

Early Engl& 101 Task Force Executive Summary

To Instructional Council 1/11/16

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TCC CORE THEME: CREATE LEARNING

Early English 101 and Student Success

Data suggest that students are more successful in courses requiring critical reading and writing when English 101 is taken either concurrently or prior to the course. These findings are consistent with the outcomes of English 101, which are skills essential to success in college work across disciplines. This data is supported by the Degree Learning Outcome Assessments for CRT and COM. In addition, 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. (See Appendix 1)

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.)

Proposed Recommendations-- Action Items

1. Create structured pathways for all degrees/certificates that include early timing for completion of Written Communications requirements.
2. Encourage departments/programs to work with the Communication Division to:
 - evaluate and implement adoption of Engl& 101 as a co/prerequisite to writing intensive courses
 - evaluate and implement adoption of Engl& 101 as a co/prerequisite to 100/200-level courses in which writing and critical reading is an essential part of the course
 - create linked/coordinated studies/IBest or other alternative models of getting students to complete Engl courses early in their course sequencing
3. Continue to coordinate the theme-based courses (e.g. to match the professional technical programs)
4. Bring together faculty who teach writing and those who assign writing through theme-based courses, linked classes, and professional development opportunities.
5. Continue support for, and remove barriers to, the successful pathway models leading to the Written Communications outcomes, such as subject matter courses linked with developmental English, ABE, ESL, and EAP pre-Engl&101 courses. These linked courses have also supported student success in writing-intensive courses.

For the remainder of the [Proposed Solutions/Recommendations](#), refer to full Task Force Report.