**Early Engl& 101 Task Force**

**Report to Instructional Assessment Steering Committee**

**4/20/2015**

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# Early English 101 and Student Success

Data suggests that our students are able to more successfully complete many courses when English 101 is taken concurrently or before taking those courses; in particular, courses requiring critical thinking, reading, and writing are better supported by the concentrated focus of English 101. These findings are consistent with the outcomes of English 101, all of which are skills essential to success in college work across disciplines. (See Appendix 1)

The Degree Learning Outcome Assessments for CRT and COM found increased student success college-wide in written work and in critical thinking for students who had previously taken English 101. Institutional Research data on successful completion in writing-intensive courses between 2008 and 2014 shows marked increases in success for Humanities courses and 200-level English courses.

Encouraging and enabling early English 101 completion, and, for some courses and sequences, requiring early English 101, will likely result in greater student success. (Success is defined as passing a course with a C grade or better and without repeating the course.)

## Why earlier English 101 is beneficial

English 101 prepares students to meet our Degree Learning Outcomes:

* Listen, speak, read, and write effectively (COM)
* Analyze, and evaluate information and ideas, and to solve problems (CRT)
* Research and utilize research appropriately (IIT)

Data compiled by Institutional Research indicates that students who take English 101 early in their college coursework are more likely to graduate in a timely manner and may be less likely to repeat courses.

## How delayed English 101 impacts student success

* Issues identified by Advising
	+ All sections of English 101 are full
	+ Fear of writing
	+ Other classes to take
	+ Financial aid needs 12-15 credits
	+ Faculty teaching varying reputations (goal of English department is “doesn’t matter who you take”, but students talk to each other)
	+ Schedules need to work for students.
	+ Problems with wording and arrangement of course schedule (see below)
* Issues related to course schedule
	+ Theme-based sections state "research required"
	Not all 101 course descriptions have research listed in the course descriptions on class schedule. Some of the theme based Eng& 101 have research listed and this is a deterrent for some students. Recommend that it state “like other Eng& 101 courses”)
	+ Clustered courses are confusing. They are listed first and they are reserved classes for Dev Ed. Can be frustrating as the first several classes listed cannot be accessed by most students. Could these courses be hidden from the main online schedule, or could they be moved to the bottom of the list, or even have a different item #?
* Issues in course requirements and sequencing
	+ Eng& 101 not required as a prerequisite to many other courses.
	+ Some prof/tech programs do not require Eng& 101 early in sequence, so some students take it near completion of degree
* Other
	+ Students want to get into classes perceived as "more interesting."

# Proposed Solutions/Recommendations

### Administrative (course sections, listings, Curricunet, classroom allocation)

* **$** Classrooms need to be available to add sections for waitlisted students
* **$** Need to be able to hire more adjunct Engl& 101 instructors
* Schedule Engl& 101 to be flexible enough to accommodate students’ schedules
* Consider holding slots open for students who need Engl& 101 but don’t get early enrollment
* **$** Offering hybrid sections of English 101 to free up classroom space. (Hybrid 101 has also proved to be a format that is a natural fit for English 101 curriculum.)

### Advising

* **$** Students need see Engl& 101 as an important step. (Rack cards, billboards, and other media can be ways to convey the message.)
* Work with advisors to get students in most suitable course selections (i.e. Engl& 101) rather than courses they don’t need.
* Students need to see faculty advisors early and often.

### Program/Departmental

* Consider making Engl& 101 a prerequisite to 200 level courses and writing intensive courses
* Consider making Engl& 101 a co-/ prerequisite to 100 level courses
* Coordinate the theme-based courses (e.g. to match the professional technical programs)
* **$** Embedded writing instructors (HIT and Poli Sci examples)
* Co-enrollment with Engl& 101 and another course in which the student is gaining credit and/or a distribution requirement/elective. Could be linked courses, or other formats.
* Create structured pathways for program of study
* For prof/tech programs, consider sequencing courses to have students take Engl& 101 early in the degree / certificate track

### **$** Continued support for Writing/Reading/Researching across the Curriculum (WRRAC)

Data from the CRT DLO assessment suggest that the freshness of material is also a factor in student success. (Namely the high success rates for English 95 can be attributed to the recent or concurrent study of English.) Continuing to support and build on the work of the Writing Across the Curriculum group is another way to support student success. Writing across the Curriculum could grow to include more writing support for instructors in various disciplines or assistance in providing embedded instructors. LS 101/102 pairing with subject area courses also accomplishes the goal of ongoing support. (Psychology has reported success in pairing courses with LS 101/102)

## How Proposals will Address Issues

Theme-based and linked courses address the issue of students perceiving English 101 as less "interesting," based on course descriptions.

Theme-based Engl& 102 courses have shown increased student success rates; namely in minority student groups. Similar benefits could be expected from theme-based and linked courses.

Co-enrollment and Co-requisites

Success rates for co-enrollment in English 101 and even English 95 are in some cases higher than rates for early English completion, suggesting that co-enrollment and co-requisites are valid alternatives to prerequisites. The rates may be higher because the recent learning is timely and applicable, and also still retained in students' minds. These success rates suggest that co-enrollment and co-requisites are valid alternatives to pre-requisites.

Efficient use of instructional time

If Engl& 101 is taken early, other disciplines will not have to spend as much time teaching writing basics. Currently, instructors in courses often have to take time out of their schedules to go over foundational college writing skills with students. (Some instructors have to take time to cover APA research writing, for example, which is covered in English 101. The paralegal program spends time teaching writing skills because many students in the program have not taken English 101.)

## Supporting Data Correlating Student Success with Early Engl& 101

DLO COM/IIT Task Force Report (2011-2012)—“There is sufficient evidence that campus writing assignments resulting from courses with Engl 101 as a prerequisite scored higher than those from courses for which Engl 101 is not a prerequisite. There is strong evidence that scores are higher in all of the categories at a 90% level.”

DLO CRT Task Force Report (2012-2013) —“There is very strong evidence that TCC students who have completed Engl/095 or higher exceed the scores for Critical Thinking of those students who have not. There is strong evidence that 50% of TCC students who have completed Engl& 101 meet or exceed the level 2 threshold for the Critical Thinking criteria on average.”

IR Course Data for writing-intensive, 100+ level courses between years 2008 and 2014—

In ECE 100, students who did not take Engl& 101 at TCC had a lower successful completion percentage than those taking it before or concurrent with ECE 100 (60.9% vs. 75-100%)

In Engl 244 and 246, students who did not take Engl& 101 at TCC were not as successful as those who did (44.4-87.5% for Engl 244, 14,3-66.7% for Engl 246)

In HUM 120, 130, &101, &116, &117, students without Engl& 101 at TCC were less successful than those who had taken Engl& 101 (25-88.9% depending on course)

In Acct 201 and BUS 164, students who did not take Engl& 101 at TCC had a lower successful completion percentage than those who did take it (either before, after or concurrent with these courses)

o 59-7-76.3% for Acct 201

o 72.1-89.3% for Bus 164

## Appendices

### Appendix 1: English 101 Course Outcomes

These are the English 101 course outcomes. The Program Learning Outcomes are listed below. (The PLO following each course outcome designates the mapped program outcome.)

### English 101 course outcomes:

1. Craft, develop, and support a clear thesis; organize essays logically. PLO: 1
2. Use writing strategies appropriate to audience, purpose and occasion. PLO: 2, 4
3. Use expository essays to express original ideas. PLO: 1, 2
4. Read critically. PLO: 3
5. Conduct research as needed, use authoritative resources, and follow documentation rules. PLO: 4, 5
6. Use standard grammar and academic writing conventions. PLO: 4
7. Use a writing process of pre-writing, drafting and revision. PLO: 1, 2
8. Use academically accepted collaboration to improve writing and understanding. PLO: 4, 5
9. Take responsibility for own learning and ethical behavior in academic course-work. PLO: 5

### Upon successful completion of the program, the student will be able to:

1. Craft, develop, and support a specific, debatable thesis (COK, COM, CRT).
2. Draft and refine a well-organized essay, speech, or other forms of communication appropriate to context and audience (COK, COM, CRT).
3. Read critically and research effectively to support thesis (COK, CRT, IIT).
4. Use appropriate writing and/or communication strategies, standard grammar, and academic documentation conventions (COK, COM).
5. Demonstrate ethical standards in all phases of the writing and/or communication process to include using collaboration within academically appropriate guidelines (LWC, RES).

### Appendix 2: English Sequencing in Prof / Tech Programs

The following prof/tech programs require students to take Engl 101& early (as a prerequisite or within the first 2 quarters of the degree program): Health Information Technology, Diagnostic Medical Imaging, Nursing.

The following programs recommend Engl& 101 within the first 2 quarters: Accounting. Respiratory Care does not require it until the 2nd year, but most students complete it early.

The following prof/tech programs require Engl& 101 prior to graduation, but not earlier: Early Childhood, Networking & Cyber Security, Paralegal, Business.