are offered through the TTU Math Dept. and are taught primarily by Learning Support faculty. These sections are identified by the letter "L" in the section number.

Enhanced sections of MATH1130 [for students who have met the ACT-Math subject score requirement and/or have made an adequate score on the ACCUPLACER Placement Exam Quantitative Reasoning, Algebra, and Statistics test but who are struggling with MATH1130 College Algebra content, or for students who might have been required to take MATH1000 then MATH1130 and wish to complete both within the same semester.

Enhanced ENGL1010 (ENGL1010+READ1100 Learning Support Lab for English Composition I) [for students whose ACT-English subject scores are below the current State cutoff score of 18]. READ1100 is the co-requisite lab offered through the Learning Support Program and is staffed by full-time, tenured faculty in Learning Support.

READ1010 College Reading Improvement (for students whose ACT-Reading subject scores are below the current State cutoff score of 19). READ1010 is offered through the Learning Support Program and is taught by highly qualified adjunct faculty. READ1010 is available to any student at any classification who wishes to improve reading comprehension and/or reading speed.

University 1030 Learning Strategies. The Learning Support Program also houses **UNIV1030 Learning Strategies** [part of the University 1020 First-Year Connections initiative], a course specially designed to help build the academic, social, and professional connections students need for a successful college career. While covering most of the same material as UNIV1020, UNIV1030 places a heavier emphasis on Learning Strategies/Study Skills and is designed to strengthen the student's connection to Tennessee Technological University by focusing on the enhancement of skills needed for academic success. This course engages the student in meaningful academic and non-academic in-and-out-of-classroom activities. It emphasizes critical thinking in the formation of academic and social goals and support groups, in self-management and in study strategies.

[UNIV1030 is required for incoming freshmen whose high school GPAs were borderline for admission and/or whose ACT subject scores are below the accepted cutoff scores established by the State of Tennessee. This course is also available to students who realize they have need of assistance in preparation for college-level studies but have no learning support requirements, for athletes who need to fulfill the NCAA study skills requirement, and for students admitted/readmitted on probation or after suspension. In this latter capacity, the course

serves as a retention tool that is mandatory for some academically borderline students, athletes, and readmitted students, and is voluntary for anyone else who wishes to take it.]

 These classes and labs employ various combinations of individualized and small-group tutoring, computer-based enrichment, workshops, and conferencing to provide academic support that will allow students to progress quickly and effectively through their college-level class.

Goal 1: Learning Support
Define Goal:

Based upon the TBR vision of the role of learning support in addressing "retention, performance, and progression of students," the goal of TTU's Learning Support Program is

1. to support students in their completion of General Education courses through

    A.   READ1010 College Reading Improvement

    B.   enhanced English 1010 course [+ co-requisite READ1100 Learning Support Lab]

    C.   UNIV1030 Learning Strategies

    D.   enhanced Mathematics courses [through TTU Math Dept.]

Intended Outcomes / Objectives:

Objectives:

 1. 1 Students participating in READ1010 will exhibit improvement in reading comprehension and speed.

 1. 2 Students participating in READ1100 will exhibit improvement in grammar skills.

 1. 3 Students participating in UNIV1030 will exhibit knowledge of campus resources and express improved levels of personal interaction with peers and faculty.

 1. 4 Students participating in enhanced Math classes will improve math performance in preparation for the rigors of college-level, algebra-based mathematics or will satisfactorily complete their non-algebra-based mathematics requirements.

Assessment Goal 1 Objective 1

Frequency of Assessment:
End of semester

Rationale:

TTU's Learning Support Program is the redesigned version of the State-mandated Developmental Studies Program that has been formally in existence in Tennessee since 1985, and as such has been part of the Tennessee Board of Regents (TBR) plan "to address retention, performance, and progression of students at all public institutions…and demonstrates the commitment of the TBR System and its institutions to enhance students' access to and success in higher education. Learning support is defined as academic support needed by a student to be college ready as established by the ACT college readiness benchmarks and standards." Start date for full implementation of the mandated redesign was Fall 2013.

Learning Support focuses on adequate preparation to enable successful completion of entry-level college courses. Students demonstrate mastery by achieving a grade of C or higher.

With the changes in TBR policies and the mandated redesign came the new Tennessee State Law [Tenn. Code Ann. § 49-7-147 (2012)] which took effect 1 July 2012, under which universities in Tennessee are no longer allowed to provide credit-bearing courses at less than college level. All Learning Support classes at TTU bear college credit, and completion of courses with learning support enhancements provides completion of the course toward graduation.

Although TTU is no longer under the oversight of the TBR but has its own Board of Trustees, we still adhere to the basic guidelines and measures of success for incoming students. Measures of Success as described by the TBR [A-100 Guidelines]:

   • Success is measured by student completion of learning support, enrollment and success in college entry-level courses for which students have received learning support, fall-to-fall retention, and graduation rates.

   • Additional data measures may be established and reported by the institution to document and evaluate efforts to increase student success.

   • Appropriate data tracking must be established to track the progress of any student with an ACT subject score 12 or below who is enrolled at the institution [at TTU, no student should have an ACT subject score of less than 15; the minimum ACT composite for admission of a 1st-time freshman is 19].

Assessment for improvement in READ1010 is based upon results of pre and post testing using Aplia for Reading software / MindTap [Cengage]

Results for Learning Support in 1.1 Reading [READ1010]

Results:

The Learning Support Program at TTU serves students whose ACT-Math subject scores were less than the State cutoff of 19; students whose ACT-English subject scores were less than the State cutoff of 18; students whose ACT-Reading subject scores were less than the State cutoff of 19 [low ACT-Reading is not a requirement for enrolling in the class]; and students in UNIV1030 (learning strategies/life-management skills).

Per State guidelines, students passing the college-level course are considered to have successfully accomplished the competency requirements. Our current goal is to achieve a pass rate of at least 70%; however, we will strive to increase by increments of 5% until we reach that goal in all areas.

Reading:

READ1010 College Reading Improvement

Required for students whose ACT-R is less than 19. May be taken by anyone wishing to improve reading comprehension and/or reading speed.

Reading: 2019 Fall

127 students enrolled in 5 sections
106 passed: 83.46%% pass rate
Pre/Pst test results showed a 21% increase in Critical Reading Comprehension

Attachments:

Assessment Goal 1 Objective 2

Frequency of Assessment:
End of semester

Rationale:

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Assessment for improvement in grammar skills for READ1100 Lab for Writing [Co-Requisite for ENGL1010] will be based upon results of pre and post testing using MyWritingLab software [Pearson].

RELATED ITEM LEVEL 2

Results for Learning Support in 1.2 English [READ1100]
Results:

The Learning Support Program at TTU serves students whose ACT-Math sub scores were less than the State cutoff of 19; students whose ACT-English sub scores were less than the State cutoff of 18; students whose ACT-Reading sub scores were less than the State cutoff of 19 [low ACT-Reading is not a requirement for enrolling in the class]; and students in UNIV1030 (learning strategies/life-management skills).

Per State guidelines, students passing the college-level course are considered to have successfully accomplished the competency requirements set by the TBR. Our current goal is to achieve a pass rate of at least 70%; however, we will strive to increase by increments of 5% until we reach that goal in all areas.

English: In the targeted population [students whose ACT-English subject scores are less than 18]

READ1100 Learning Support Lab for English Composition I

English:
READ1100 Learning Support Lab for English Composition I
2019 Fall 129 students enrolled
          110 achieved Mastery Level   85.27%
Master Level = score of 70% on MyWritingLab posttest

107 of the READ1100 students (86.36%) passed ENGL1010 with a grade of A, B, or C

Attachments:

Assessment Goal 1 Objective 3

Frequency of Assessment:
End of semester

Rationale:

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   • Appropriate data tracking must be established to track the progress of any student with an ACT subject score 12 or below who is enrolled at the institution [at TTU, no student should have an ACT subject score of less than 15; the minimum ACT composite for admission of a 1st-time freshman is 19]. Due to changes in Admissions standards, some students may have a low subject-area score and still be admitted if the composite score and other factors are within an acceptable range. The Learning Support Program

 Assessment for improved knowledge of campus resources in UNIV1030 is based upon results of student projects and presentations as attested by pass rates in the course.

RELATED ITEM LEVEL 2

Results for Learning Support in 1.3 UNIV1030
Results:

The Learning Support Program at TTU serves students whose ACT-Math sub scores were less than the State cutoff of 19; students whose ACT-English sub scores were less than the State cutoff of 18; students whose ACT-Reading sub scores were less than the State cutoff of 19 [low ACT-Reading is not a requirement for enrolling in the class]; and students in UNIV1030 (learning strategies/life-management skills). Students taking learning support in two or more areas are required to take UNIV1030.

Students passing the college-level course are considered to have successfully accomplished the competency requirements set by the TBR. Our current goal is to achieve a pass rate of at least 70%; however, we will strive to increase by increments of 5% until we reach that goal in all areas.

UNIV1030 Learning Strategies

UNIV1030: 2019F

133 students enrolled in 8 sections
110 passed with a grade of "C" or better   82.7% pass rate
110 returned Spring 2020   82.7% return rate

The returning students were 92 of the 110 with a "C" or better (83.6%)

                        18 of the 23 with a grade less than "C" (78.3%)

The return rate of all students enrolled in the course (no matter the grade achieved) was 83%.

Attachments:

DRILL DOWN---
RELATED ITEM LEVEL 1
Assessments Goal 1 Objective 4
Frequency of Assessment:
End of semester

Rationale:

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Learning Support focuses on adequate preparation to enable successful completion of entry-level college courses. Students demonstrate mastery by achieving a grade of C or higher.

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   • Success is measured by student completion of learning support, enrollment and success in college entry-level courses for which students have received learning support, fall-to-fall retention, and graduation rates.

   • Additional data measures may be established and reported by the institution to document and evaluate efforts to increase student success.

   • Appropriate data tracking must be established to track the progress of any student with an ACT subject score 12 or below who is enrolled at the institution [at TTU, no student should have an ACT subject score of less than 15; the minimum ACT composite for admission of a 1st-time freshman is 19]. Due to changes in admissions standards, some students may have a low subject-area score and still be admitted if the composite score is within an acceptable range.

Assessment for improvement in Math classes with learning support is based upon pass rates since satisfactory completion (grade of 'C' or better = Pass) of the Math Class with Learning Support equals completion of the math requirement for the course. [Completion of an 'L' section of MATH1010 = completion of MATH1010 and completion of Learning Support requirements; Completion of an 'L' section of MATH1530 = completion of MATH1530 and completion of Learning Support requirements.]

Results for Learning Support in 1.4 Mathematics
Results:

The Learning Support Program at TTU serves students whose ACT-Math sub scores were less than the State cutoff of 19; students whose ACT-English sub scores were less than the State cutoff of 18; students whose ACT-Reading sub scores were less than the State cutoff of 19 [low ACT-Reading is not a requirement for enrolling in the class]; and students in UNIV1030 (learning strategies/life-management skills).

Per State guidelines, students passing the college-level course are considered to have successfully accomplished the competency requirements set by the TBR. Our current goal is to achieve a pass rate of at least 70%; however, we will strive to increase by increments of 5% until we reach that goal in all areas. Due to changes in admissions standards, some students may have a low subject-area score and still be admitted if the composite score is within an acceptable range.

MATHEMATICS:

[passed = ABC; not passed = DFWIX]

MATH1000 2018 Fall

N = 165 in 6 sections + 37 in the 1 LS section
128 passed for a pass rate of 77.58%

N = 37 in the Learning Support Section [ACT-Math less than 17]
23 passed for a pass rate of 85.2%

MATH1000 2019 Fall

N = 151 in 6 sections + 33 in 1 LS section
109 passed for a pass rate of 72.19 %

N = 33
21 passed / 63.64 %

MATH1010 2018 Fall

N = 33 in 1 section + 16 in the 1 LS section
25 passed for a pass rate of 75.76%

N = 16 in Learning Support Section
9 passed for a pass rate of 56.25%

MATH1010 2019 Fall

N = 41 in 1 section + 24 in 1 LS section
31 passed for a pass rate of 75.61%

N = 24 in LS section
13 passed for a pass rate of 54.17%

MATH1530 2018 Fall

N = 143 in 1 section + 71 in the 2 LS sections
74 passed for a pass rate of 51.75%

MATH1530 2019 Fall

N =167 in 4 sections + 62 in 4 LS sections
110 passed for a pass rate of 65.87%

N = 71 in the Learning Support Section   N = 62 in LS sections

65 passed for a pass rate of 91.55%   10 passed for a pass rate of 16.13%

New procedures were tried in 2019 Fall for MATH1530 which provided separate instructors for the regular sections and LS sections and removed content control from the LS instructors. The results were not what one would hope for.

During 2019 Fall, an LS section of MATH1130 was piloted.

MATH1130 2018 Fall	**MATH1130 2019 Fall**
N = 486 in 9 sections	N = 493 in 9 sections + 14 in 1 LS section
359 passed for a pass rate of 73.87%	357 passed for a pass rate of 72.24 %
No LS section	N = 14 in LS section
	10 passed for a pass rate of 71.43 %

Learning Support for Mathematics is offered through the TTU Math Department and is staffed primarily by full-time, tenured Learning Support Program Math faculty. Fall of 2019 saw the introduction of regular Math faculty into the LS sections.

Attachments:

Goal 2: Placement Exams
Define Goal:

  2. to determine students' learning support needs through State-approved Placement Exams [currently using ACCUPLACER (Next Generation) by College Board]

A.　　for students whose ACT subject scores are below the State-approved cutoffs

B.　　for students transferring to TTU without college-level English and/or
Math　credits

C.　　for students beginning or returning to college after being away from an educational setting for some time: non-traditional students desiring a degree to improve their work status or to change jobs; returning military personnel

D.　　for incoming International students

Intended Outcomes / Objectives:

To determine appropriate placement in college-level or college-level+learning support courses for each student who takes the Placement Exam. All students who need learning support based upon results of the Placement Exam will receive appropriate placement and assistance. Placement Exams are offered through the Testing and Learning Center of the Volpe Library on the TTU campus.

Goal 3: Test Proctoring
Define Goal:

  3. to offer test proctoring services for students taking off-campus, computerized classes [the new testing center is completed, and any form of this service has move to that area of Public Service].

Intended Outcomes / Objectives:
students will have a quiet, relaxed, monitored area for taking proctored exams for courses being taken at other institutions.

Goal 4: ESL/Placement Testing
Define Goal:

  4. to assist the Office of International Education through ESL/Placement testing and placement-advising for international students.

Intended Outcomes / Objectives:

International students will be placed in appropriate ESL, college-level+learning support, or college-level classes based upon their Placement Exam scores. International Education has instituted a new placement plan involving IELTS scores of >6.0 and/or TOEFL (IBT) scores of >78 for placement into college-level of reading and writing. Scores below these cut scores will place the students either in ESL (2 levels offered) or co-requisite learning support. Placement for mathematics is based upon ACCUPLACER scores.

Goal 5: In-Service Training
Define Goal:

  5. to offer In-Service Training for Math and English teachers in area high schools as requested

Intended Outcomes / Objectives:

Area high school English and Math teachers will have the opportunity to discuss areas of concern in student preparation for college-level courses. Workshop/training opportunities will be available each year as requested for area high school teachers to discuss student preparation for college.

Goal 6: Outreach
Define Goal:

  6. to include Outreach to high school students needing assistance in English and/or Algebra

Tutoring is no longer offered through the Learning Support Program but is now a unit of Public Service in the Angelo and Jennette Volpe Library. This service continues through the Tutoring Center located on the first floor of the Volpe Library.

Intended Outcomes / Objectives:

High School Students participating in outreach tutoring will exhibit improvement in the corresponding high school course.