

Building Steps to Success: The GGC Co-requisite English Model

Dr. Catherine Thomas

Prof. of English and Associate Dean, School of Transitional Studies

Georgia Gwinnett College

GGC by the numbers



Fall 2018 enrollment: 12,508

- 65.6% (8,203) enrolled full-time; 34.4% (4,305) enrolled part-time
- Majority minority institution (Black/African-American 32%, White 31%, Hispanic 21%, Asian 11%, Multi-ethnic 4%, Other groups 1%)
- 75% residents of Gwinnett County, but 32 states and 120 countries represented in student body
- 42% are First-Generation (Neither parent has a 4-year degree)*
- 12.5% are non-traditional aged, degree-seeking students (avg. age overall of students = 22.5 years)
- 49% report heavy family responsibilities*
- 32% work 20+ hours a week off-campus*
- 95% commute to campus*
- 65% FTF 1 yr. retention rate
- 31% required to take Student Success co-req Math and/or English courses*
- 64% of first-year students in FA18 learning communities Pell eligible; 39% Pell eligible in Grizzly 1st first-gen LCs; 35% Pell eligible in FA18 GGC 1000 first-year seminar classes

*2017 data

Models of Co-requisite English at GGC

- ▶ Began as **ALP-modeled triad, “Segue”**: one ENGL 0099 section correlating to two mainstreamed ENGL 1101 sections (~2011-2017)
- ▶ Moved to **dyad mainstreaming Segue** model: one ENGL 0999 section (14 students) with corresponding ENGL 1101 + 8 standalone 1101 students, total 22 students/1101 section (2017-present)
- ▶ **English for Academic Purposes (for multilingual/ESL students)**
 - ▶ EAP Co-requisite EAP 0999/ENGL 1101 (AY17-18)
 - ▶ ENGL 0999E/ENGL 1101 some sections 1:1 enrollment in coreq; some sections mainstreamed (Fall 2018)
 - ▶ All ENGL 0999E/ENGL 1101 sections are mainstreamed (Spring 2019)

GGC's Co-req English Structure

- ▶ ENGL 0999/E is a 3 credit support course.
- ▶ Students have the same teacher for both ENGL 0999/E and ENGL 1101.
- ▶ Sections are scheduled so there is a break between 1101 and 0999; 1101 is taken first.
- ▶ D and IP grade options are unavailable/disabled for learning support courses to ensure appropriate grade assignment.
- ▶ ~50% of English learning support pairings will be in learning communities FA19.

Assessment: Beyond Pass and DFW Rates

- ▶ **Fall 2017-Spring 2018** piloted three measures (M1: Critical Reading Response, M2: Timed Essay, and M3: Reflective Narrative on Personal Writing Process) in ENGL 0999/E to provide additional benchmark information on student learning
- ▶ **Fall 2018** Expanded pilot for Measures 1 and 3 (Measure 2 long-standing practice)
- ▶ **Spring 2019** goal of *all* Segue sections including Measure 2 + EITHER (or both) Measure 1 and Measure 3 as part of their coursework.

Aligning Student Learning Outcomes

ENGL 0999/E

Upon completion of ENGL 0999 or ENGL 0999E (co-requisite) Student Success English courses, students will be able to:

- ▶ **Employ** appropriate resources and strategies for reading and comprehending college-level texts
- ▶ **Demonstrate** critical thinking skills through supporting their ideas with details, examples, reasons, and evidence
- ▶ **Illustrate** rhetorical choices appropriate for genre, audience, or purpose
- ▶ **Complete** a writing process that includes invention, planning, drafting, revising, editing, and proofreading
- ▶ **Apply** effectively the conventions of standard written English with attention to language, grammar, mechanics, sentence structure, and clarity.

(Pilot Outcomes)

ENGL 1101

Upon completion of ENGL 1101, students will be able to:

- ▶ Read and comprehend various texts at the college level
- ▶ Respond appropriately in writing and speaking to different rhetorical situations, different audiences, and for different purposes
- ▶ Respond to the needs of different audiences and adopt appropriate voice, tone, and level of formality in sustained arguments
- ▶ Use strategies throughout the writing process for generating, revising, editing, proofreading, and critiquing texts
- ▶ Control such surface features as syntax, grammar, punctuation, and spelling
- ▶ Practice basic principles of MLA documentation and source integration
- ▶ Use electronic environments for such recursive tasks as drafting, reviewing, editing, sharing texts, and preparing oral presentations

Assessment Measures Detail

- ▶ **Measure 1: Critical Reading Response** Focuses on careful reading and comprehension of a college-level text and providing a well-supported critical response to the argument and/or ideas of that text. 2-3 pages of student writing.
 - ▶ **Evaluates: Critical Thinking Skills, Reading Comprehension, Writing Process, Grammatical & Mechanical Conventions**
- ▶ **Measure 2: Timed Essay** Written on a singular writing prompt designed by the English faculty. Essays are composed and submitted during the final exam period.
 - ▶ **Evaluates: Critical Thinking Skills, Rhetorical Knowledge, Grammatical & Mechanical Conventions**
- ▶ **Measure 3: Reflective Narrative on Personal Writing Process** 2-3 page reflective narrative that discusses how students have practiced and improved in using the writing process during the semester. Composed and submitted either at the midterm or end of semester.
 - ▶ **Evaluates: Critical Thinking Skills, Rhetorical Knowledge, Writing Process, Reading Comprehension, Grammatical & Mechanical Conventions**

On the ground: common *internal* challenges developing writers face in ENGL 0999/E

- ▶ Building confidence/changing fixed mindset about writing skills
- ▶ Resource awareness
- ▶ Varied level writing skills
- ▶ Varied levels of English proficiency
- ▶ Managing large amounts of text
- ▶ Time management
- ▶ Asking for help

Seeking Success: the Instructional Partnership

- ▶ Building confidence
- ▶ Resource awareness (course-specific, college, and global Internet)
- ▶ Varied level writing skills
- ▶ Varied levels of English proficiency
- ▶ Managing large amounts of text
- ▶ Time management
- ▶ Asking for help
- ▶ Create a positive, safe, and welcoming learning environment
- ▶ Incorporate resource instruction into regular class activities and require use of or practice with their services
- ▶ Provide a lot and different types of prewriting
- ▶ Break assignments into smaller, workable chunks; scaffold; design transparent assignment sheets (TILT)
- ▶ Practice reading strategies
- ▶ Work with students to establish milestones for different parts of larger tasks; share and practice time management techniques
- ▶ Suspend judgment and ask neutrally-toned questions to gather information about the student's learning and/or challenges

All around: common *external* challenges developing writers face in ENGL 0999/E

- ▶ Distractions
- ▶ Lack of a support network
- ▶ Too many commitments
- ▶ Limited access to technology and other resources
- ▶ Cross-cultural adjustment (college culture and home culture)

Committing to Success: Providing a Frame of Support

- ▶ Distractions
- ▶ Lack of a support network
- ▶ Too many commitments
- ▶ Limited access to technology and other resources
- ▶ Cross-cultural adjustment (college culture and home culture)
- ▶ Have them write throughout the class (freewrite, reading/writing on their work, responses, exit tickets)
- ▶ Flip or semi-flip the classroom
- ▶ Utilize peer-to-peer instruction
- ▶ Check in early and often
- ▶ Collaborate with mentors, tutors, and other faculty and staff to offer support
- ▶ Offer help often and be present
- ▶ Work through a weekly schedule with them, to discuss time for school, work, sleep, eating, relaxation, and other obligations.
- ▶ Connect students with tech resources on campus and in the community; discuss time management to avail oneself of resources
- ▶ Connect students with Student Success Advisors, student success workshops and events, first-year seminar

Additional Support Options for Co-requisite English Students

- ▶ Tutoring in the Academic Enhancement Center
 - ▶ (TIC-TAC-TOE support model: Tutors in the Classroom, Tutors Across Campus, Tutoring Online Everywhere via SmartThinking platform)
- ▶ Inclusion of GGC 1000 First-Year Seminar in students' first-year schedule
- ▶ Participation in Learning Communities

Some GGC Learning Community Models for LS English

PASS: Providing Access to Student Success

- ▶ ENGL 0999/E (3 cr.)
- ▶ ENGL 1101 (3 cr.)
- ▶ GGC 1000 First-Year Seminar (1 cr.)
- ▶ TIC (tutor in the classroom)
- ▶ Starting FA19 will include additional 3 credit course in LC's designated focus area.

Grizzly First Scholars (for first-generation students)

- ▶ ENGL 0999
- ▶ ENGL 1101
- ▶ GGC 1000 (taught by students' mentor/adviser)
- ▶ Service learning project
- ▶ BEAM (Bears Engaging & Mentoring) peer-mentors assigned to G1 LCs
- ▶ Starting FA19 will include additional 3 credit course in LC's designated focus area.

****Starting FA19, LCs will be the default at FY student registration and be grouped under six focus areas: BUSI, EDUC, HEPR, HUAR, SOSC, & STEM**

Support Resources for Segue Instructors

- ▶ **English Transitional Studies Committee & English discipline colleagues**
 - ▶ Segue “Share-ins” every semester
- ▶ **Student Success Professional Development Badge (CTE/STS co-sponsored)**
 - ▶ “Understanding the Whole Student”
 - ▶ “Placement and Pathways in Learning Support”
 - ▶ “Building Relationships and Rapport with Students”
 - ▶ “Best Practices in Learning Support and Beyond: Reading and Writing Instruction” [have parallel one in Mathematics instruction available]
 - ▶ “Working with Multilingual Learners”
- ▶ **Mentoring and Advising Center**
- ▶ **Academic Enhancement Center**
- ▶ **Center for Teaching Excellence**
- ▶ **School of Transitional Studies Dean’s Office**

Challenges and Opportunities

- ▶ How can we provide more equitable learning environments for students at widely varying developmental levels and/or with particular learning needs (e.g. EAP students)?
 - ▶ How can we strive towards this as instructors in the classroom?
 - ▶ How can we leverage existing resources (human, operational, space, financial) towards supporting this goal? How can we partner across departments and areas to boost our support power (consider not only faculty, but also staff, student groups, alumni, etc.)?
 - ▶ What are the opportunities for increasing resources internally and externally?
- ▶ How can we encourage full participation in and attendance of the student success/learning support co-requisite course?
- ▶ How can we best address student support needs while honoring our own energy levels, time, and other commitments?

Contacts

- ▶ Learning Support Coordinator at Georgia Gwinnett College:
 - ▶ Dr. Justin Jernigan, Dean, School of Transitional Studies & Assoc. Professor of English for Academic Purposes
 - ▶ jjerniga@ggc.edu

- ▶ My contact information:
 - ▶ Dr. Catherine Thomas, Associate Dean for Student Success, School of Transitional Studies & Prof. of English
 - ▶ cthomas30@ggc.edu