

From Bridges to Nowhere to Bridges to Success

Overview

- Institutional History
- Institutional Data
- Learning Support Support Team
- Learning Bridges
- SIP Tutors

Where we came from?

- Emporium Model (2012-2014)
 - The majority of our course was taught using Pearson MyReadingLab and MyWritingLab.
 - A small portion of the curriculum consisted of a discussion class.
 - Students were responsible for reading an assigned book
 - Six-eight classes per semester were centered around discussion of the assigned book.

The good ~ the discussion classes allowed for instructors to teach!

The bad ~ the emporium model (majority of the curriculum) did not allow for instructors to teach!

Where we came from?

- Co-requisite Model (2014-2015)
 - New guidelines from TBR
 - Learning Support Reading and Learning Support Writing courses continued to use Pearson MyReadingLab and MyWritingLab
 - ChSCC decided to take out “*the good*” discussion portion of the course and relied on 100% from Pearson, while implementing the co-req model.

The good ~ Students are gaining the benefit of additional support from their LS courses to help them succeed in their Composition I course

The bad ~ The discussion was pulled from the curriculum. The teaching component was eliminated.

Where we are now!

- Improved version of Co-requisite Model (2015- Present)
 - Learning Support Reading and Learning Support Writing courses were revamped!
 - The teaching component was reintroduced into the curriculum.
 - Pearson is now used to introduce and reinforce the skills rather than teach the skills.
 - Learning Support classes use the Composition I text to teach the skills.
 - Textbook consists of short essays that were compiled by Chattanooga State English faculty.

The teaching component was added back to the curriculum! SIP tutors 😊

Faculty Feedback

The Good

- Clearer connections between 0810 and 1010
- Better reinforcement of basic concepts
- More instructor “pressure” and follow-up

The ‘Needs Improvement’

- Lack of “gatekeeping” a disservice to students and instructors alike
- Greater range in preparedness
- Less help for mid-level writers

SP2016	A	B	C	D	F	W	Course Total	% Successful*
ENGL 1010	112	164	126	38	377	78	895	45%
ENGL 0810	56	25	18	0	62	3	164	60%
READ 0810	37	17	9	0	32	3	98	64%
Grade Total	205	206	153	38	471	84	1157	49%

FA2015	A	B	C	D	F	I/PR	W	Total	% Successful*
Final Grades ENGL 1010	618	780	390	104	773	1	160	2826	63.3%
Midterm ENGL 1010	366	572	436	193	539	1	0	2107	65.2%
Final Grades ENGL 0810	354	95	33	0	204	0	35	721	66.9%
Midterm ENGL 0810	273	37	13	0	216	1	0	540	59.8%
Final Grades READ 0810	204	135	16	0	154	11	23	543	65.4%
Midterm READ 0810	193	97	6	0	168	67	0	531	55.7%

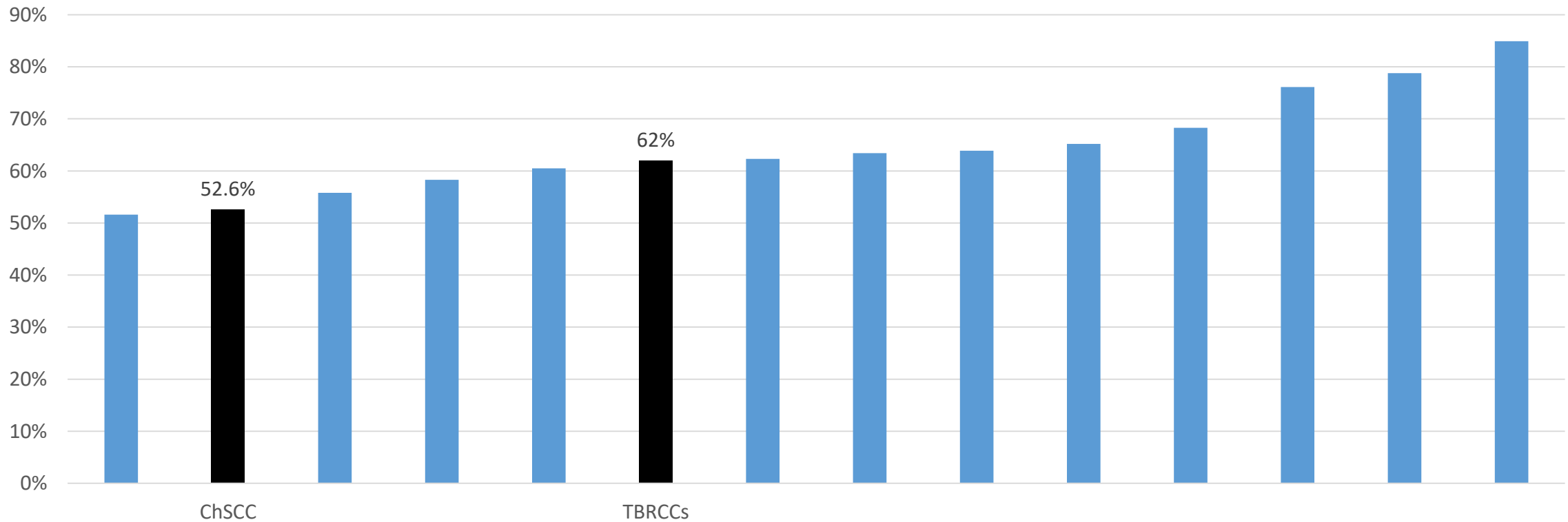
SP2015	A	B	C	D	F	I/PR	W	Total	% Successful*
Final Grades ENGL 1010	146	246	146	31	338	3	114	1024	52.5%
Midterm ENGL 1010	124	222	168	69	194	0	0	777	66.2%
Final Grades ENGL 0810	49	44	34	0	149	14	22	312	40.7%
Midterm ENGL 0810	27	51	39	0	107	0	0	224	52.2%
Final Grades READ 0810	35	59	2	0	68	7	7	178	53.9%
Midterm READ 0810	53	54	5	0	5	0	0	117	95.7%

FA2014	A	B	C	D	F	I/PR	W	Total	% Successful*
Final Grades ENGL 1010	523	596	275	43	452	1	110	2000	69.7%
Midterm ENGL 1010	290	209	290	111	242	4	0	1146	68.8%
Final Grades ENGL 0810	137	129	48	0	212	52	40	618	50.8%
Midterm ENGL 0810	78	90	86	0	201	11	0	466	54.5%
Final Grades READ 0810	87	183	7	0	152	20	22	471	58.8%
Midterm READ 0810	167	122	4	0	143	0	0	436	67.2%

Spring 2016	Enrolled	Passed	% Successful
ENGL 1010 Only	703	329	46.8%
ENGL 1010 and ENGL 0810	94	43	45.7%
ENGL 1010 and READ 0810	28	7	25.0%
Enrolled in All Three	70	23	32.9%

Writing Co-Requisite Success Rates per TBR C.C. and Overall

Success Rates



*Co-requisite Remediation Data 2015-16

Changes to Campus Culture

- Strengthening Institutional Programs Grant (SIP)
- High-Impact Practices (HIP)

What are High-Impact Practices?

- First-Year Seminars
- Common Intellectual Experiences
- Learning Communities
- Writing Intensive Courses
- Collaborative Assignments
- Undergraduate Research
- Diversity/Global Learning
- Service Learning
- Internships
- Capstone Courses

George D. Kuh, *High Impact Educational Practices*.
AAC&U 2008



The Learning Support Support Team

Faculty Feedback Sessions—One Thing to Bind Them

- Student Accountability
- Better Alignment with 0810 and 1010
- Identify Learning Support Specific Readings

Changes:

- Made Attendance 20% of Final Grade
- Moved back to discussion-based & active learning
- Added CSLO for Student Success and Study Skills

And so it begins

- Goals of the Support Support Team
 - Align 0810 and 1010
 - Establish milestones for students
 - Identify gaps and blind spots to change Curriculum
 - Assess the need and function of technology in ENGL and READ 0810
- Are those bugs or gauges on our dashboard?

Reading Support Texts

Title	Lexile Level
Allegory of the Cave	710
Seeking to Save the Planet with a Thesaurus	1240
Beloit Mindset List	N/A (due to the format of the article, a Lexile score could not be generated)
Growing Up Digital	1000
Confronting Environmental Racism	1250
Healthy Constitution	810
Selfie Word of the Year	420
Dave Berry's Rites of Manhood	940
Disconnected Urbanism	620
Tennessee	1110
Once More to the Lake	1000
The Return of Girl	1000
People Like Us	930

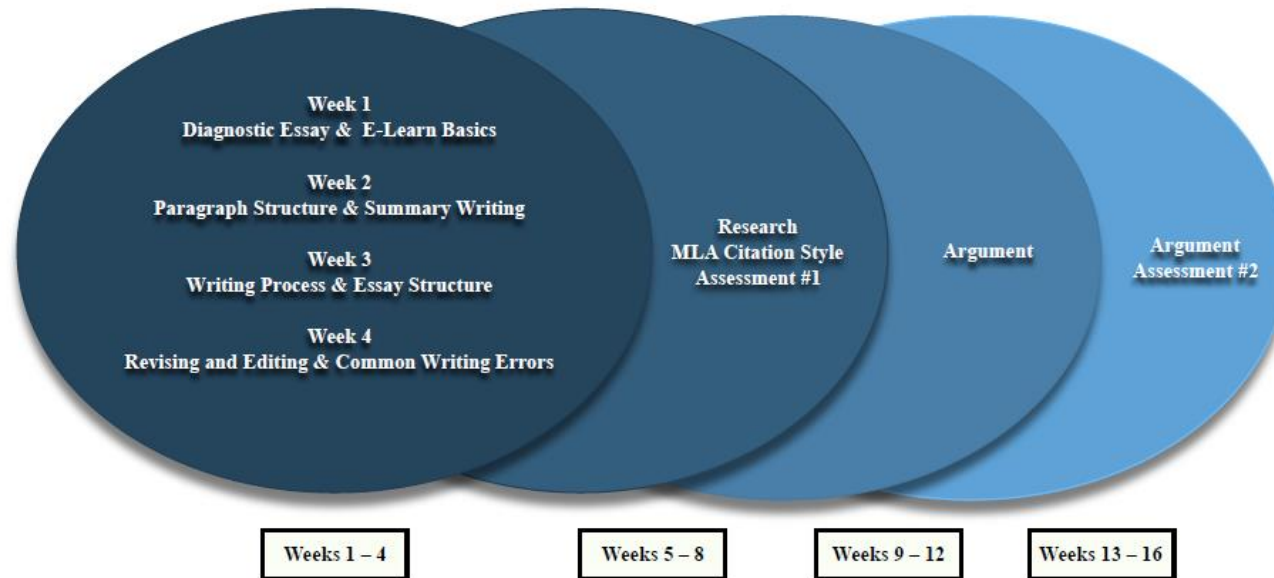
Changes to Academic Framework

- Emphasis on both professional and academic success to foster growth mindsets for transfer and program students
- Focus on culturally relevant teaching and assignments, with emphasis on soft skill development and problem-based learning
- Use of Rhetorical Reading and Writing pedagogy and transactional literacy development. Focus on summary-based writing, and Graff and Birkenstein's *They Say, I Say*.

Curricular Models

Learning Support Writing Concept Map

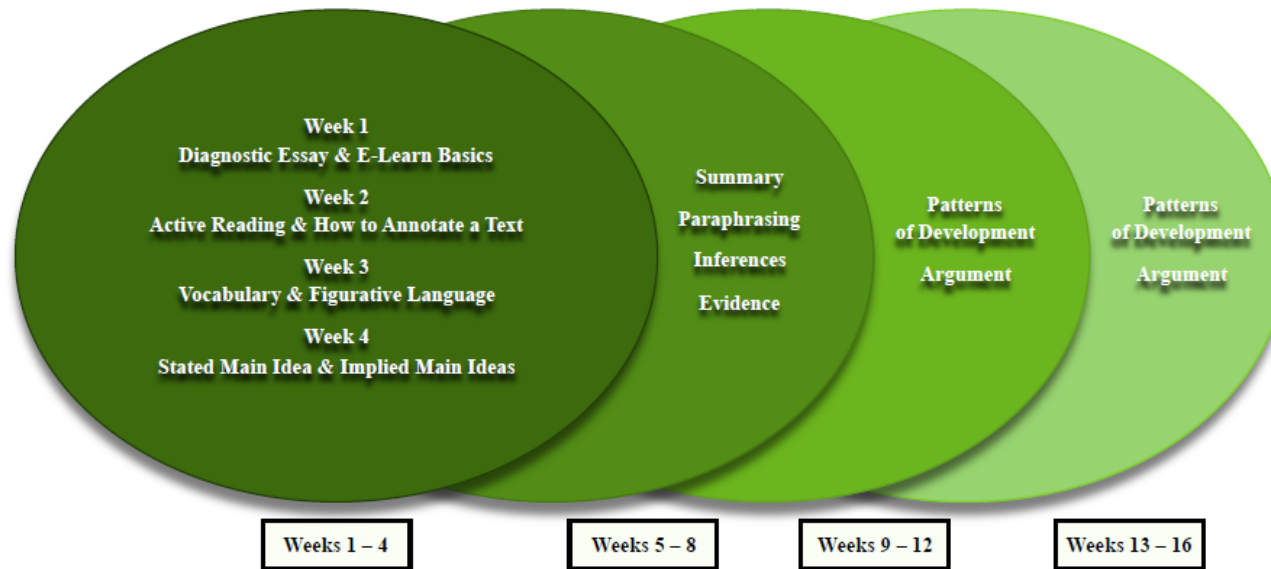
This concept map outlines the development of the skills and concepts developed during learning support writing courses. Using a workshop-style format, faculty work with students to understand and apply these skills and concepts to be successful in ENGL 1010. Each circle consists of a progressive layering of new concepts, while allowing for the continued development and learning on older concepts. To provide consistency, the first four weeks are presented hierarchical, but teaching and inclusion of new concepts in future weeks are left to the faculty's discretion.



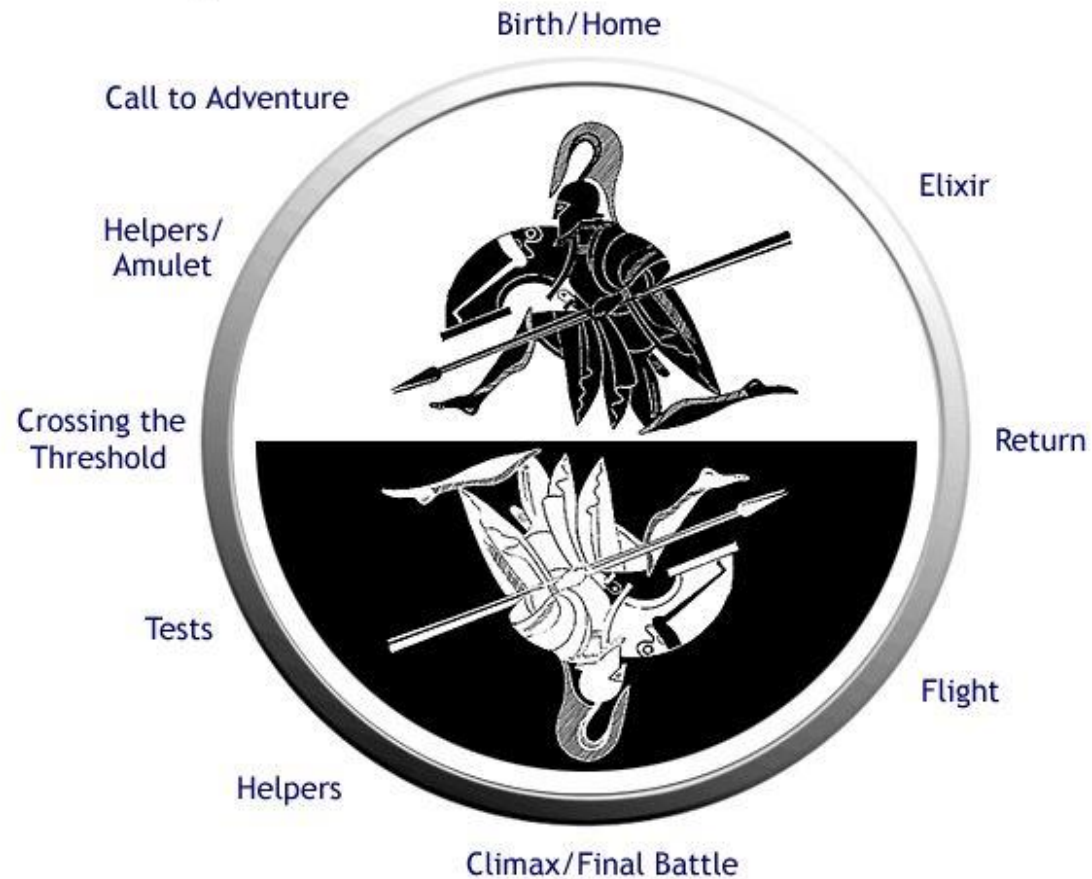
Curricular Models

Learning Support Reading Concept Map

Much like learning support writing course, learning support courses use sophisticated layering to introduce new concepts while reinforcing and developing old concepts. These courses can be structured like a traditional classroom format, but the emphasis is on rhetorical reading and writing and intertextuality. Along with developing literacy skills necessary to succeed in academic environments, there is also an emphasis on how texts are part of a larger conversation and how people can enter that conversation.



Philosophical Framework: The Hero's Journey



Learning Bridge 1: Learning Support Writing

- Weeks 1 – 8
 - Heavier involvement of Pearson to integrate grammar skills acquisition into paragraph development
 - Assignments focus on student success
 - McWhorter’s “20 Twenty Writing Mistakes”
- Weeks 9 – 16
 - “Thirdspace” Studio Approach in integrate ENGL 1010 (Grego and Thompson 2008)
 - Faculty work 1-on-1 or use small groups to assist students
 - Emphasis on peer review and peer feedback
 - Weekly content address a specific rhetorical mode

Learning Bridge 2: Learning Support Reading

Reading Curriculum 2012-2015

Pearson ~ MyReadingLab

Skills

- Active Reading
- Vocabulary
- Main Idea and Supporting Details
- Outlining and Mapping
- Summarizing and Paraphrasing
- Division and Classification
- Compare and Contrast
- Cause and Effect
- Generalization and Example
- Definition and Example
- Nine Patterns of Organization
- Purpose and Tone
- Inference
- Critical Thinking
- Reading Textbook

Reading Curriculum 2016

Pearson ~ MyReadingLab

Skills

- Active Reading
- Vocabulary
- Main Idea and Supporting Details
- Summarizing and Paraphrasing
- Division and Classification
- Compare and Contrast
- Cause and Effect
- Inference

Reading Curriculum 2012-2014

- Pearson Reading Skills 40%
- Pearson Lexile Readings 40%
- Classroom Discussion 10%
- Pearson Post Test 10%

Reading Curriculum 2015

- Pearson Reading Skills 45%
- Pearson Lexile Readings 45%
- Pearson Post Test 10%

Reading Curriculum 2016

- Pearson Skills 10%
- Lexile Readings 10%
- In-Class Assignments 30%
- Service Learning 20%
- Attendance 10%
- Midterm Assessment 10%
- Final Assessment 10%

Learning Bridge 2: Learning Support Reading Theoretical Considerations

- Content Area Reading Instruction to Disciplinary Reading & Civic Engagement
- Actualizing schemas and making connections to prior knowledge
- Intertextuality to build connections and relationships (Armstrong and Simpson 2011)

Learning Bridge 3: Embedded Success Skills

- Areas of Focus
 - Student-Faculty relationships
 - Time Management
 - “Future Self” & Far-Transfer
 - Focus on Student Engagement

*Learning Community with Building Outstanding Service Scholars (BOSS) Program

Learning Bridge 4: Service Learning

- Embed HIP's into the class
 - Views Service Learning as a form of qualitative research
 - Students perform 5 hours of service
 - Write 3 reports describing the experience and connections to their Future Self
 - Present during the Student Research Symposium
 - 2 hour 'poster presentation' format

Learning Bridge 5: Technology



Learning Bridge 5: Technology

- McGraw Hill Connect
 - Power of Process
 - Able to use readings from our in-house reader
 - Dynamic activities
 - Link assessment scores to D2L
 - www.connect.mcgraw-hill.com

Learning Bridge 6: Assessment

- Three Assessments
 - Week 1—Pre Assessment (Remembering and Understanding)
 - Mini Proposal
 - Week 2—Mid Semester Assessment (Application and Analysis)
 - Expository Reporting
 - Week 3—Post Semester Assessment (Evaluation and Synthesis)
 - Relate to professional goals

Other Bridges: Integrated Reading & Writing

- Pilot Course through a TBR Scale-Up Grant
 - Targeted for students with an 14 – 17/18 ACT
 - Paired with ENGL 1010
 - Use Rhetorical Reading and Writing Pedagogy
- Spring 2017
 - Targeting students needing both LS Reading and LS Writing
 - Use McGraw Hill's Connect
 - Rhetorical Reading and Writing

Other Bridges: SIP Tutors

- Designated specifically for Learning Support students
- Outcomes to show greater success in Composition I due to tutor contact
- **Spring 2016:** SIP tutors in reading/writing center alongside “general population” tutors
- **Fall 2016:** SIP tutors in Learning Support course sections
- **Spring 2017:** SIP tutors in Learning Support + possibly reading/writing center and additional tutoring in different location

Other Bridges:

Donald Andrews Reading and Writing Center

- Feedback for students working on any writing assignment, at any stage of the writing process
- Reading help for students in Learning Support
- Classroom writing workshops for students in any discipline, at faculty request
- Staffed by professional tutors and faculty volunteers

Other Questions

- Where does Grammar fit into this curriculum?
- What do other institutions do?