Early Engl& 101 Task Force Report

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Task Force Participants: Pattie Green (Chair), Kristina Young, Don Ramage, Ken Fox, Tamara Kuzmenkov, Annalee Rothenberg, Jennifer Sorensen, Liz Fortenbery, Pam Costa, Kim Rzeszewicz

TCC CORE THEME: CREATE LEARNING

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)

Only 29 out of 900+ courses list Engl& 101 as a prerequisite, with 4 of those allowing students to take Engl& 101 concurrently. (See Appendix 2) In addition, of the 22 courses designated as Writing Intensive, only 9 require Engl& 101 as a prerequisite. (See Appendix 3)

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)

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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.

Student Success Impacts and Causes of Delayed English 101

- <u>Issues identified by Advising</u>
  - All sections of English 101 are full
  - Fear of writing
  - Other classes to take
  - Financial aid needs 12-15 credits
  - Faculty teaching with 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)
- <u>Issues related to course schedule</u>
  - Theme-based sections state "research required", though <u>all</u> require research 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, which is a deterrent for some students. *Recommend adding statements such as "like other Eng& 101 courses" or rephrased to "standard required research is on X theme"*
  - Clustered courses can confuse when listed first. (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 #?*
- <u>Issues in course requirements and sequencing</u>
  - Eng& 101 not required as a prerequisite to many other courses.
  - Some prof/tech programs do not require Engl& 101 early in sequence, so some students take it near completion of degree
- <u>Other</u>
  - Students want to get into classes perceived as "more interesting" or "major specific"

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 to 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 success/priority course selections (i.e. Engl& 101) rather than courses they don't need.
- Students need to see faculty advisors early and often.

Program/Departmental

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.

$ 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, allowing time for the foundations of discipline-specific writing. 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

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.

Appendix 2: Courses with Engl& 101 as Pre/Co Requisite

Courses	Engl& 101 Status
CMST 110	Pre or Co-requisite
CMST& 220	Pre or Co-requisite
ENGL 103	Prerequisite
ENGL 180	Prerequisite
ENGL 261	Prerequisite
ENGL 262	Prerequisite
ENGL 264	Prerequisite
ENGL 265	Prerequisite
ENGL 276	Prerequisite
ENGL 278	Prerequisite
ENGL 279	Prerequisite
ENGL& 102	Prerequisite
ENGL& 220	Prerequisite
ENGL& 235	Prerequisite
HIT 105	Prerequisite
HIT 110	Prerequisite
HIT 125	Prerequisite
IT 230	Prerequisite
MO 101	Prerequisite
MO 120 *	Prerequisite
NURS 115	Prerequisite
NURS 153	Prerequisite
NURS 171	Prerequisite
NURS 172	Prerequisite
NURS 181	Prerequisite
NURS 191	Prerequisite
POLS& 202	Pre or Co-requisite
POLS& 203	Pre or Co-requisite
PSYC 209	Prerequisite

Note: This list does not take into account that some of the Professional/Technical Programs may require Engl& 101 as a prerequisite for program admission.

		Courses with Writing Intensive Designation	
Course Number	**Subject Code**	**Course Title**	**Engl Prerequisite**
150	BUS	Global Business	Engl/ 95
234	ENGL	Introduction to Mythology and Folk Stories	Engl/ 95
242	ENGL	Contemporary Non-Western Literature	Engl/ 95
261	ENGL	The Bible as Literature	Engl& 101
262	ENGL	Children's Literature	Engl& 101
264	ENGL	English Literature: From Beowulf Through Shakespeare	Engl& 101
265	ENGL	English Literature: From Donne Through Blake	Engl& 101
271	ENGL	Contemporary American Fiction	Engl/ 95
276	ENGL	Creative Writing - Fiction	Engl& 101
278	ENGL	Creative Writing - Poetry	Engl& 101
279	ENGL	Creative Writing - Poetry workshop	Engl& 101
280	ENGL	Literatures of Diversity	Engl/ 95
220	ENGL&	Introduction to Shakespeare	Engl& 101
244	ENGL&	American Literature I	Engl/ 95
245	ENGL&	American Literature II	Engl/ 95
246	ENGL&	American Literature III	Engl/ 95
128	HIST&	World Civilization III	Engl/ 95
101	HUM&	Intro. to Humanities	Engl/ 95
116	HUM&	Humanities I	Engl/ 95
117	HUM&	Humanities II	Engl/ 95
118	HUM&	Humanities III	Engl/ 95
209	PSYC	Fundamentals of Psychological Research	Engl& 101