English Corequisite Remediation at GGC

Overview

USG Learning Support Academy

Fall 2017

GGC's Corequisite English model

- ENGL 1101 (3 cr.) + ENGL 0999 (2 cr.–inst.)
- Placement based on English Placement Index (EPI 3660-4229)
- Students must register for both courses (separate CRNs, but linked by section number) and cannot drop either section.
- The same instructor leads both sections, both sections have the same students enrolled, and small class sizes are maintained.
- Focus of the ENGL 0999 course is sharing writing/composition experiences, writing a good deal in class, giving attention to grammar and style, and developing practices that promote stronger student writing.
- Students exit Learning Support by passing the ENGL 1101 course with a grade of C or better.

Corequisite English Outcomes

- Fall 2017 enrolled in Segue English
  - Approximately 400 enrolled in Fall 2017
  - Up by about 120 over Spring 17, but down by about 60 from Fall 16.
- Spring 2017 results (preliminary)
  - Approx. 81% Pass Rate in Segue ENGL 1101
  - Comparable to Fall 16 Segue ENGL pass rate
  - Note: Fall 2016 FIRST SEMESTER exit/pass rate was 76.2%.
- Segue English students in ENGL 1102
  - Of about 250 who took ENGL 1102 after passing Segue ENGL in FA16, just under 70% had passing grades (A-C) in 1102 (transactional data only).
  - Former Learning Support English students who took ENGL 1102 in SP17 had an average grade of about 2.21 in 1102 (includes some number of students who were not enrolled in Segue English immediately prior).
  - Average grade for others in ENGL 1102 in SP17 was about 2.86 (transactional data only).

Corequisite English: What is Working Well

- Pass rates continue to be robust in the paired co-requisite Segue English model.

- Tutors in Classrooms (TIC), assigned Student Success Advisors, and related efforts appear to be supporting success.

- ENGL 0999-ENGL 1101 Segue sections included in learning communities.

- Second language (ESL) student support

- Currently, almost 25% of students in GGC's Honors Program got their start in at least one Learning Support course.

Corequisite English: Challenges

- Promote greater engagement in ENGL 0999 sections.
- Improve subsequent performance (beginning with ENGL 1102) for students passing Segue English.
- Understand decrease in foundations-level English enrollment.
- Identify characteristics of students who both do well and who struggle to earn a C or better in ENGL 1101:
  - EPI/placement-related correlates (test scores, HS GPA, others)
  - Review for any shifts in, e.g., HS GPA, course load, or other characteristics for incoming co-requisite ENGL students.
  - How are they doing in other classes?
  - Are they involved in campus life?

Takeaways/Lessons Learned

- Maintaining focus on the writing experience and holistic student support in ENGL 0999 sections

- Supporting the transition to ENGL 1102 and beyond

- Link to other first-year student support (e.g., FYS, Advisors, tutoring)

- Involvement of peer leaders

- Refine corequisite English model based on data, review, and best practices

- Thank you!