

Some Sounds of Success: Using Integrated Reading-Writing Corequisites and Open Educational Resources

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Today's Topics

- I Background of Texas Corequisite (Coreq) Requirement
- II Materials & Strategies used by Integrated Reading and Writing (INRW)Instructors in Coreq Courses
- III Faculty & Student Surveys
- IV References, Credits, Discussion

What is Texas House Bill 2223?

- ▶ Passed in 1997 and amended in 1998
- ▶ Purpose – to accelerate underprepared students' persistence and successful completion
- ▶ Requirement to pair developmental courses with college level courses along this timeline:
 - ▶ 25 % of developmental courses by fall 2018,
 - ▶ 50% of developmental courses by fall 2019, and
 - ▶ 75% of developmental courses by fall 2020.
- ▶ Requirement – The state funding for developmental students at community colleges will be reduced from 27 hours to 18 hours starting fall 2018

The Burden of the Work

- 1.The burden of the work of the HB 2223 paired courses falls on the INRW faculty.
 - 2.The INRW courses must teach basic reading and writing skills.
 - 3.The INRW courses must also support the college-level courses.
- ▶ Though HB 2223 doesn't lay out specific strategies for how the teachers are to cooperate, best practices and the experience of INRW in learning communities and paired courses show the following:

Best Practices in Coreq Courses

INRW and college-level faculty

1. both choose to do paired courses,
2. meet before the semester either by email or in person,
3. share syllabi, texts, tests, major assignments, classroom activities,
4. communicate about the progress of INRW students in the college- level classes.

Coreq courses taught in the fall 2019

- 20 sections of English Composition 1 paired with a developmental course
- 3 sections of History I paired with a developmental course
- 3 sections of Sociology I paired with a development course
- 2 sections of Speech paired with a development course
- 1 section of Humanities (Great Questions) paired with a developmental course
- 1 section of Government 2 paired with a developmental course
- Total 30 coreq courses of college-level academic courses and developmental courses (INRW)

Materials used by INRW instructors in coreq courses

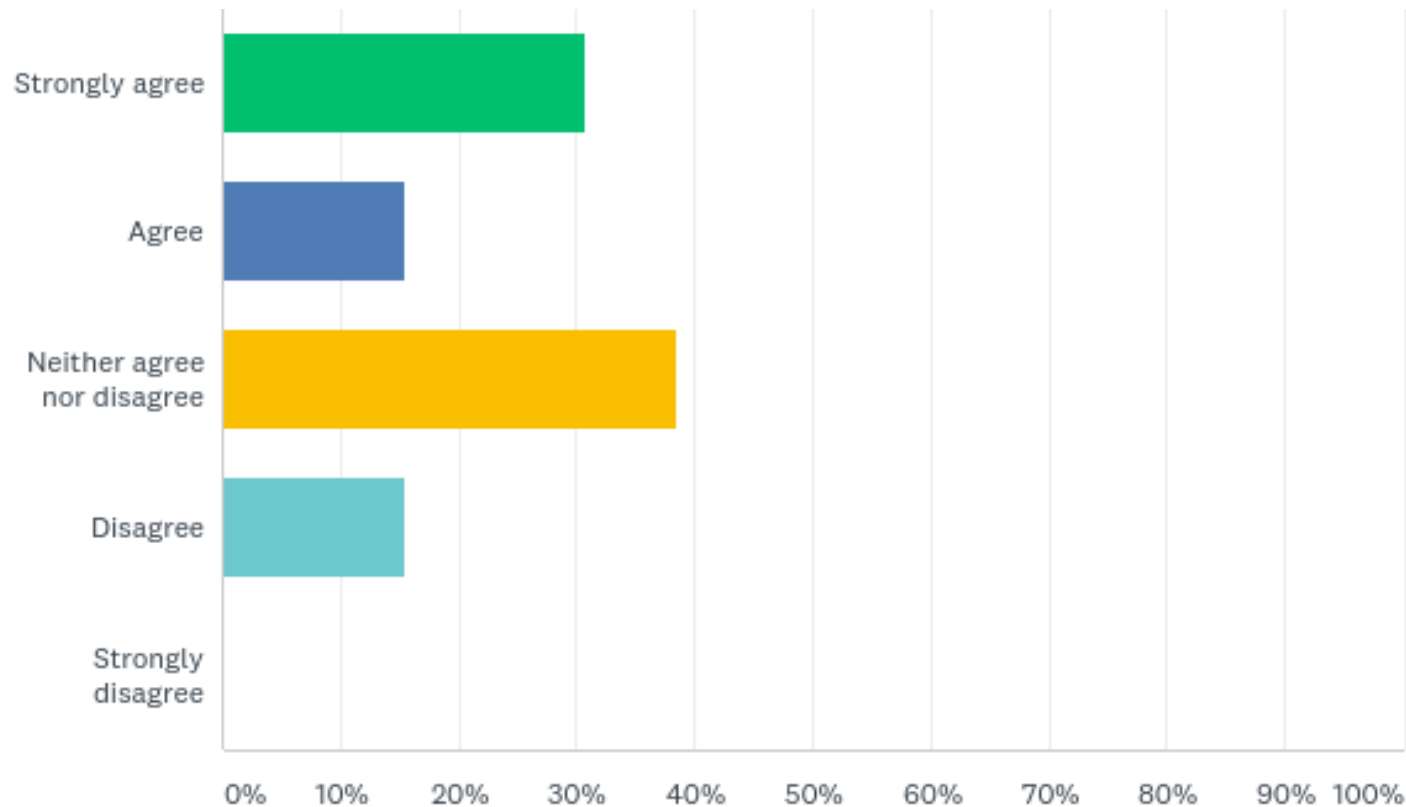
- ▶ Same texts used in the developmental and college-level courses e.g. the history or sociology texts
- ▶ OER Norton Reader, MindTap Accelerate : Integrated Reading and Writing, Purdue OWL,
- ▶ Theme-based materials e.g. history of women's suffrage
- ▶ Content-based reading, not just content directly related to the coreq course

Strategies used by INRW instructors in coreq courses

- ▶ Annotating, outlining, concept mapping
- ▶ Notetaking, note sharing, study guides
- ▶ Previewing using SQ3R or PQ4R
- ▶ Group work with one reporter for the group
- ▶ Vocabulary development
- ▶ Summary techniques
- ▶ Paragraph and essay writing
- ▶ Grammar exercises
- ▶ Test reviewing and test-taking strategies
- ▶ Analysis and application of organizational patterns

Q1: The corequisite model is more effective when the same instructor teaches both the developmental and the college-level course.

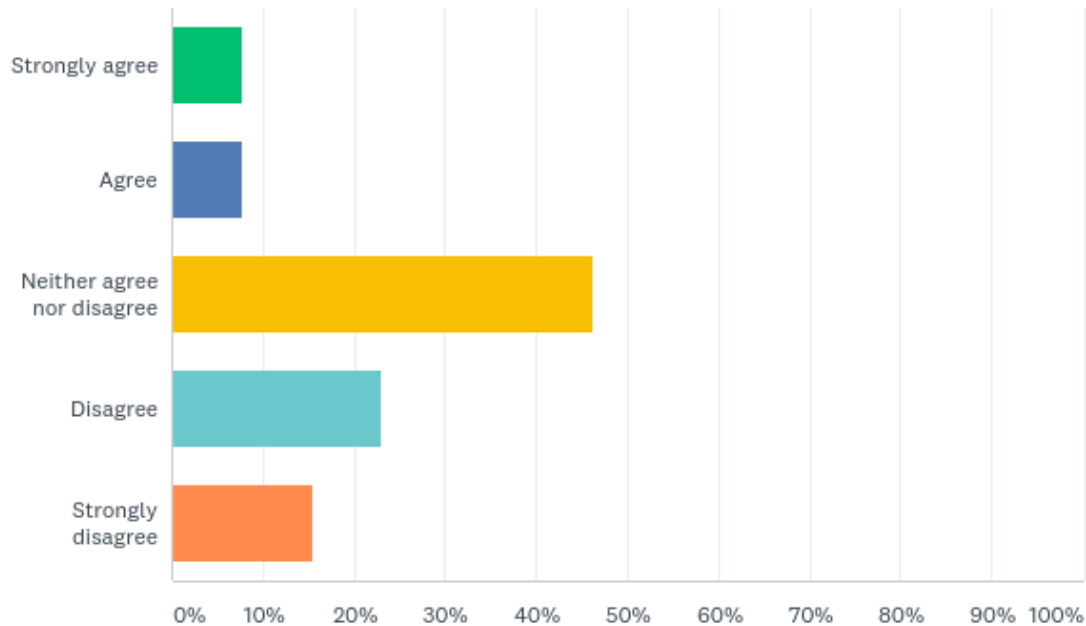
Answered: 13 Skipped: 0



Faculty Survey Corequisite Courses
January 2020

Q2: The corequisite model is more effective when different instructors teach the developmental and the college-level courses.

Answered: 13 Skipped: 0



Q3: When different instructors teach the corequisite courses the approach is more successful:

Answered: 13 Skipped: 0

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
if the instructors collaborate before the semester begins	76.92% 10	15.38% 2	7.69% 1	0.00% 0	0.00% 0	13	1.31
if the instructors collaborate throughout the semester	76.92% 10	7.69% 1	15.38% 2	0.00% 0	0.00% 0	13	1.38
if the developmental course instructor uses the same teaching materials as the college level course instructor	38.46% 5	30.77% 4	23.08% 3	0.00% 0	7.69% 1	13	2.08
if the developmental course instructor uses different materials than the college level course instructor	7.69% 1	23.08% 3	30.77% 4	30.77% 4	7.69% 1	13	3.08

Q3 - Part 2: When different instructors teach the corequisite courses the approach is more successful:

Answered: 13 Skipped: 0

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
if at least one of the instructors uses Zero Cost (ZTC)/Open Educational Resources (OER)	7.69% 1	7.69% 1	76.92% 10	0.00% 0	7.69% 1	13	2.92
if both instructors use Zero Cost (ZTC)/Open Educational Resources (OER)	7.69% 1	7.69% 1	76.92% 10	0.00% 0	7.69% 1	13	2.92
when the instructors are paired for two or more semesters	61.54% 8	30.77% 4	7.69% 1	0.00% 0	0.00% 0	13	1.46

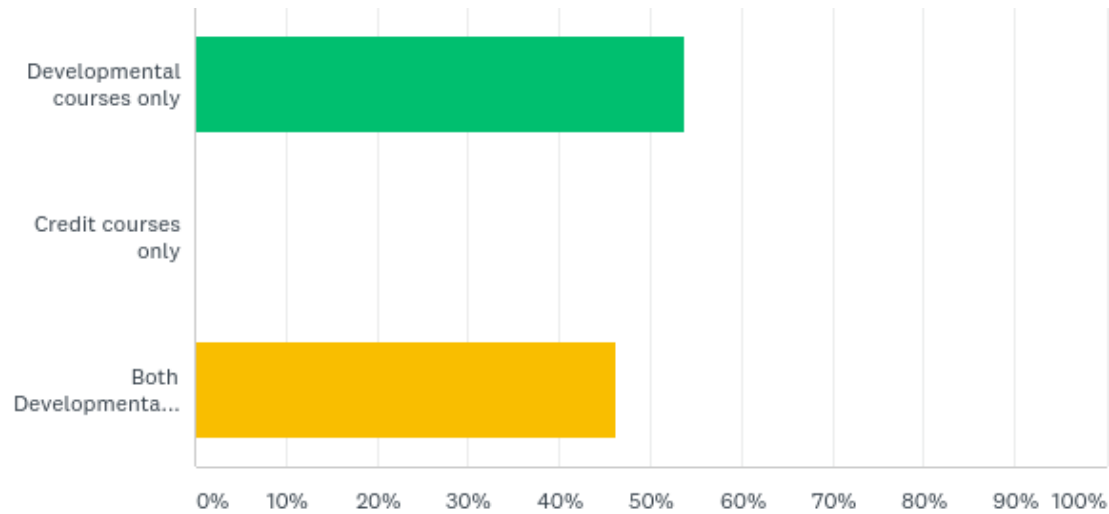
Q3 - Part 3: When different instructors teach the corequisite courses the approach is more successful:

Answered: 13 Skipped: 0

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
when the courses are taught on different days	0.00% 0	7.69% 1	46.15% 6	23.08% 3	23.08% 3	13	3.62
when the courses are scheduled the same day	46.15% 6	23.08% 3	23.08% 3	7.69% 1	0.00% 0	13	1.92
when the courses are scheduled together during the day	46.15% 6	15.38% 2	23.08% 3	15.38% 2	0.00% 0	13	2.08

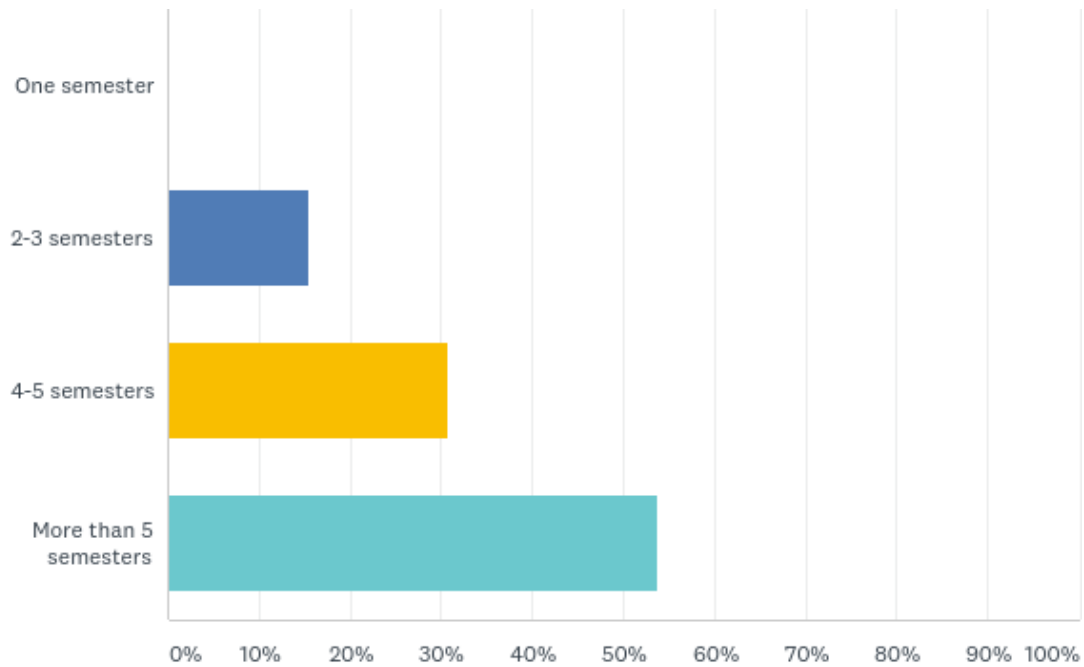
Q4: For the corequisite courses do you teach?

Answered: 13 Skipped: 0



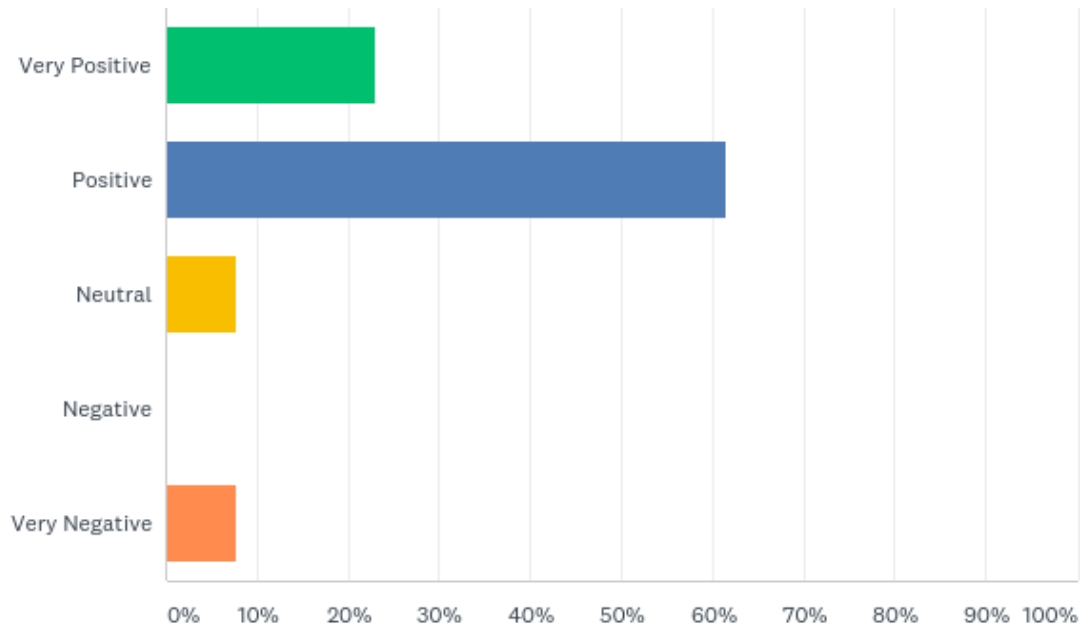
Q5: How many semesters have you been teaching corequisite courses?

Answered: 13 Skipped: 0



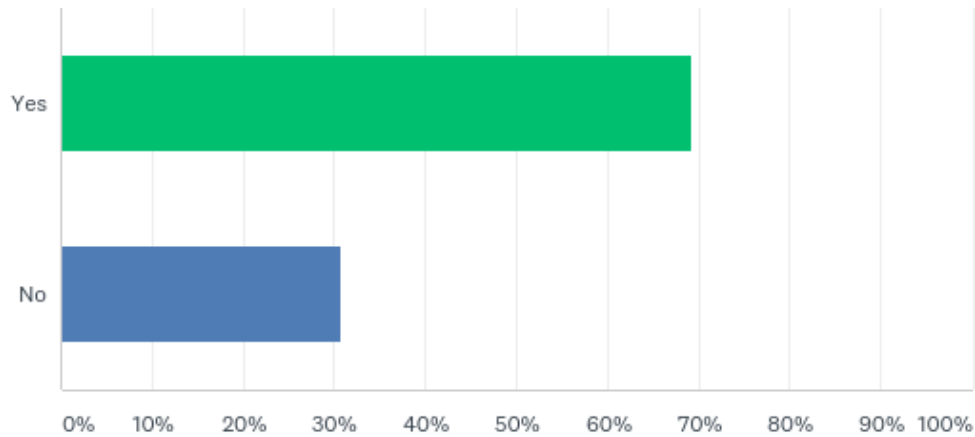
Q6: How would you rate your overall experience teaching corequisite courses?

Answered: 13 Skipped: 0



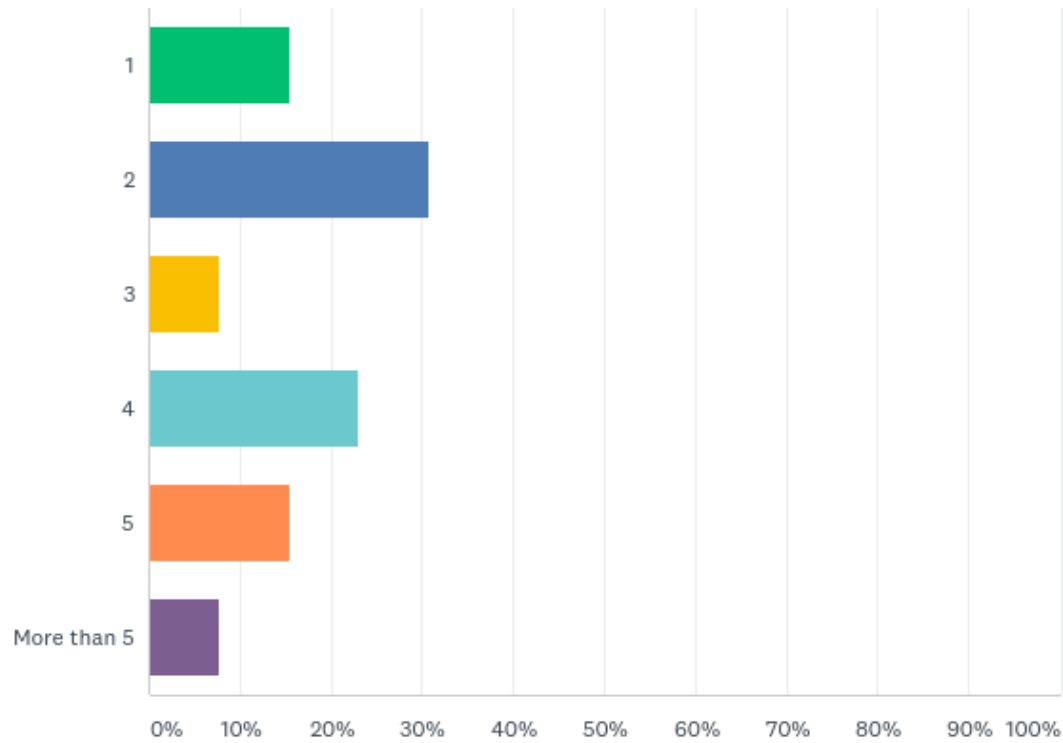
Q7: Did you participate in any professional training to teach the corequisite courses?

Answered: 13 Skipped: 0



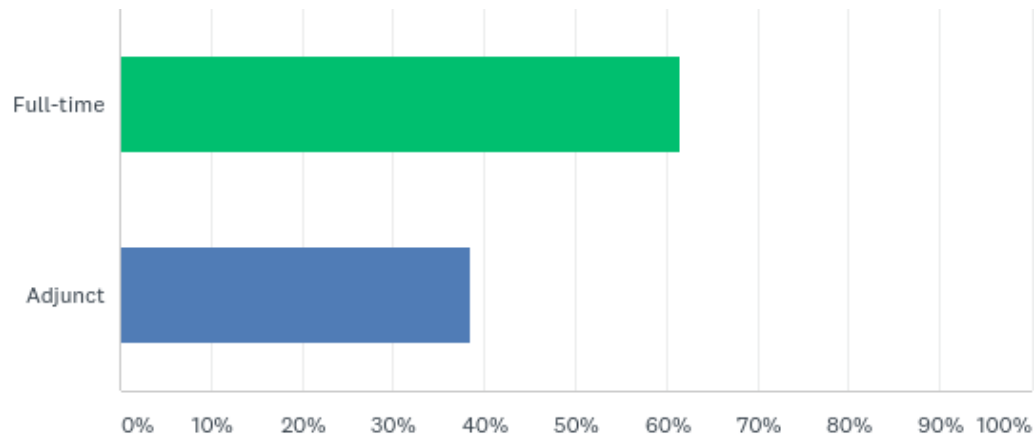
Q8: How many course sections (all sections including corequisites) are you teaching this semester?

Answered: 13 Skipped: 0



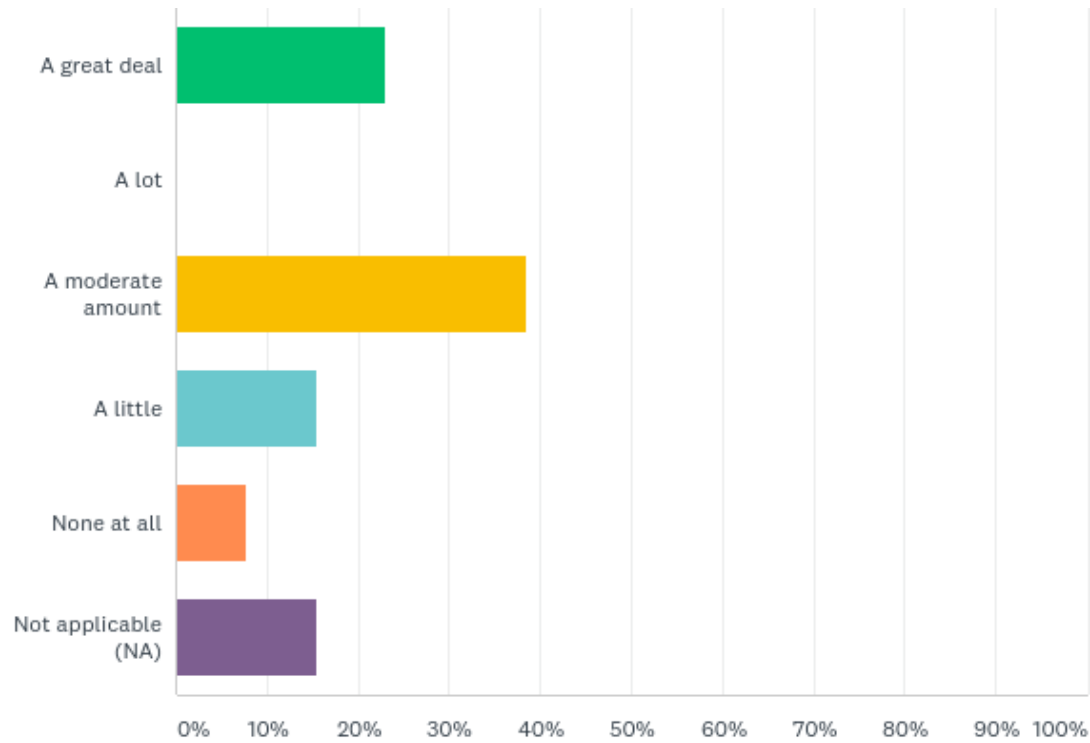
Q9: Your faculty position?

Answered: 13 Skipped: 0



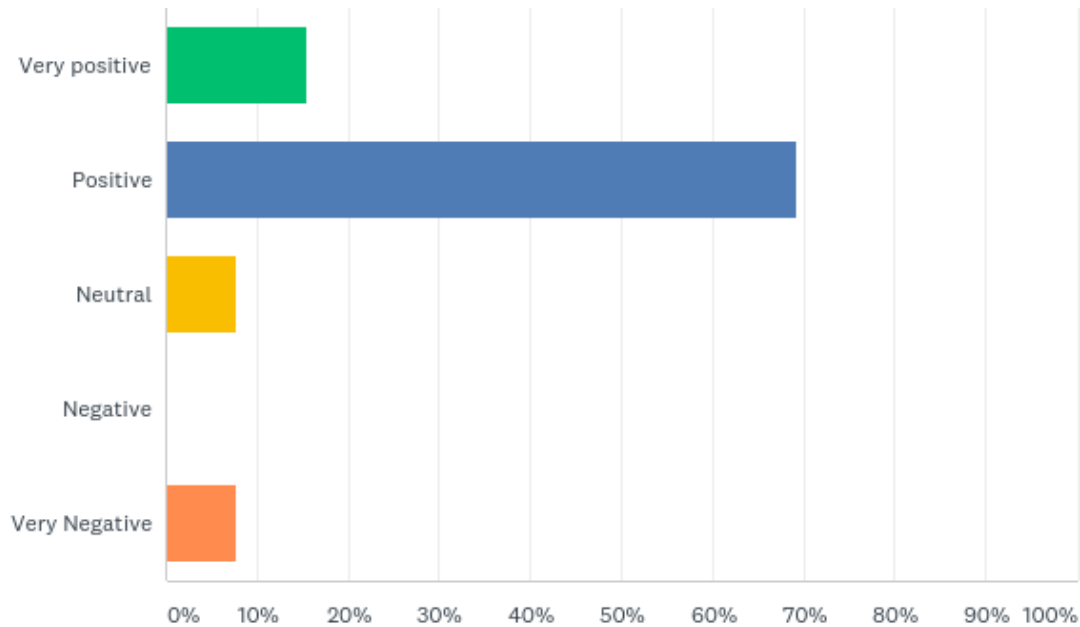
Q10: How would rate the degree of collaboration between yourself and the other faculty member?

Answered: 13 Skipped: 0



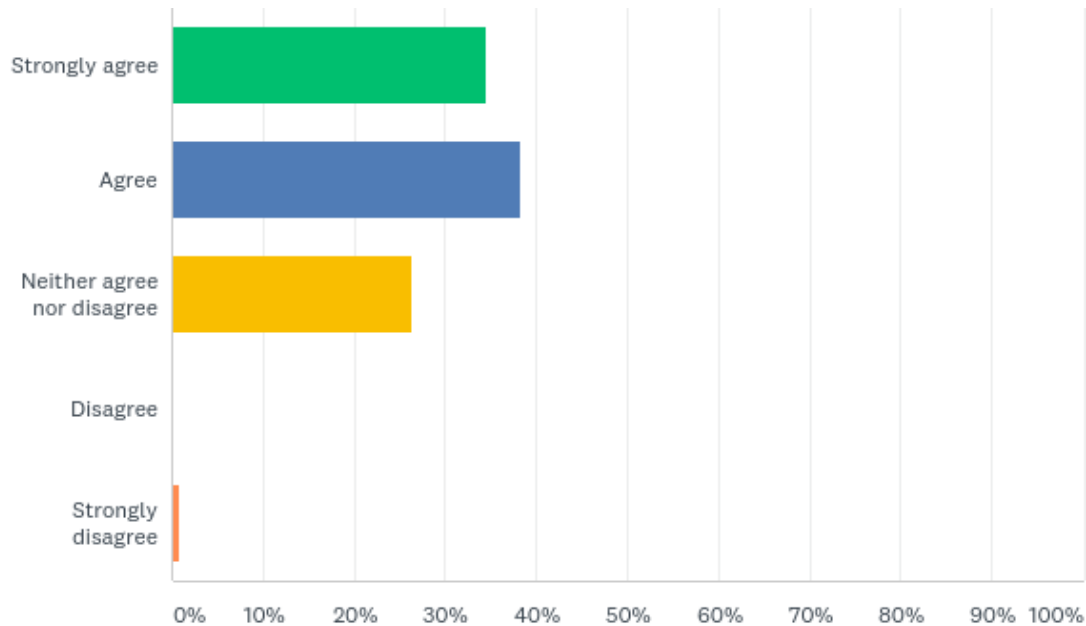
Q11: How would rate the impact of the corequisite model on student learning outcomes?

Answered: 13 Skipped: 0



Q1: I am more successful in my paired/corequisite courses when the same instructor teaches both the developmental and the college-level course.

Answered: 110 Skipped: 0

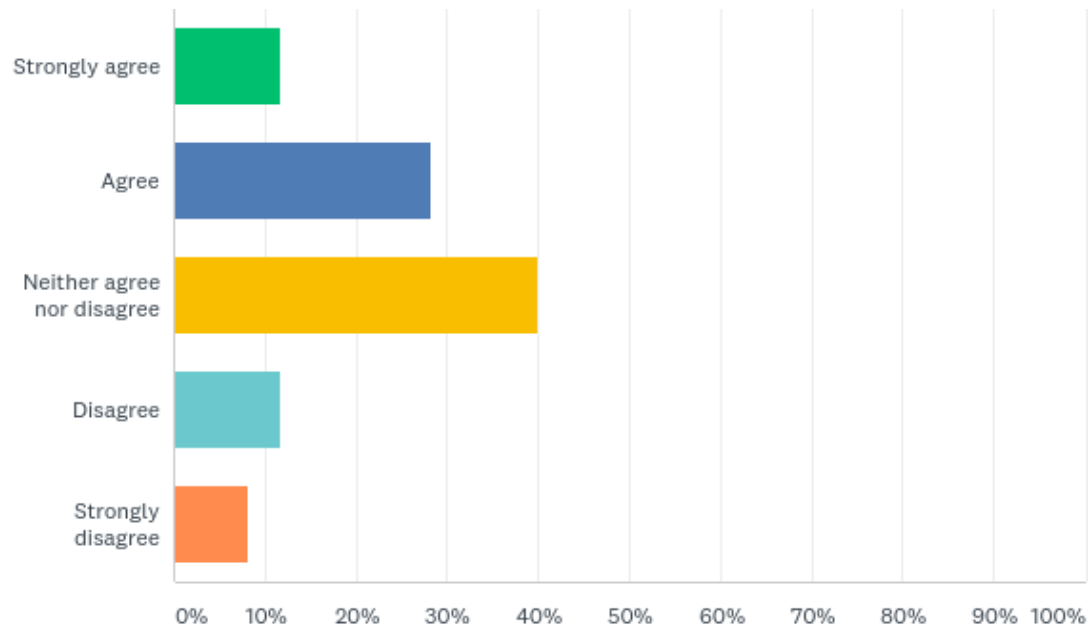


Student Survey Corequisite Courses, January, 2020

Approximately 73% of the students felt they were more successful when the same instructor taught both courses.

Q2: I am more successful in my paired/corequisite courses when different instructors teach the developmental and the college-level courses.

Answered: 110 Skipped: 0



There was no clear preference on whether corequisite courses that are taught by one or two different instructors caused the students to be more successful.

Q3: If different instructors teach the paired/corequisite courses I am more successful when:

Answered: 110 Skipped: 0

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
The developmental course instructor uses different materials than the college level course instructor	13.76% 15	33.03% 36	33.94% 37	15.60% 17	3.67% 4	109	2.62
If at least one of the instructors uses Zero Cost (ZTC)/Open Educational Resources (OER)	13.76% 15	32.11% 35	48.62% 53	3.67% 4	1.83% 2	109	2.48
If both instructors use Zero Cost (ZTC)/Open Educational Resources (OER)	20.18% 22	30.28% 33	44.95% 49	3.67% 4	0.92% 1	109	2.35

There was no clear agreement as to whether using specific materials helped the students to be more successful.

Q3: If different instructors teach the paired/corequisite courses I am more successful when:

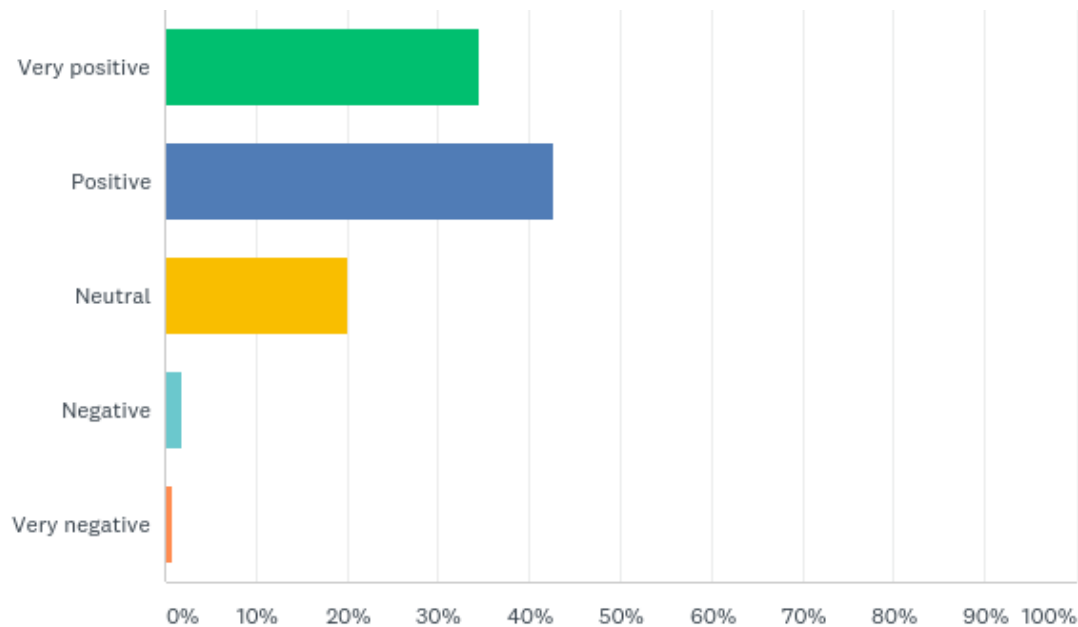
Answered: 110 Skipped: 0

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
When the courses are taught on different days	6.42% 7	20.18% 22	28.44% 31	35.78% 39	9.17% 10	109	3.21
When the courses are scheduled the same day	32.41% 35	45.37% 49	18.52% 20	2.78% 3	0.93% 1	108	1.94
When the courses are scheduled together during the day	31.48% 34	39.81% 43	22.22% 24	5.56% 6	0.93% 1	108	2.05

The students preferred having the corequisite courses be scheduled together on the same day.

Q4: How would you rate the impact of taking paired/corequisite courses on your learning?

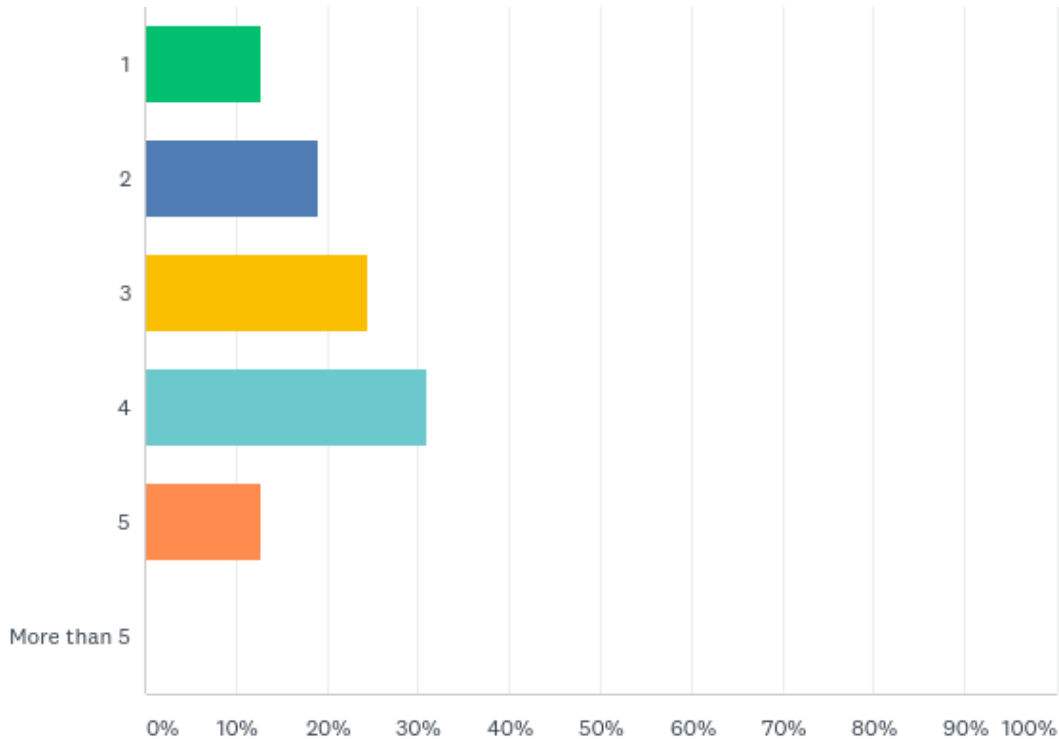
Answered: 110 Skipped: 0



Over 75% of the students rated the impact of taking paired/corequisite courses very positively or positively.

Q5: How many courses are you taking this semester including paired/corequisite courses?

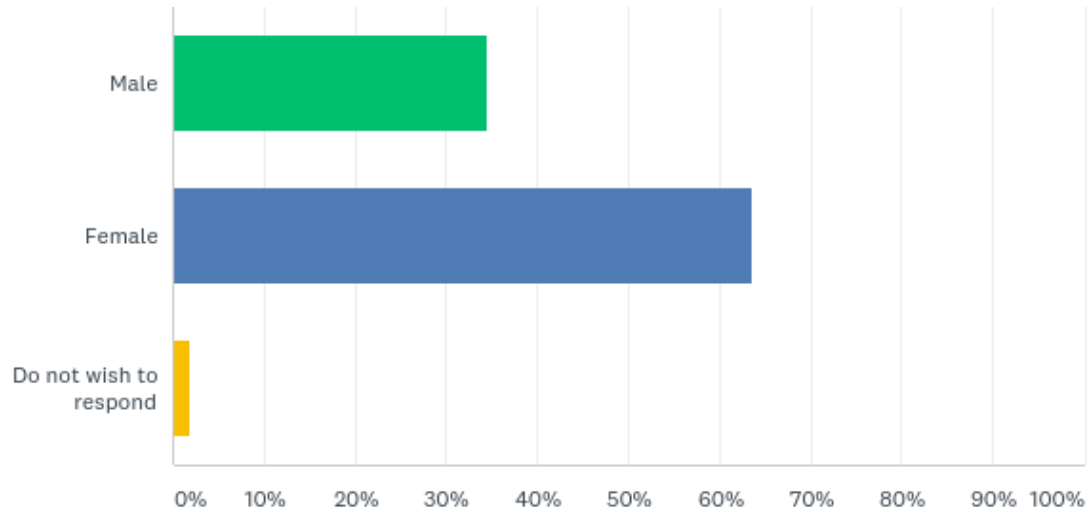
Answered: 110 Skipped: 0



Comment: Approximately 56% of the students in corequisite courses were taking 3 or 4 courses.

Q6: Your Gender?

Answered: 110 Skipped: 0



References

- 60x30X Texas Higher Education

Coordinating Board FAQs HB2223 Implementation

- Charles A. Dana Center HB 2223 Implementation Support
- Complete College America, Co-requisite

Remediation: Spanning the Completion Divide

- House Bill 2223

The numbers for the bar graphs and the demographic data such as age, ethnicity and gender are not included in this presentation because of space constraints.

Contact apalmer@austincc.edu for the additional information.

Appreciation and Discussion

I greatly appreciate the following people who helped make this presentation and the surveys possible:

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Thank you for your attention!

Do you have questions and/ suggestions?