2019-2020: Learning Support Program

Definition of Unit

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 Learning1 erf 73he ACTdiow (C

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)-4 (es)-5 (i)-16 (g)6 (n)-1essesci-4 (es)-5 ok s ao stTe-1eu-5 ok s de-4 (es)-

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

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 demonsp6 (ev)- 9 (-)Tj -0.004 T

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:

DRILL DOWN--
RELATED ITEM LEVEL 1
Assessment Goal 1 Objective 3

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.

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]. 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 pa su52I(h)-4 (ed)-4 (t7t.[(g)10 (

Rationale:

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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]:

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

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:

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.