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LEARNING LOG

Co-Requisite Model for English composition

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DETAILS

MAKING IT WORK, UNDERSTANDING WHAT WORKS, AND SHARING WHAT WORKS

TITLE

Co-Requisite Model for English composition


SOLUTION

Developmental Education Reform and Supports for Learning

CAPACITIES

Policy

Owner

 [Susanna Shupp \(/education/s/profile/005360000046tLAAQ\)](/education/s/profile/005360000046tLAAQ)


Record Type

Monthly-Current 2017



INSTITUTION

Sam Houston State University

REFLECTION

SITE INITIATIVE

In the Fall of 2105 we implemented a co-requisite program for students who scored very close to college readiness on the Texas Success Initiative Assessment (TSIA). Students who scored in this bubble were able to register for any section of ENGL 1301 which is the first college level composition course required at SHSU. Students also registered for INRW 0111. This is a one hour support course or NCBO designed to help students achieve success in their English course. Our initial goal was for 80% of students to achieve success. We met that goal the first semester and then increased the bubble so more students could enroll into the co-requisite model. Our long term goal is for 75% of the students who require remediation in reading and/or writing to enroll in the co-requisite model and for 80% of those students to pass ENGL 1301 with a C or better.

PROGRESS TOWARD STUDENT SUCCESS

In Fall of 2015 approximately 80% of the 84 students enrolled in this co-requisite model passed ENGL 1301 with a C or better. This past Fall of 2016, we increased the bubble and more students were able to enroll in their college composition course. We had 115 students enroll in ENGL 1301 and INRW 0111, which represents 32% of the students who came to SHSU requiring remediation in reading and/or writing, and 77% of them passed ENGL 1301 with a C or better. We work together with our Registrar's office to ensure each student is properly placed, and we work with our English dept. to make sure there are enough seats available in ENGL 1301 for the co-requisite students.

Students in the co-requisite model are required to use an online program that identifies their areas of weaknesses and then provides modules for students to complete. Students also spend time in their INRW 0111 class practicing reading and writing strategies and note-taking skills. Students are also required to visit the Writing Center to work on their essays for ENGL 1301. Students who complete their online modules and are passing their ENGL 1301 may exit out at the 12 week mark, but can return any time they feel they need support.

IMPACT

This initiative changes our site on a yearly basis. Every time we change the bubble score so more students can take a college level class along with developmental support, we require advising models to change and our degree program to be updated. These changes require us all to work together. This also requires our English dept. to build enough sections since we no longer need multiple sections of developmental reading and writing; instead, we need more sections of ENGL 1301. This can be measured by comparing the number of students enrolled in developmental reading and writing and ENGL 1301 from past semesters and comparing them to the number of students currently enrolled in those same sections.

INTERNAL/EXTERNAL RESOURCES

The co-requisite model could not be successful without the support of our upper administration, our Registrar's office staff, our advising center's patience since we change the bubble score each year, and the English department's flexibility and willingness to add classes when needed.

NEXT CRITICAL STEPS ⓘ

The next step towards our goal is to open up the co-requisite model to approximately 75-80% of our students who have not met college readiness based on the TSIA. The support class will extend from one hour per week to three hours per week.

OPPORTUNITIES/CHALLENGES ⓘ

One of the biggest challenges will be to ensure we have enough seats available in ENGL 1301. We would like to see at least 225 students enrolled in our co-requisite model. In the future, we may need to branch out and form a co-requisite with HIST 1301 for students who are not college ready in reading.

QUESTIONS/REQUESTS ⓘ

STATUS

Final

Completion Date ⓘ

5/30/2017

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(/education/s/profile/005360000046ltLAAQ)

Susanna Shupp (/education/s/profile/005360000046ltLAAQ) (Sam Houston State University) updated this record.



May 30, 2017 at 2:08 PM (/education/s/feed/0D53600001Ni3U2CAJ)

STATUS

Draft to Final

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