Examining the Effectiveness of the Accelerated Learning Program

for English in Tennessee Community Colleges

by

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A Dissertation Submitted in Partial Fulfillment

Of the Requirements for the Degree of

Doctor of Philosophy in English

Middle Tennessee State University

May 2022

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Dedication Page

This work is dedicated to all the Basic Writing students who saw obstacles instead of support -- all the students who suffered from exclusionary practices at the center of the curriculum designed to hide and erase cultural differences.

ACKNOWLEDGEMENTS

My family continued to inspire and encourage me, for this and your love, I am most appreciative. Andrew and Jude, my sons, I want to inspire you like you inspire me. You make me proud to not only be your father but to see you live life. My father, H. Paul Hite Jr., you were a first-generation student who attended a Tennessee community college and finished with your Master's at Duke University, an amazing accomplishment and inspiring trajectory. Dad, thank you for showing me the importance of a (community college) education. I saw my mother, Patty Hite, go to college when I was ten years old. Mom, your story is no less inspiring than my dad's, and I am proud of you. My brother, Douglas Hite, your perseverance in obtaining your degree and chasing your dreams is enviable. Thank you all for inspiring me.

I passionately and sentimentally thank my students – the ones that I had in class and the ones with whom I interacted as an administrator. I wish I could do more for you. I hope that you find your success currently and in the future. I will continue to strive toward giving my best for you.

ABSTRACT

The Community College of Baltimore County (CCBC) is recognized as a leader in Basic Writing reform for community colleges due to their Accelerated Learning Program (ALP). The features Adams et al. adapted from various programs to better support CCBC students, particularly the central features of mainstreaming and acceleration, have helped reinvent Basic Writing at the community college level and have prompted state-wide implementation programs like Tennessee's A-100. While ALP and similar programs have been assessed on the local level, state-wide implementation of such a program and its effects has not been examined. By attending to Tennessee's implementation of A-100, my dissertation extends the conversation about the effectiveness of such programs and suggests strategies for successful implementation on both a local and state level. I identify the more effective features of ALP and argue that successful implementation requires knowledge of and respect for various stakeholders and their converging roles.

I examine the quasi-experimental design of Tennessee's state-wide implementation of mainstreaming (A-100), applying regression discontinuity analysis to a sample of some 100,000 first-time freshmen from the thirteen Tennessee Community Colleges from two years before A-100 implementation and three years after. Drawing from qualitative data from each school, including surveys and interviews with individual program implementors, I use a convergent methodological approach to link the quantitative markers of success to the perceptions around implementation while attending to how each individual institution adapted features of ALP for their local context. I highlight the features of ALP that are key to student success, recommend strategies schools can adopt to facilitate a smooth implementation process and boost student success more quickly, and suggest that programs like ALP help reduce the equity gap that previous approaches to Basic Writing reinforced.

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CHAPTER I: INTRODUCTION

Learning to Dance by Stepping on Toes

When I was interviewed in 2012 for an instructor position at a satellite campus of Volunteer State Community College (VSCC) in Tennessee, both the Vice President of Academic Affairs and the President of the college asked for my thoughts on the new legislation passed on performance funding, an in inquiry that threw me off because I was thinking about teaching English and not about decisions made at the state Capitol. The funding formula, as they presented it, was a way of looking at every school in the Tennessee Board of Regents and assessing how successfully it completed the tasks of bringing in students, retaining those students, and progressing those students to graduation – even student success in transferring to other institutions or obtaining employment was assessed. This information helped determine how much money the school would receive in the next state budget. I learned this after I spoke to the VPAA and before speaking to the President. I could tell the concern that the VPAA had, so I figured I should understand what this performance funding formula entailed before being interviewed by the President. It became apparent that even though these administrators may not know how to teach a Composition class, I needed to know how to make sure students were not only enrolling in classes but also progressing through those classes at VSCC, a measurement of success that a first-year Writing (FYW) course directly supports in the long term. In other words, I was to do my job, and the administrators' job (at least in part) was to make sure that I understood my job was not confined to the classroom.

Tennessee has been known for its higher education initiatives. When I worked for post-secondary schools in Tennessee, I often heard faculty joke about what the next initiative would be because those faculty members were used to the constant nature of reform, with what seemed like a new initiative introduced every year. While performance funding was the concern when I was hired, I remember the initiatives that caused stress as well as others that seemed like easy aims toward system-wide improvement but still added to the stress due to no down time. The larger plans, and thus the larger stress inducers, like TN Promise (the plan that inspired Barack Obama to present a free college plan), TN Reconnect, and co-requisite developmental redesign outweighed other initiatives like the Carol Dweck inspired Mindset approach in the classroom. Looking back, these initiatives were often intertwined and informed with structural integration to a larger mission. And yet, the details seemed rarely to have been worked out completely and communicated to the people at the ground level. This especially seemed this way for me as a newly hired instructor.

After I was hired, I was told I would teach a 5/5 load. Probably four of the five classes were to be composition classes each semester, the job of the new person. I was given a developmental English class the first semester I taught. Actually, I was given three classes all in a single time slot. Three levels of developmental students were put into one computer lab, told to take the computerized writing assessment, subsequently told how they were deficient and how much work they needed to complete to show the deficiency had been properly addressed, and then they discovered they had to work through (maybe

with) me to prepare them for college credit-level English. I cannot see this experience as being welcoming for freshmen. As a new instructor, I was overwhelmed and a little in shock, but I was happy that the students could exit the class after achieving certain competencies in writing. At my former institution, students were not combined but had to go through up to three classes to earn the right to take credit-level Writing – maybe it was to show they could succeed in College English. I cannot say whom to show – maybe it was themselves, maybe it was me, maybe it was the administration, maybe someone else, or maybe some combination.

My first semester working for a Tennessee Community College, I worked with Ethan, who proudly said this semester was his third time taking the class. This young man wanted to be a police officer and was on scholarship to help complete the educational aspects of that goal; however, after the first week, we figured out that he was severely dyslexic, a disability that made the writing process extremely difficult for him. After trying and failing to help him obtain an official diagnosis, he dropped out of school. I still remember the frustration felt when meeting with him, his scholarship sponsor, his mom, and the campus director to figure out a plan to support him moving forward. While I saw the improvement at VSCC, I also saw several other problems: Students in developmental/remedial English (Basic Writing) felt marginalized and as though they were college students in name only, the larger heterogeneous mixed groups meant they were either subjected to the same lesson as everyone else or they were

left with a computer instead of gaining instruction from a teacher, and these students were difficult to retain and graduate.

Early in the second year at VSCC, I learned that more changes were coming in Basic Writing. A co-requisite model would be taking effect. The new system that I had just learned would no longer exist as of fall 2015. I was told that students would be able to take credit English their first semester even if their test results did not reflect they were college ready. In reality, the "would be able to take" should have just been "would take." Although this excited me, I had lots of questions in my head and lots of naysayers around me. I was just a single instructor, and this initiative was coming from the Tennessee Board of Regents (TBR). There was not much I could do to prepare; however, I knew that Greeneville Technical College in South Carolina had such a program. I also knew that the program they implemented was developed in Maryland at Community College of Baltimore County (CCBC), where yearly workshops were discounted for Achieving the Dream (ATD) schools. Yes, I only had pieces of information about this new method, much like others who were creating what worked best for their institution, or system, or classroom, or some combination of those.

During the same period, the TBR's Vice-Chancelor for Academic Affairs, Tristan Denley, was collecting data through Austin Peay State University that he later presented in the TBR's technical brief "Co-requisite Remediation Pilot Study – Fall 2014 and Spring 2015 and Full Implementation Fall 2015." Denley found that only 30.9% of students beginning in a remediation course completed a credit-bearing course within a year (1-2), a higher number than many systems but still

low. The co-requisite writing pilot improved completion rates to 66.9%, and achievement was improved at every level of ACT scores along with almost closing the achievement gap for minority students. Denley also observed that students in the pilot were more successful in first-year classes, earning 20.83 credits compared to 17.16 credits earned by those not in the pilot (3). The co-requisite model as implemented in Tennessee, though only at one institution, was widely successful in helping students complete credit-level Writing and math within their first year of college.

Although not fully implemented until fall 2015, the Tennessee Board of Regents (TBR) subscribed to state policy A-100 in 2010, moving all Tennessee Community Colleges toward a co-requisite model for learning support classes in English, Reading, and Mathematics. The policy directed presidents of each of the thirteen community colleges to address the needs of students who have low entrance-level scores, by attending to "the organizational structure and coordination of learning support services for the institution." The mandate further stipulated that each institution track the success of these students. Per the policy, "[s]uccess will be measured by student completion of learning support, enrollment and success in college entry-level courses for which students have received learning support, fall to fall retention, graduation rates, and time to graduation." This implementation of what Tennessee calls a co-requisite model (and many others like CCBC call the Accelerated Learning Program model) was not driven by the faculty but rather by the state legislature – and thus system-wide administration and individual college administration.

Change Is on the Horizon

With the March 2015 and December 2016 issues of *Teaching English in the Two-Year College* containing the white papers "TYCA White Paper on Developmental Reforms" and "TYCA White Paper on Placement Reform" respectively, the question of how to best support basic level writers and help them succeed (while departments and instructors are still adhering to institutional constraints) is not only a timely topic but a practical one as well. The issue of needing to redesign and reconstruct developmental education and the thought process behind it goes well beyond the borders of Tennessee. When David Bartholomae addressed the Conference on Basic Writing in 1992 with his keynote "The Tidy House: Basic Writing in the American Curriculum," state legislatures in Tennessee, Florida, Connecticut, and other states had not started legislating Basic Writing instruction in a college setting. In fact, Bartholomae argued that student support was unrefined and that Basic Writing was being used to segregate students and produce more basic writers – what can now be seen as a structural racism problem when knowing the disproportionate number of students of color in Basic Writing courses. If a statement like Bartholomae's were taken out of context by the previously mentioned legislatures, they could believe a prospective decision to abolish Basic Writing aligned with the perspective of a leader in Composition Studies. Though not engaging fully, if engaged on any level, with the rich history of Basic Writing theory stemming directly from the 1970s with Mina Shaughnessy, David Bartholomae, and others, these states moved forward, implementing rules that directly affected the design and curriculum of Basic

Writing instruction. In the past decade, outside governmental stakeholders have been imposing new constraints on how schools can address the issues posed when open enrollment clashes with the Complete College America initiative.

The redesigned model of what once were referred to as "remedial" classes and then "developmental" classes for the TBR has now become co-requisite and "Learning Support," and the legislative stakeholders have taken the focus off the teacher's pedagogical approach and forced schools to deal with what Deborah Mutnick and Steve Lamos call the "spatial approach." This approach focuses on supporting students through structural variables like where and when Basic Writing instruction should and can physically take place and the impacts of the decisions made outside of curriculum and classroom instruction. Such an administrative approach to structural support can better aid in the student's learning experience, for a basic idea in this approach is to optimize support for student learning and then support student writing. According to Mutnick and Lamos, Bartholomae's 1992 "The Tidy House" speech initiated the "spatial approach," which is not new but is much newer than other issues within Basic Writing. Bartholomae argues that institutions should look completely at their Basic Writing course and determine why such a course should be prior to (and considered less important) than the mainstream credit-bearing course; this change in perception moves beyond just curriculum to incorporate student engagement, mindset, and structural learning support. Rhonda Grego and Nancy Thompson proposed teaching Basic Writing in a different physical space with a studio approach at the University of South Carolina. The studio approach and other

"Mainstreaming" approaches ("Stretch," "Supplemental Writing Workshop," and "Accelerated Learning Program") have been more common in use since the early 1990s. Mainstreaming moves away from the popular, staged, prerequisite approach and places basic writers into credit-bearing classes. Accelerated programs are a type of Mainstreaming where all students in the credit-bearing class move more quickly because a flexible curriculum of supplemental assistance occurs outside the credit-bearing class to better assist students needing the most support. Mutnick and Lamos refer to the Mainstreaming approach of the Accelerated Learning Program (ALP) as "especially intriguing" because of various benefits: attrition appears to be cut in half, it results in more timely graduation rates, and it reduces the cost-per-successful-student (28). These findings have been replicated several different times, so with gains like these, stakeholders may be reluctant to question whether there is still room for improvement or what any improvement may look like.

As noted by Mutnick and Lamos as well as the March 2015 "TYCA White Paper," The Community College of Baltimore County (CCBC) in Maryland and its now Emeritus Professor Peter Adams have been at the forefront of this movement since 2007 when Adams helped develop ALP at the institution. Peter Adams et al. reported on their program at CCBC in 2009 with the paper "The Accelerated Learning Program: Throwing Open the Gates." They explained their program, the history of the Basic Writing at their institution, how their program lessens exit points, the success of the program, the components of the program, plans for the future of their program, and the possible shortfalls in their self-

examination of their program. While their listed features (mainstreaming, cohort learning, small class size, contextual learning, acceleration, heterogeneous grouping, attention to behavioral issues, and attention to life problems) provide a compilation of tried practices, more important are three other takeaways from their presentation that help situate their work:

- CCBC, as they say, "borrowed the best features of existing mainstreaming approaches, added some features from studios and learning communities, and developed several new features of [their] own" (56);

- CCBC was concerned about the validity of its data showing success due to the factors of students self-selecting into the program and the possibility of instructor bias (65), both valid concerns; and

- CCBC's ALP was successful: "In sum, for basic writers ALP doubles the success rate, halves the attrition rate, does it in half the time (one semester instead of two), and costs slightly less per successful student" (64) (Information also cited in Mutnick and Lamos).

The Community College Research Center (CCRC) from Columbia University's Teachers College reviewed CCBC's program in 2010. Davis Jenkins et al. reported on the examination of CCBC's ALP in "A Model for Accelerating Academic Success of Community College Students: Is the Accelerated Learning Program (ALP) Effective and Affordable?" The findings confirm instructor bias as CCBC had feared, but with all controls in place, a significant gain is still accomplished. Jenkins et al. also showed that more importantly, ALP saves money (for the student, the institution, and the state). Such information helps

explain why institutions and systems are adapting ALP, for it simply improves what has been the status quo.

Research from the California Acceleration Project (CAP) on the Acceleration program at Chabot College and other investigations compliment what has been found at CCBC. Occurring around the same time as CCBC's research, Katie Hern's work also highlights the concern of attrition (often referred to in the literature as leakage) that CCBC had. Also, like CCBC, Hern and Snell present some core features to her accelerated curriculum and pedagogy:

- Backward design from college-level courses;

- Relevant, thinking-oriented curriculum;

- Just-in-time remediation;

- Low-stakes, collaborative practice; and

- Intentional support for students' affective needs (7-8).

Hern's findings for California students' successful completion of credit-level Writing mirror what Adams et al. found.

Other institutions and a few other systems have examined changes in Basic Writing. Beyond what has been presented on CCBC, Austin Peay, and Chabot College, reported findings can be found for several other institutions and their programs: Washington State's IBEST, Community College of Denver (Nodine et al.), University of South Carolina's studio model, Arizona State University's stretch model (Otte and Mlynarczyk), Johnson C. Smith University (Kidda et al.), SUNY New Paltz (Rigolino and Freel), California State University Chico (Rodby and Fox), and several pieces reflecting on City University of New

York (CUNY) (Soliday, *The Politics of Remediation*). Some of these studies, like CUNY and Chabot College in California have extended, even to system-wide investigations. The total data is often too incomplete and unwieldy for a system-wide investigation. Even though individual investigations per institution like CCBC and Chabot are helpful, they can only show what works at that one college. Of course, what works from college to college can vary. The studies conducted on CCBC provide good insight on what worked there at the time, but no comparable data exists with other institutions. Although the works from Adams et al. and Hern present helpful information about best practices at their individual institutions, the idea of best practices considers what is not only local but what may work globally. Connections need to be made from practice to theory in order to parse out best practices on a global scale. The application of those best practices will need to be completed at a local level in order to make sure theory is applied wisely and with precision according to a specific institution's needs.

Data from Tennessee's co-requisite model can be used in conjunction with existing data to gain a better perspective on ALP's best practices. Instead of continuing to spend time questioning and measuring the effectiveness of ALP, teacher-scholars should investigate how to maximize the effectiveness of each feature with respect to factors unique to their local institutions. Such measurement will need to blend the knowledge of the individual institution, the knowledge of what has worked historically at different institutions, and the knowledge of individual components featured.

Tennessee provides a unique opportunity to explore acceleration and this new form of Basic Writing within a regression discontinuity analysis using data collected from the TBR's thirteen different community colleges which vary according to student demographics, location, and institutional size. By examining TBR data, insights can be gained on institutional implementation within a statewide system. Further investigation to gain qualitative data through interviews with those who implemented the redesign offers insight on what practices work best among institutional factors. These approaches show different perspectives which can give a more complete, multi-dimensional picture with depth which is needed when looking at the idea of success through the eyes of teachers, administrators, legislatures, and even students. In order to explore these individual best practices and holistic synergy with respect to the local factors, my dissertation project studies the thirteen different community colleges in TBR which reconfigured their approach to Basic Writing at the same time. The result, in part, is an analysis of what strategies for implementation and features of a redesigned Basic Writing work best to help inform teachers, administrators, and outside stakeholders who hope to improve student success. Given that student "success" may be defined in a variety of ways, I use data from multiple sources to help show success from differing perspectives. The quantitative data act as a collective spotlight from one angle, the qualitative data a spotlight from a different angle, and personal stories can help illuminate the stage to establish understanding from multiple roles. By converging these perspectives to gain a

more complete picture of the success in Tennessee, my study also shows how these different roles interact to support implementation in effective ways.

Since ALP models have several different features and since local institutional factors may make certain features more or less effective, best practices at one institution may not directly translate to another institution. With ALP being touted by governmental stakeholders and post-secondary administrators as a preferred solution to Basic Writing instruction, Basic Writing instructors and those in charge of implementing Basic Writing programs should understand both the practices themselves and the theories grounding these methods in order to leverage for the best local success; understanding the theoretical foundations supporting best practices will lead to better implementation on three different levels: pedagogical, curricular, and structural.

Project Goals

Two main goals exist for this project: to identify qualities of best practices (pedagogical, curricular, and structural) as supported by data and to map best strategies for implementation, including for communicating information to various stakeholders.

Where Adams et al.'s "Throwing Open the Gates" and Hearn and Snell's "Toward a Vision of Accelerated Curriculum & Pedagogy" present best practices that have worked at CCBC and Chabot College respectively, these lists were global in nature but only applied at the local level and only with local data. Other best practices may exist with respect to differences between institutions. In order to identify data to support best practices for institutional purposes, larger scale

studies offering comparable information are needed to identify best practices that apply in various institutional contexts and how those practices are implemented.

After information is collected, it needs to be distributed in the most effective way possible if it is to make a difference. This distribution needs to occur strategically to aid compositionists and those outside the Basic Writing classroom. The two objectives from such strategic communication can be seen as helping the implementation of a program and establishing training for those implementing (which obviously includes teaching) BW. Beginning and establishing this communication should not be delayed. In line with that thought, below are several terms that can be slippery but are defined here for purpose of providing clear communication in this study:

- Basic Writing – the collective term I use for Writing classes that are in addition to credit-bearing Writing. This was formerly often deemed remedial or developmental Writing. I use this single term to more clearly create a comparison in my study.

- Basic Writing student – (also referred to as a remedial or developmental student) a student who historically has been deemed not ready for college credit-bearing Writing class.

- Mainstream – the practice of putting Basic Writing students into a college credit-bearing class without a prerequisite class.

- Acceleration – the practice of moving a Basic Writing student into a college credit class more quickly than historically was the case.

- Support Class – a class that meets to provide direct help with another class.

- Cohorted Class – a class where the students have been grouped and attend another class together as well.

- Corequisite Class – a class where simultaneous co-enrollment is required with another class. (Also called "co-requisite" class.)

- Prerequisite Class – a class that must be completed before taking the next class.

- Contextual Learning – learning through doing within real life situations as opposed to a skill and drill approach. This is akin to the student-centered inductive learning, unlike the teacher-centered deductive learning. This also often merges with using transfer to show a student already has the knowledge but in a different context.

- Affective Issues – non-cognitive issues which can hinder a student. This speaks to items that occupy a student's mental bandwidth and serve as obstacles for being successful in class.

- Pipeline – the metaphor of students going into a system and coming out. Within this metaphor, the term "leakage" refers to exit points where students may leave the institution without graduating, and the term "bubble" refers to a phenomenon of bunching many students together within the pipeline, caused by shortening the time from being a new student until graduation.

Research Question

What can be learned about how to facilitate the success[1] of Basic Writing students from studying the TBR implementation of A-100? What adjustments (globally as well as by institution) could support best practices for Basic Writing instruction, and how can these practices be leveraged toward furthering practical and theoretical applications?

Thesis

Since ALP models have several different features and since local institutional factors may make some of these features more or less effective locally, best practices at one institution may not directly translate to another institution. With ALP-like models being touted by governmental stakeholders and post-secondary administrators as a preferred solution to Basic Writing instruction, Basic Writing instructors and those in charge of implementing Basic Writing programs should understand the practices themselves, the theories grounding these practices, and strategies for implementing and modifying these practices to help deliver the best local success; understanding the theoretical foundations will lead to better instruction in the classroom and to further developments in the theory of Basic Writing instruction. Despite the need for an individualized approach, Basic Writers should be accelerated and mainstreamed into credit-bearing classes, for these practices help break the segregation and systemic racism to which Basic Writing contributes.

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[1] "Success" is a problematic term here that by trying to define reveals a complex network of those concerned. In order to capture the idea of success in this project, data from diverse sources and information from several perspectives are combined to reach a consensus.

CHAPTER II: REVIEW OF LITERATURE

Disentangling a Knot: Addressing Segregation

The path to the creation of Basic Writing in college is a complex one, with

ties to exclusion, discipline, and a grip on elusive power not unlike a hand trying

to hold sand to only have the sand trickle away with a tighter grip. When colleges

in the United States moved towards curriculum centered on research and moved

away from a classical curriculum, Composition and Rhetoric classes found

themselves in a bind. Some schools created writing exams and moved the

Composition class to the freshman year. This punished students who were deemed

unprepared for their education and segregated students based on their background

knowledge. One could argue that students were segregated based on background

alone. Freshman Composition's beginning is one of otherness and exclusion.

Shifting from One Problem to the Next

According to Sharon Crowley, colleges making a shift from a classical

education to a more specialized education after the Civil War left the composition

class on the margins of the old, for the class did not fit into a specialized area of

research as colleges redefined their curriculum to such areas. The English class

became more rigorous at this time with more schools moving away from the

classical languages and positioning the native tongue as difficult to master.

Crowley asserts:

> If the new discipline of English were to escape its aura of effeminacy, it
> would have to overcome the commonplaces that people read English-
> language literature for "diversion" and that mastery of the English
> language did not require study. The first step in the process was to define

English as a language from which its native speakers were alienated. The second step was to establish an entrance examination in English that was difficult to pass. The third step, necessitated by the large number of failures on the exam, was to install a course of study that would remediate the lack demonstrated by the examination. (60)

During this time, the end of the 19th century, Harvard's Adams Sherman Hill does exactly this by creating an entrance exam that isolates incoming students deemed in need of remediation and provides punishment (as Crowley uses Foucault to illuminate it) by moving the sophomore level Composition class to a freshman level to remediate those determined insufficient. This "entrance examination in English repeatedly and continually created appropriate subjects for the study of English" (Crowley 71). Freshman English then spread to schools like the newly created Stanford which followed the University of California Berkeley's lead. Stanford's examination, according to Crowley, forced the faculty to install a course designed to address the deficiencies discovered by the exam (73). The very beginning of Freshman Writing centers around isolating those not deemed ready and providing remediation for those students. The test, as noted by some schools like Yale, was not necessary and there was no need to test the students who would develop with time. The test created a class of others, those considered ill-prepared for their education and in need of being fixed by a newly created Freshman Composition class.

The test implemented by Harvard created a need for a Freshman Writing class, in that students were to learn grammar, but the course primarily was designed to move students and instruction away from the vague generalities to the literary texts considered canonical by Harvard's English staff. Crowley's example

of the 1879 exam questions and 1889 examples of "bad English" prompt her to ask her readers: "Could you have passed [Harvard's] entrance exam" (72)? Through creating an exam that showed the need for a subject and a specialized class, schools in the late 19th century established an isolated group of others, people who were not ready to be educated within a specialized field because they did not know their native tongue well enough to be educated. Its exclusion from the new Research Academy led the field of English to save itself by creating a course designed to address a problem that did not previously exist, unprepared students who had not mastered their native tongue well enough to become educated. The tension between opening the gates for students and serving as the gatekeepers would continue to fester, and responsibility for finding a solution would continue to shift around for another century.

Influences and a Call to Reform

By 1993, the time that David Bartholomae published "A Tiny House: Basic Writing and the American Curriculum" and reported his stance that "basic writing programs have become our desire to produce basic writers, to maintain the course, the argument, and the slot in the university community," much groundwork for Basic Writing reform had been laid. In her 1979 "The Composing Processes of Unskilled College Writers," Sondra Perl builds on evolving ideas about process (citing Britton; Burton; Cooper; as well as Emig) and takes a stance against removing the joy from writing when teachers focus on correctness instead of focusing on the development of ideas. Andrea Lunsford's work in the late 1970s applied Emig's ideas to Basic Writers. Bartholomae was also interested in

error analysis at that time with his "The Study of Error." In his 1985 "Inventing the University," Bartholomae suggests that for Basic Writers, support for the writing process needs to be balanced with attention to the product: Still wanting to include and promote the success of those writers, he encourages their empowerment by having hem take on a role of privilege and establishing authority in their own writing. After Mike Rose identified the language of exclusion in 1985, his 1988 work "Narrowing the Mind and the Page: Remedial Writers and Cognitive Reduction" examines oversimplifying the complexity surrounding Basic Writing and calls the leap to theory a privileged move for compositionists, asserting "Human cognition – even at its most stymied, bungled moments – is rich and varied" (359). While all of these writers explore the curiosity surrounding what reform(s) the support for the Basic Writer should assume, Rose's assertion leads to the idea that reform should occur by those in the classroom first, with supporting theories to follow. While Rose lays the foundation for reform within the individual classroom, Bartholomae sounds the trumpets that change must occur in the programs themselves.

The stretch method (Glau), Studio method (Grego and Thompson, "Repositioning Remediation"), and ALP (Adams et al.) first developed pragmatically and then formed a theoretical understanding in order to refine the implementation. Adams et al. begin their introduction to ALP with a history citing Soliday, Horner and Lu, Bartholomae, Glau, as well as Grego and Thompson as influences for the formation of ALP and its features. This list is hardly exhaustive of the scholars who led to a deeper understanding of how to best support Basic

Writers, but these influences can fall into Edgecombe's categorized models (what I feel more comfortable calling "levels") of pedagogical, curricular, and structural elements. These pedagogical, curricular, and structural levels all influence each other, but structural change pressures a curricular change just as curricular change pressures a pedagogical change. The understanding of these pressures can lead to an understanding of how historical developments in each of these pieces could occur.

More Modern of Times: Becoming Organized for Responsibility

When teachers and administrators at the thirteen TBR community colleges were asked to implement A-100 by their individual institution's president, those tasked with implementation had to scramble to effectively understand the scholarship on mainstreaming students, specifically accelerated support for mainstreamed students. At the time of implementation, Achieving the Dream (ATD) had already paired with the Community College of Baltimore County (CCBC), but unless a college was an Achieving the Dream school, those in charge of implementation had to do the research on their own, unlike ATD schools, which had supported training. Although information on successful mainstreaming and acceleration at different institutions was available, the typical community college instructor may not have knowledge of this. Teaching a 5/5 load does not allow much time for an individual to stay abreast of best practices as reported outside their own institution. At the time of A-100 implementation, the work at CCBC had recently been published and provided a new outlook on how to support students deemed not ready to take credit-level Writing their first semester.

Peter Adams, Sarah Gearhart, Robert Miller, and Anne Roberts start "The Accelerated Learning Program: Throwing Open the Gates" with the historical context of why they implemented a change in Basic Writing at the Community College of Baltimore County (CCBC). After posing the problems of developmental students not reaching graduation, being recycled in developmental classes, and having extended time for those who graduate, as well as listing what programmatic changes in various schools had occurred since 1992 (stretch, intensive, studio, …), the authors position their borrowing from different programs with humble recognition: "While we were not among the pioneering schools that developed mainstreaming approaches in the 1990s, we have benefited greatly from these programs. ALP has borrowed the best features of existing approaches, added some features from studios and learning communities, and developed new features of our own" (56).

When Adams et al. recognize the key features of why ALP works, they note, "[h]alf of these are features we borrowed from earlier innovative programs" (60). The CCBC group present eight features: Mainstreaming, Cohort Learning, Small Class Size, Contextualized Learning, Acceleration, Heterogeneous Grouping, Attention to Behavioral Issues, and Attention to Life Problems (60-63). By acknowledging the past contributions and trying to categorize the pieces that help facilitate BW student success in Composition classes, Adams et al. show that while much is known in supporting BW students, much is still to be learned and shared. Adams et al.'s report is not the first to quantify success (for example Stretch at ASU in Glau) or categorize the features that lead to success (for

example Grego and Thompson, "Repositioning Remediation;" Soliday and Gleason; Rigolino and Freel), but the group's work provides a more detailed map of BW support pieces than found in previous scholarship.

Nikki Edgecombe's presentation at the Conference in Developmental Education in June 2012, "The Accelerated Alternative: Findings from an Analysis of Chabot College's One-semester, Integrated Reading and Writing Developmental English Course" takes methodically examining the pieces of a specific program a step further. Her organization of pedagogical change, curricular change, and structural change provides three categorical levels of direction: one centering on individual classrooms, one on the department, and one on the whole institution. She shows that the compression of a two developmental class sequence into one class is primarily a structural change by focusing on instructional time and course structures. She acknowledges that structural change affects curricular change and curricular change affects pedagogical change. She further recognizes this with Figure 1: Types of Developmental Education Reforms, an inverted triangle (resembling a funnel) with "Structural" at the top, "Curricular" in the middle, and "Pedagogical" at the bottom. The following graphic helps show that these changes are all tied together but structural and curricular change influence pedagogical change more than pedagogical change influences structural (or curricular) change. The 2014 working paper, resulting from that conference presentation and which Edgecombe wrote in conjunction with Shanna Smith Jaggars, Di Xu, and Melissa Bergman, states "[t]hese three

types of developmental education reform are distinct but not mutually exclusive"

(2).
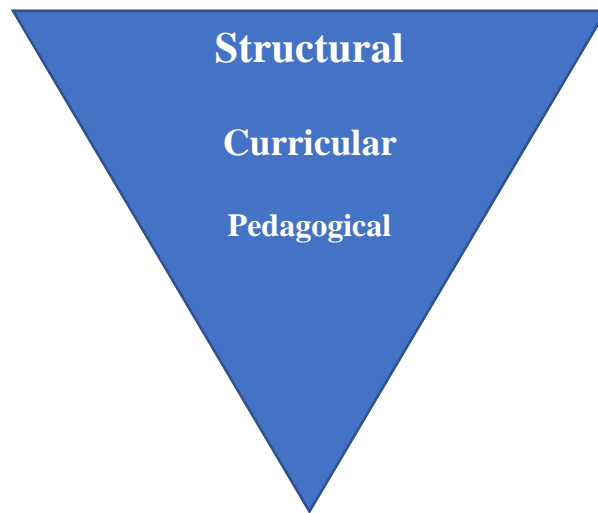
Figure 1: Edgecombe's Models of
Developmental Education Reforms

Through the organization of structural, curricular, and pedagogical

change, other schools can navigate a framework of the features highlighted by

Adams et al. Some others (Coleman; Edgecombe et al, "Acceleration through a

Holistic Support Model;" Hern and Snell, "Exponential Attrition and the Promise

of Acceleration;" Hern, "Accelerated English at Chabot;" Rigolino and Freel; and

Soliday and Gleason) have also provided a breakdown of features that are meant

to help BW students, though these features are not as organized and easily

categorized. Using Edgecombe's levels of structural, curricular, and pedagogical

change to discuss the influences that helped shape ALP helps illuminate the

progress that has been made in understanding and supporting Basic Writers. This path also provides clarity on features and qualities highlighted from CCBC and others since the introduction of ALP, a clarity that can aide anyone implementing a mainstreaming approach to Basic Writing.

In the sections that follow, I offer an overview of the historical developments that relate to pedagogical, curricular, and structural reforms. Attending to these three levels of reform illuminates the long-established need for reform and the slow steps towards such change. Attention to these incremental steps also unifies the themes that serve as a basis to BW reform in general. These types of themes are not groundbreaking but are too often overlooked: keeping the end goal in mind, respecting each student as an individual who has something important to share, building on student strengths, providing a safe place for low stakes practice, attending to the whole student, shoring weak points in supportive structures, and supporting the student intensively. Themes like these may be common sense for a BW instructor, but the same themes can seem foreign and counter-intuitive to outside stakeholders and administrators. Recognizing and sharing the historical developments surrounding these themed are the first steps of lasting change.

Pedagogical Reform

Although the full title of Mina Shaughnessy's *Errors and Expectations: A Guide for the Teacher of Basic Writing* alludes to the change an individual teacher can make within the classroom, Shaughnessy's work calls for a grassroots change in the mindset surrounding Basic Writing. Her argument that we, teachers, help

students best by not relying on itemized drills, as Shor also notes, but by

incorporating the principles (grammatical and argumentative) that constitute good

writing shows the reform mindset was based on pedagogical reforms that the

individual teachers should establish in order to make a sweeping change.

Although such change could be argued as curricular in nature, "the Teacher" in

the title puts the onus on the individual and not the system. Specifically,

Shaughnessy writes,

> The term BW student is an abstraction that can easily get in the way of teaching. Not all BW students have the same problems; not all students with the same problems have them for the same reasons. There are styles to being wrong. This is, perversely, where the individuality of inexperienced writers tends to show up, rather than in the genuine semantic, syntactic and conceptual options that are available to the experienced writer. (40)

Her first few sentences of this passage are aimed at the teacher, but the

prospective audience broadens as she turns to styles of error. Shaughnessy calls

for systematic change when she reminds readers that Basic Writers are intelligent

adults – a component of attending to the students' affective needs in the

classroom, as is also noted by others (Hern; Kidda; Horner; Bailey; Denley;

Rodby and Fox). Most BW scholars consider Shaughnessy influential in

redirecting attention from classroom practices to exploring the complexity in

Basic Writers' texts.

A year prior to *Errors and Expectations*, the journal *College Composition*

and Communication published Shaughnessy's "Diving in: An Introduction to

Basic Writing." This older piece is still relevant in its four types of

instructorships: guarding the tower, converting the natives, sounding the depths, and diving in. By positioning self-reflection as necessary for improvement, Shaughnessy invited BW instructors and program administrators to reconsider their practices. While many BW teachers may know these varieties of their BW teaching peers, it is also good for administrators and outsiders to familiarize themselves with these typical categories. She posits at the beginning of the piece "[t]eachers and administrators tend to discuss basic-writing students much as doctors tend to discuss their patients, without being tinged by mortality themselves and with certainly no expectations that questions will be raised about the state of their health" (234). Shaughnessy challenges the notion that students, not teachers or the system, are the problem. She claims that professional courage is demanded in the decision to remediate oneself and to become a student of a new discipline. This shift away from fixing the broken students to addressing a system that is not working can be seen as a starting point for BW reform as reflected in later works (for example Soliday; Rose; and Bartholomae).

The perspective that students need to be fixed and/or healed only harms the student as well as BW in general because students fill the role as depicted by the teacher's perception (Perl; Bartholomae "Inventing the University," "The Tidy House"). This view of fixing students simplifies the students themselves and does not give credit to either the individual student's strengths or the complexity of Basic Writing. As Hull et al. show, teacher mindset can help combat (as well as explain) the long-established marginalization of developmental students. Through aligning with the student, a teacher can pedagogically facilitate the clash that

students have towards their growing world view (Bartholomae "The Study of Error"). The difficulties of a Basic Writer do not necessarily reflect difficulties with cognitive maturity (Horner "Relocating Basic Writing") and can result from a variety of reasons (Bartholomae "The Study of Error"; Bizzell; Horner "Relocating Basic Writing"). While Bizzell provides some forward-thinking illumination for how BW has been seen (dialect seen as a problem, discourse seen as a problem, cognition seen as a problem), she makes a surprising statement that foreshadows the multifaceted approach in BW to not pedagogically remediate but rather offer support: "If with great effort students can acquire the academic world view without having to give up their original world views, we do not know what benefits might motivate the effort, although there is some evidence that such benefits exist" (298). Bizzell shows that the groundwork has been laid for the revision of BW approaches: A teacher must keep an open mind when approaching BW students, for the issues around a student being officially considered by an institution as a Basic Writer are complex and diverse. Basic Writing teachers who possess a positive mindset and remain open to improvement, are essential in the revision and development of Basic Writing, for those teachers should develop the theory moving forward.

Curricular Reform

David Bartholomae claims in "A Tidy House" that "[w]e have constructed a course to teach and enact a rhetoric of exclusion and made it the center of a curriculum designed to hide or erase cultural difference, all the while carving out and preserving an 'area' in English within which we can do our work. Goodness"

(18). Bartholomae's 1993 text adapted from his keynote at the Fourth Annual
Conference on Basic Writing (1992), which was hosted by CCBC in Maryland,
highlights problems with excluding Basic Writers through

- our language and actions centering around the very course meant to help
  them enter college level writing;

- our curriculum that ignores the cultural differences of our students by
  erasing and/or hiding those differences rather than illuminating,
  celebrating, and addressing any difficulties stemming from those
  differences; and

- our exploitation of these students in order to create a place for our work
  within the academic system.

To avoid this sinking hole Bartholomae warned against almost thirty years
ago, we must put the students first and approach every student as an individual
who needs an adaptable patchwork around developing a competency and keeping
that competency with confidence. The development of curriculum should be
driven by the need of the students, and when taking the stance that every student
will be different, then the approach to every student should reflect those
differences. Backwards design of curriculum is needed to facilitate this type of
student support (Rose "Re-Mediate Remediation"; Hern "Acceleration Across
California").

The practice of last-minute remediation destabilizes the set curriculum but
empowers both teacher and student. A teacher who walks into a classroom
without a set lesson can either be labeled as unprepared or prepared for

everything; however, since all students have individualized gaps within their competency, a Basic Writing teacher must be able to address the individual student's issue at hand through last-minute remediation. A person learns when there is a need to learn, and true remediation patchwork occurs when the person sees the need for a gap in learning that needs to be filled at that time. Since writing is competency based and not learned in set levels (Rodby and Fox), an investigative approach (Bartholomae "Teaching Basic Writing," "The Study of Error;" Rose "Remediate Re-mediation") and internal (individualized) syllabus (Bartholomae "Teaching Basic Writing") work better than set plans and with skill and drill development. Dealing with real world writing problems (Grego and Thompson; Rigolino and Freel) where students have more than a grade at stake, alludes to the timing of last-minute remediation but also steps into the realm of contextual learning.

Moving beyond the skill and drill exercises, students inductively learn through contextual learning. In "Teaching Basic Writing," Bartholomae breaks down four (overlapping) approaches to BW:

- writing about the experience of writing,

- analyzing one's own performance as a task,

- writing as an intellectual activity and a way of knowing (similarly to Lunsford "Cognitive Development and the Basic Writer"), and

- analyzing writing for error.

Since then, contextual learning has taken more shape, although Bartholomae's categories allude to the fact that writing students learn better

within the context of a real experience (Rose "Remedial Writing Courses;" Hartwell; Hull; Adams; Soliday, "Margins to Mainstream;" Rodby and Fox). As Hassel and Giordano show in "The Blurry Borders of College Writing," not all BW work fits nicely into the categories of development. Contextual learning and last-minute remediation work together to aid the individuals more directly in gaps within their own learning. This is important because this knowledge guides us to recognizing that the most effective way to establish a BW curriculum is to make sure the curriculum is fluid and dynamic.

If class goals drive the curriculum, re-examining the goals for a BW class should be an initial step in re-designing the curriculum. Andrea Lunsford argued in 1979 that Basic Writers do not make the formal connections that other writers make and that they should arrive at Vygotsky's "ripening function." The goal then is more about exercising the competencies of the student than to make the student an expert writer. Lunsford hints at alignment with apprentice-type work for a writer, a backwards design moving away from the narrative and descriptive. Moving away from the personal enables the growth of stronger writers (Rose "Remedial Writing Courses"). For Bartholomae, giving students a chance to struggle allows them the room to grow, and teachers should be challenging themselves as well with student writing ("The Study of Error," "Inventing the University"). Bartholomae making the case that students engage more with something that interests them and that reading and writing tests are flawed ("Teaching Basic Writing") paves the way for the integration of reading and writing – a structural, curricular, and pedagogical change that can help students

have more support as they move more quickly through their post-secondary success.

Despite multiple calls for integrated reading and writing over the last forty years (Bartholomae; Lunsford "What We Know"; Rose "Remedial Writing Courses;" Hern "Accelerated English at Chabot;" Nazzal et al.), the practice has yet to be adopted widely in Basic Writing education. Schools have delved into integrated reading and writing at different rates, and some of those schools have been investigated further (see Edgecombe et al.'s 2014 study of Chabot College and Hern's 2011 piece on California Education Project). Like other new developments in incorporating change in a composition program, integrated reading and writing has been examined by very few compositionists who were not from institutions who implemented the change. With more schools adopting reading and writing, CCBC for example, more complementary strategies that can work synergistically will certainly be developed.

Anecdotally, intense support like that which can be found in integrated reading and writing has had unintentional, positive consequences by solidifying the relationships within the classroom. Soliday and Gleason identify establishing a community inside the classroom among teacher and students as well as students and students as an essential layer of support for the most at-risk students (66). The benefits of establishing a supportive community in the ESL classroom has been documented (Mlynorczyck and Babbitt) as well as community in the Basic Writing classroom (Taylor et al.; Rigolino and Freel; Bailey). Individual schools like Community College of Denver have facilitated community building within

the BW classroom (Edgecombe et al., "Accelerating the Integrated Instruction").

Called "contact zones" at the University of South Carolina (Grego and

Thompson), the idea that community creating is important in that our

professionalism as writing teachers does not lie within textbooks or writing

assessments but "instead places the relationship between words, institutions, and

people" (82). Lamos argues that BW equates to a sort of Jim Crow voter

suppression in education (an idea amplified by Jones), and this systemic racism is

combated by mainstreaming, which facilitates students' sense of community.

These areas are important whether to be an extra layer of support within the

network of a single classroom, to show that community is the foundation of

written communication, or to combat systematic racism in education through the

inclusion of those who have historically been seen as the other.

Without professional development for teachers, curricular reform faces an

almost impossible battle of gaining traction. Voices surrounding Basic Writing

have continually called for an organized approach to training not only the teachers

within an individual institution or system but to provide opportunities for

development for the whole field. The field has failed to mature, at least in part,

due to circular development, where sometimes the philosophical differences cause

divide despite an agreement on ideology (DeGenaro and White). This cycle

results in innovation that is only stifled by repression (Fox). While Horner

("Discoursing Basic Writing") points out that BW has an eye for the pragmatic

and not the theoretical and Greenburg argues that the theory and practice should

align as well as inform policy makers, Soliday's historical analysis in 2002

explains that BW needs more than only to look at a singular classroom. These elements converge in a field that wants to grow in order to produce the change, but the growth is stifled due to a lack of organization and a deficiency of time for transition into that positive change – the time for carrying such change is simply not available to someone teaching a 5/5 load. Gleason points to the need for graduate education in Basic Writing featuring two qualities: the central, teaching mission to open doors through practical pedagogical reform, and substantial scholarship being written towards the field. Such a balance considers long held calls for BW teacher development in the individual institution and beyond (Lunsford, "What We Know;" Hull et al.; Troyka). These calls date back to the 1950s with Charles Roberts in Illinois looking to establish teacher training for University of Illinois's system of BW support (Ritter) and stretch from attending to the affective needs in an altruistic fashion (Horner, "Discoursing Basic Writing") to exploring best practices in general (Edgecombe, "Accelerating the Academic Achievement"). This professional development needs, however, to keep an eye beyond the institution as Grego and Thompson write, "we disengage our colleagues (and at time ourselves) from understanding composition as an area of intellectual/academic work (not just a service organized by academic institutions)" (82). The case for professional development is central as Hayward and Willet highlight that the California Acceleration Project (CAP) "is based on a structural, curricular redesign, paired with professional development of the faculty" (48). Curriculum for this professional development is still being advanced (Nazzal et al.) and will continue to settle. Professional development for

BW instructors, however, serves to connect the individual institution's pieces to a wider intellectual work – a place of praxis where theory and pragmatism meet – and must facilitate pedagogical, curricular, and structural development in an organized way for instructors who are chronically stretched thin from excessive teaching duties. Scholarship agrees that this is a missing and often ignored but integral part of reforming Basic Writing.

Structural Reform

Mainstreaming is both a curricular change and a structural change (Adams; Soliday; and Gleason). Although "Mainstreaming" is nuanced with different ways to implement it (Edgecombe; Hern; Hassel and Giordano, "The Blurry Borders;" McNenny), the idea itself is an extreme type of acceleration advocated by many who agree that college students should earn college credit for college classes. While the ALP support is not transferable credit for all class hours, students are still able to earn credit quickly – often that very semester of attendance – and do not become bogged down in the pipeline of developmental education. Mainstreaming is not, however, something developed at the turn of the millennium as Kidda et al. illustrate in their review of the events at Johnson C. Smith University in the middle of the twentieth century; Ritter identifies the structure occurring from the 1920s in Illinois; and Segall shows how Quinnipiac College's program had been modeled in the early 1990s off Illinois State University's program. Mainstreaming has not spread until recently for whatever reason – this could be because the practice was not clearly communicated from institution to institution for whatever reason or it could be because the practice

was not seen as something that could be adopted and work at a different

institution.

The discussion around Mainstreaming has unfortunately been mainly

binary, with scholars either supporting or opposing it (White and DeGenaro),

which may have resulted from stances similar to Greenberg's conflation of

Mainstreaming being the abolition of Basic Writing in her response to Ira Shor.

The issue is more complex as indicated when Lalicker mentions Mainstreaming

and compares it with prerequisite, Stretch, Studio, directed self-placement, and

intensive models. Lamos calls for a closer examination of Mainstreaming but

warns that it does not remove all inequalities, for there is no magic bullet, as

noted later in this chapter. Soliday's expansion on this idea in "From the Margins

to the Mainstream" helps bring forward the points from Lamos as well as White

and Degenaro while challenging Greenberg to step away from the edge of an all-

out condemnation of Mainstreaming. Soliday writes:

> If we define mainstreaming as more than bypassing test scores and attend
> to the broad dimensions of an alternative program – the theoretical
> framework of the curriculum, supports for classroom teaching such as
> tutoring, course sequencing, methods of evaluation – along with the
> political dynamics involved in writing program administration, then
> mainstreaming will support the goal of open admissions by challenging
> conservative beliefs about who will succeed in a college writing course.
> (98)

ALP combines Mainstreaming and supplemental instruction in order to

support student success for the most at-risk students. Supplemental instruction for

BW students has had its championing (Elbow; Bailey; Bailey et al.) even under

Greenberg's guise of "extra assistance" in her response to Shor. Though several

models which helped shape ALP used supplemental assistance (Adams et al.), as

noted below, some call for supplemental assistance to be used for all because all

students can gain from this advantage (Grego and Thompson, *Teaching/Writing in*

Third Spaces; Bailey; Nazzal et al.). Hern argues an almost surgical approach

instead in "Accelerated English at Chabot College":

> [D]ata on low-scoring students suggest a new possibility in the area of
> placement: rather than using placement tests to track students into multiple
> levels of remediation, colleges might use low test scores to identify high-
> risk students and target them for additional, simultaneous support in
> accelerated or college-level courses. (14)

Whichever way supplemental help is applied, this "Hidden Remediation" (Bailey;

Grubb) can combine with Mainstreaming in order to help facilitate student

success in credit writing classes (Grubb).

Several models of supplemental instruction were developed over the last

few decades of the twentieth century. The University of South Carolina's Studio

model encourages students to go to a studio-type support where they work in

groups with other students as well as institutionally supported tutors (Grego and

Thompson, "Repositioning Remediation"). Arizona State University's Stretch

method allows students to experience the benefits of cohorts, credit for class, and

the need for lower caps all while stretching the overlap of the supplemental course

(Glau). The Community College of Denver's Fast Start program also layered

similar practices in order to obtain solid results (Hodara and Jaggars; Edgecombe

et al., "Acceleration through a Holistic Support") but saw the need for diversity of

instruction. Such diversity in instruction as well as student skills, according to

Elbow, makes the Yogurt method appealing – one in which students come to develop different competencies after being grouped heterogeneously. Stronger Mainstreaming integration is found in programs like Washington State's I-BEST (Integrated Basic Training and Skills Training) Program that was developed to accelerate the credentialing of students in high-demand employment fields (Edgecombe, "Accelerating the Academic Achievement"). SUNY New Paltz's Seamless Support Model provides an intensive model that also incorporates cohesive course design (seamlessness), a sense of community, a tutor-like approach with last minute remediation, and affective support, including a release of the stigma of remediation (Rigolino and Freel). All these programs have their individual, although often overlapping, approaches, a quality that underscores that there is not one way to best support BW students.

Just as Adams et al. and Rigolino and Freel note that there is no one special fix for BW reconstruction, many others (Mutnick; Horner, "Mainstreaming Basic Writer;" Coleman; Edgecombe and Bickerstaff; McNenny) have noted that BW reform is multifaceted and can seemingly appear contradictory at times (McNenny). Hern and Snell ("Exponential Attrition and the Promise of Acceleration") as well as Hayward and Willet encourage being creative with approaches – for both individual classroom and the institution.

In "Toward a Vision of Accelerated Curriculum & Pedagogy: High Challenge, High Support Classrooms for Underprepared Students," Hern and Snell offer five core guiding principles:

- Backward-design from college-level courses,

- Relevant thinking-oriented curriculum,

- Just-in-time remediation,

- Low stakes, collaborative practice, and

- Intentional support for students' affective needs.

With the variations and the overlaps in Stretch, Studio, ALP, and other well-known methods, several compositionists (Nodine et al.; Soliday) have made the case for implementation strategies that align with adaption for individual institutions. The aforementioned guiding principles serve as a good start for conversations surrounding adoption, but these principles are hardly a complete list towards best practices.

On the Fringes and Falling Out

Hull et al. present a supportive, liberal argument from a "what can we (compositionists) do?" standpoint while explaining the long-established marginalization of developmental students. This marginalization has not been a secret, as it was indicated in Soliday's title "From the Margins to the Mainstream: Reconceiving Remediation." No matter the name for BW (remedial, developmental, non-credit…) the stigma has continued (Elbow; Gleason; Kidda et al.; Rigolino and Freel). As Mutnick presents, the inclusion into the academy gives the feeling of democracy at its best. This (possibly overly) optimistic and lofty positioning may not feel as attainable for the students who are told they must first pass the non-credit bearing BW course. The hurdle, or considerable wall, of BW class completion can be another obstacle for students who need more support than obstacles in order to help manage their mindset. Boatman links and

intertwines the ideas of mindset and persistence with inclusion into the academy and the release of this stigma for the Developmental Math students she studied from Tennessee, showing that all these pieces contributed to student success. Extending support beyond academics alone as noted by Bailey as well as Soliday, for example, can provide just what the student needs to succeed.

Soliday calls for expanding our thinking about what supporting student success through mainstreaming entails. In "Challenge and Opportunity: Rethinking the Role and Function of Developmental Education in Community College," Bailey asserts that going beyond the pedagogical and classroom practices to incorporate student support services from the institution can further counter the economic strain on the state, institution, and student as caused by BW failure. The literature suggests that this support assumes several forms and should continue to grow as other approaches to mainstreaming are discovered and developed.

Academics often think in terms of cognitive needs and ignore the affective needs of the students. Data from Bailey et al. support the assertion that the students' affective needs and mindset may be more important in BW than their scholarly ability. Numerous other scholars (Boatman; Grego and Thompson; Denley; Hern and Snell; Rigolino and Freel; Rodby and Fox) have addressed this issue in their own right. A teacher would be remiss if she expects a student to be able to concentrate on a paper when the student's mind is occupied with where to find food or how to take care of a child at home. The noncognitive needs can deplete the student's bandwidth. While an experienced BW teacher will recognize

affective needs, addressing these needs beyond the individual teacher can be tricky (Horner, "Discoursing Basic Writing"). By taking a specific look at benefits of addressing affective needs through counseling and teaching in "Acceleration through a Holistic Support Model," Edgecombe et al. give credence to the concern of the noncognitive in BW. Such noncognitive needs are compounded when students need to overcome these obstacles to not only complete their work and come to class but also to register for another class.

When a student sees several semesters of work before credit can be earned and each of those semesters offers an easy exit point, that student who may persist and learn for one semester may become frustrated with re-enrolling and/or feeling that progress is not being made fast enough. This idea has been called the seemingly non-caring term of "pipeline leakage" and can represent a lack of support for affective needs, for having to make an effort (like enrolling in another class for no credit) to continue without clear progression can stifle the social-emotional needs of the more challenged students. Hern and Snell call this phenomenon "the multiplication principle" in that for every point to re-enroll or to not continue, the chances of a student not continuing are multiplied. Hern calls these "exit points" in "Accelerated English at Chabot College." Whatever name given to the phenomenon, numerous scholars (Adams et al.; Bailey; Bailey et al.; Edgecombe; Hodara and Jaggars; Nazzal et al.) agree that having these exit points is detrimental to the student as well as the institution.

Implementing Change

Bartholomae writes "[b]asic writers may be ready for a different curriculum, for the contact zone and the writing it will produce, but the institution is not" (15, "The Tidy House"). Bartholomae knows that even when students (the ones whom an institution serves) are ready for institutional change, the institution often lags and is not responsive for one reason or another.

Initial implementation may be a concern, but scalability creates another layer of potential problems. Implementation on the level of an institution or a system is difficult because not only do instructors need to be on board but so do administrators and other key implementers who are often overlooked (Adams et al.; Edgecombe et al., "Acceleration through a Holistic Support"). Once implementation is initiated, sustainability becomes a concern as well (Coburn), for no one wants to go through implementation only to see concerns about sustainability torpedo the project's future existence. For example, CCBC's ALP implementation hit precarious waters when the Vice President of Academic Affairs had concerns about the program's financial sustainability (Adams et al.), a concern addressed by Cho et al.'s findings that ALP students attempted 4.71 more credits (21.09 compared to 16.38) and completed 3.11 more credits (Cho et al., 8) and later confirmed by Denley's findings noted in Chapter 1. Such initial concerns about the financial implication from administrators was also noted by Bunch et al. Nodine et al. show that there is a complexity in implementation from placement and informational technology (IT) to teachers and tutors. Goto suggests using different approaches for policy makers and administrators, for the mindsets

of all those involved in implementation vary. Horner and Lu address the issue of scalability and call for institutionalization – even if messy – to overcome the scalability problem, a problem that Horner suggests that much literature has ignored ("Mainstreaming Basic Writers"). Soliday warns that the politicization of BW redesign stifles implementation, a notion that reverberates when considering the difficulty of scalability because so many people are involved.

Although many teachers may be on board with implementation of a redesigned BW program, implementation issues go beyond just teachers (Otte and Mlynarczyk; Greenberg 1993, Mlynarczyk and August; Glau; Hern, "Acceleration across California;" Coleman; Nazzal et al.). Shor encourages finding allies of all sorts. This can help, but as Fox shows, there is a conflict between educators who see language as rhetorical and contextual and the policy makers and public who see language as ahistorical and decontextual. Troyka calls this a public relations problem; however, as noted earlier, in "Discoursing Basic Writing" Horner acknowledges that BW has been at the bottom of the institutional hierarchy and has sustained attacks from both the right and the left. Hodara and Jaggars highlight some of the possible negativity – discouragement, diversion, and development – as reasons accelerated programs may not be implemented. Nodine et al. highlight Rob Johnstone's, Senior Research Fellow at the Research and Planning Group in California, advice to have green-lighters, those excited about positive change, bring along the yellow-lighters and not worry so much about the red-lighters. Bunch et al. show the practical implementation of this advice in their experience.

Adler-Kassner and Harrington assert in "In the Here and Now: Public Policy and Basic Writing" that "[a]t this critical juncture in the history of basic writing, we owe it to ourselves, and our students, to strategize about how our research agendas can further our stance in political debates" (20). While the word *political* can be seen not only having to do with public policy but also with the very nature of divisiveness surrounding BW, Adler-Kassner and Harrington underscore what teachers and many administrators already know: in order to implement programs that are sustainable and most beneficial, outside stakeholders need to become allies. Grego and Thompson's creation of the Studio model at the University of South Carolina (as noted in their 2008 work) was the result of cutbacks, so while communication may not take place between all parties, it is often the responsibility of those who immediately come into contact with students to work through restrictions from the state and/or the institution.

Inclusion over Exclusion

Since Lunsford's use of statistical data in 1976, much of Basic Writing research seems to be consumed with data. Adler-Kassner and Harrington highlight that too much time is spent with the data around Basic Writing instead of communicating to others. Adams et al. use quantitative data to observe both the financial benefits to the institution and the benefits to the students from the ALP program, and this was confirmed and clarified by Jenkins et al. Their findings were used to persuade administrators that what is best for the student can also be financially beneficial for the institution in the long run.

Most data collection is completed within the institution itself; however, as noted in Jenkins et al., external review gives more credibility to the findings. Rigolino and Freer make a case for external measurements being unnecessary, since the individual institution is what matters. Others like Karp and Nazzal et al. claim that all students benefit from ALP and that the time for close examination may have passed already and that the reexamining of ALP effectiveness is redundant. Regardless, in order to communicate findings, many others both outside and inside composition need data to support the assertions made by ALP.

ALP success through completion and pass rates has been firmly documented with Bailey et al. showing the benefits for the most at-risk students – or the demographics of the most at-risk students historically. Lamos as well as Nazzal et al. spotlight the problem with minorities in Basic Writing and how Mainstreaming may help close the gap from institutionalized, systematic racism within Basic Writing, but Mainstreaming and Acceleration do not eliminate the issue. Glau demonstrates different success rates for differing population groups, as Native American students saw more positive change than Asian American students at Arizona State University. Data has continued to show that the most at-risk students – students just outside the margins – are the ones who benefit most from Acceleration and Mainstreaming.

Regardless of demographics, Anderst et al. show that even with exit exams for credit-bearing Writing, ALP students succeed more than students from previous developmental programs. Although success has been shown regarding exit exams, backsliding still occurs after the initial semester and persistence

diminishes over time (Hassel and Giordano, "Transfer Institutions"). In "Accelerated English at Chabot College" Hern shows that the lowest levels of students, however, can be successful within the first semester of Acceleration and beyond – and more success is shown with longer tracking. In fact, Hern shows in "Exponential Attrition and the Promise of Acceleration in Developmental English and Math" that the students historically at the lowest levels of achievement may benefit the most.

Many studies have focused on specific schools and were designed not to promote a system for export but review an inhouse system that worked. Early in the case of Acceleration, Segall reports that acceleration practices at Quinnipiac College drastically cut the number of students withdrawing from college. This type of success in The California Acceleration Project (CAP) has also been reviewed in work by Hern as well as Perry et al. Hayward and Willet look at sixteen California Community Colleges of differing sizes and demographics to find that Acceleration works and does not cause harm, that the more design principles followed lead to greater success, and that accelerated pathways positively affected the completion sequence of students at all different skills of sequence. Within Tennessee, Denley shows double gains in completion rates for writing and math in first year students; Boatman showed the TBR student success in Math alone, for she did not look at Mainstreaming in other subjects. Outside these observations of systems, other institutional programs have undergone review: Glau revisits the Stretch program at ASU, Grego and Thompson explore the success of the Studio method at USC, Rigolino and Freel review the Seamless

Support Model at SUNY New Paltz and the model's successes in retention rates, graduation rates, and GPAs, and Cho et al. contain CCRC's backing that ALP at CCBC works despite the noted, possible flaws to research found in Adams et al. As is the case with Adams et al. data that was refined by Cho et al., the more complete picture of data from all the different institutions and systems, the more will be understood about ALP and Mainstreaming.

Of the benefits that ALP can provide, the cost savings beyond just to the student seems to excite everyone. Affordability for the state, institution, and student are common concerns that have been explored, and ALP has been shown to benefit all in the long-term (Bailey; Jenkins et al.; Bailey et al.), but students see the benefits earliest because they do not have to go through a sequence of classes before proving themselves capable and worthy of taking a for-credit class.

Minding the Gap

Examining these new approaches to BW must take a turn. New features as exemplified in ALP appear to be necessary for student success. With the established ethical problems surrounding BW, reform needs to be made in the field not only to better support student success at the institutional level but also to facilitate the sharing of these newly developed and proven methods from institution to institution. This facilitation needs to be beyond sharing a one-size-fits all solution, one that will be rejected because of the complexity of each situation and the divergent demands of all the stakeholders involved. Basic Writing needs to be reinvented on a large scale to erase the Otherness that it has helped create and start atonement for how it has segregated students in the past.

Just as much work remains to be done in BW reform. Bailey presents the gap in literature where large studies look at entire states without attending to individual institutions and asserts that even institutional studies may not present a large enough picture to be much better than anecdotal information. In "The Accelerated Alternative: Findings from an Analysis of Chabot College's One-semester, Integrated Reading and Writing Developmental English Course," Edgecombe looks more closely at one institution, Chabot College (CA), for results beyond the short term by examining five years of quantitative data as well as qualitative research through interviews with faculty, administrators, and staff; student focus groups; and classroom observations. Bunch et al. similarly look at one college while drawing primarily from three multiple sources: one author's "experience from working with English faculty preparing for and implementing reforms at the college, responses from an anonymous survey of English faculty at the college, and an interview with the dean overseeing the college's English department" (199). Goto makes the case that policy advocates who are critical of remediation emphasize the quantitative discourse and advocates for open access and student support (do and should) emphasize the qualitative; this balance, however, is needed. Not much literature finds this balance. Adams et al. also looked at both qualitative and quantitative data but through a limited lens at CCBC, and the authors of the CCBC study admit flaws in their quantitative data in that students were able to self-select to take an accelerated pathway or not. In "The Blurry Borders of College Writing: Remediation and the Assessment of Student Readiness," Hassel and Giordano use qualitative and quantitative data

from the Wisconsin system, but the focus is not on the class to help students succeed but on assessing the readiness of students to take a credit class. Hern and Snell also include qualitative data from interviews, but reference little quantitative data in "Toward a Vision of Accelerated Curriculum & Pedagogy: High Challenge, High Support Classrooms for Underprepared Students." While the information contained compares to Adams et al., the work dives into the core aspects of a successful program. Also like Adams et al. and so many other works, it does not engage in the logistics of establishing an accelerated class or with the mindset to win over administrators or others.

While some studies have addressed the qualitative data from an individual school's implementation of mainstreaming, others have addressed the quantitative data for either a school's or a system's implementation of mainstreaming, and even a few other studies have addressed both qualitative and quantitative data surrounding a single school's implementation; my work here focuses on the quantitative data from all the schools within a statewide system that implemented at the same time, with special attention to qualitative data from those who helped implement mainstreaming at their respective institution. This study provides not only the sufficient quantitative analysis over student success data regarding a statewide implementation, but also qualitative data that can help facilitate thoughtful implementation at individual institutions.

Further, my study here hopes to attend to the perspectives of various stakeholders charged with the implementation on the curricular and structural levels. I see attending to their perspectives as having a dual benefit for

implementation in general: BW instructors will be able to understand perspectives beyond their own and better recognize the realities involved in implementation, and by showing that BW instructors hear and respect the perspectives of other groups involved in implementation, hopefully such listening and respect will be reciprocated. All parties have the same interest of seeing students succeed. Armed with these perspectives, BW instructors can help see a more complete picture that will be able to serve students even better over time.

CHAPTER III: METHODOLOGY AND CONTEXT

Brief Study Overview:

Mainstreaming and acceleration programs like the ALP at CCBC have been examined internally on smaller scales with some validity but not as much reliability and from outside groups with reliability but less validity. I apply regression discontinuity analysis to a sample of 105,385 students (98,704 first-time freshmen) within all Tennessee Community Colleges from 2013-2017 (two years before ALP co-requisite model implementation and three years after). My quantitative analysis focuses on the completion of a credit-bearing Writing class, retention, graduation rates, and time to graduation for the students not deemed credit-Writing-ready with respect to school, gender, and minority status. With qualitative data from each school which includes surveys with some of the people who implemented individual programs, I use a convergent methodological approach to link the quantitative markers of success to the perceptions of success while, for each institution, individually acknowledging Adams et al.'s ALP features. My personal experiences as a teacher, administrator, and PhD student give me unique insights to examine the multifaceted idea of success for BW. I hope that my project's approach provides the reliability and validity to move the focus of the conversation from ALP's effectiveness towards how to best implement a program and create successful student outcomes.

Some (Historical, Social, and Political) Context

The Technical Brief No. 3 on Co-Requisite Remediation prepared for the Tennessee Board of Regents touts the newly reported program as a success for the state. This Brief reporting findings from the pilot study of fall 2014 and spring 2015 and the

full implementation in fall 2015 shows areas of improvement for students in every ACT

score subgroup who needed remediation. The paper considers "success" to be the

completion of "a credit-bearing math, writing or reading-intensive class within an

academic year." Students in Tennessee align with students across the nation in that more

than 60% need remediation in at least one of three areas (writing, reading, and/or math).

The Brief's compilation of data leans heavily in favor of the co-requisite program in TBR

by first using early data from Austin Peay State University for support and then using

2014-2015 data from 957 students from seven different community colleges. Astounding

improvement was shown in the successful completion of math (12.3% to 63.3%) and

writing (30.9% to 66.9%), and two early sentences in the Brief give hope to increased

means of equitable access for minority students: "For Minority students, the success rate

of mathematics rose more than six-fold from its historical 6.7% to 41.8%. In writing the

achievement gap was all but closed with success rate increases from a historic 18.6% to

63.5% in the pilot." The Brief also acknowledges affective components by mentioning

how success can be influenced by students feeling a sense of belonging. Although the

presentation of data emphasizes areas that have historically been the most troublesome

like math (for example the fall-to-fall retention rate chart comparing TBR co-requisite

Mathematics to traditional remediation has a large arrow marked with "45%" showing

the increase from 47.3% to 68.5% while other charts with comparably larger

improvements have no visuals showing increases of hundreds of percentage points), the

rhetoric of the presentation in no way negates the statistical improvements for all student

groups.

In order to fully appreciate the personal impact of the move being presented in this Technical Brief, it is important to understand how a faculty member at a Tennessee community college could feel about the navigation of the implications being presented. I do not want to say that I had a front row seat to what would follow because I was not aware that there was a stage to the events that would unfold. Looking back, however, I can recall and give perspective to the story that followed.

I wish that I remember exactly where I met Dr. Denley, author of Technical Brief No. 3. I think that I first met him at Roane State Community College just after the spring 2013 semester. Roane State used their Technology Access Fees from students to facilitate professional development in educational technology at the end of every academic year, and I think that he was in attendance the first year I was there. He spoke in his British accent to a room filled with educators who wanted to continually adapt and improve. The next time I heard him speak, the same type of audience attended. I remember that he spoke at MTSU for a gathering of teachers who volunteered for a new program. This was maybe 2014, and he spoke about the need to incorporate growth mindset, as inspired by Carol Dweck, into the classroom – specifically the Composition classroom since according to the TBR, at any given time 1/3 of their students were enrolled in either ENGL 1010 or ENGL 1020 (the TBR's two successive First-Year Writing classes). Every TBR institution had representation at this gathering, and the universities were still part of the TBR then. Again, it was inspiring; however, I noticed some grumblings this time. I chalked it up, maybe mistakenly, to a few faculty who did not welcome change because they were established and set in their ways. There was an underlying tension in the room that day. I remember one professor questioning how mindfulness was any

different than the "habits of mind," with which that teacher was familiar. He folded his arms and sat back less engaged, seemingly unsatisfied with Denley's answer.

Tristan Denley has since relocated across the state line and started working for the University System of Georgia (USG), the Georgia equivalent of the TBR. Personally, I was impressed by Denley's innovation and creativity. As I sat in that gathering at MTSU, I saw the tension between upper-level administrators in state-wide offices and classroom teachers. This tension did not occur because one was right and one was wrong, because one wanted change and the other resisted change, or because one had insight that the other did not respect. The tension seemed to exist because two groups respected but did not appreciate each other – a power struggle between administrators who see new ideas and want them implemented on a large scale and people who see ideas and want to make sure instructors have autonomy for tailored implementation.

To be fair to the people in that room: they were the volunteers who wanted to know about the new initiative; they obviously were not the ones who only went from their office to the classroom and back without looking at how to better engage students; they sacrificed their day away from their campuses; they were sitting in an old church that had been converted to a meeting space at the single largest higher education institution in the state of Tennessee; and they had all experienced several higher education changes in Tennessee. TN Promise, Tennessee's new higher education funding formula, and earlier changes to remedial education caused anxiety on multiple levels within state institutions. The teachers sitting in that old church may have been suffering from Tennessee initiative fatigue; however, my assessment is that everyone in that room wanted to best help the students.

Although Denley did not have an active role in Tennessee Promise, he still was a synecdoche for state involvement in higher education. TN Promise had created tension in that room: Tennessee Community Colleges stood to gain a great deal from TN Promise and Tennessee Universities stood to lose a great deal – at least at first. TN Promise offered last dollar scholarship money to graduating high school seniors to attend community college if those students maintained certain standards and completed required tasks. These were overall good students who typically would have gone to state universities. At least this is how many Tennesseans in higher education viewed the demographic. While the community college representatives were uplifted by such an opportunity, the university representatives saw the initiative as one that would likely hurt their incoming student enrollment. Community colleges may have seen the potential benefits to enrollment, but they were unsure how to prepare for and retain these new students.

The funding formula for Tennessee institutions was based not only on enrollment but also on retention and completion as established in the Complete College Tennessee Act of 2010. This formula established points accumulated for benchmarks like number of students hitting 12, 24, and 36 hours of credit; number of degrees and number of certificates awarded; number of dual enrollment students; and number of job placements for graduating students. These totals helped comprise a formula to divide the state budget for higher education among the institutions. Instead of having funding based solely on full time enrollment (FTE), Tennessee's system of allotting money continues to be based on these benchmarks of completion and success through all the institutions. While each institution's tuition was approved by the state and tuitions for universities were mainly

aligned with each other as were tuitions for community colleges also closely aligned (although significantly less than universities), the universities saw that they would take a double hit financially with lower enrollments and a decreased ability to compete with community colleges in the funding formula. As someone who was not far removed from working at a regional university as an adjunct, I remember a fear that many adjuncts would need to be cut because the perception that fewer freshman composition courses would be offered. As a relatively new hire at a community college, I had those around me give assurance that plenty of students would attend the community college because of TN Promise.

Other fears and feelings were influenced by speculations and rumors both at the university level and at the community college level. I remember that when I adjuncted at Tennessee Technological University, the state eliminated remedial writing from universities (with the Complete College Tennessee Act). I was told by our Director of Composition that within two years the University would have no more remedial (what I refer to as "Basic Writing") students and that those students would have to go elsewhere – the community college. Such a move would negatively impact enrollment, but I remember that many saw this as making the student pool from which we taught stronger. A few years later when I adjuncted for Nashville State Community College and was teaching those Basic Writing students, I was told that the state was moving away from remediating students and that we (the school) had to find a way of absorbing those students into ENGL 1010 classes. I remember both at Nashville State Community College and Volunteer State Community College that when I taught these Basic Writing students I tried as quickly as possible to assure them that they had the tools required to

successfully complete ENGL 1010. At Volunteer State, if a student worked quickly and diligently enough, that student could complete both the Basic Writing class and ENGL 1010 in the same semester. The chances of this happening were low though. The fear, for me as a teacher of these students, was that without proper, in-depth help, these students would not receive the assistance necessary to be successful in their college careers. The fear that I was hearing from the institution was that unless the students passed these classes, we would not retain the students, and our funding would decrease. A teacher whose office was two doors down from mine would make fun of this juxtaposition of fears by waving his fingers around, making his eyes wide and hypnotic, and stating "this is not grade inflation." He used his snarky humor to capture how some teachers felt like they were being put into a compromising position by the state and by the school's administration.

The state of Tennessee has not hesitated to explore new paths within higher education (through legislation, Tennessee policies, or TBR initiatives) even if the change made schools, administrators, and teachers nervous. The legislature backed TN Promise and it backed changing Basic (remedial/developmental) education to a co-requisite, support model from its previous iteration as an obstacle that students had to overcome to prove they were prepared for credit-bearing courses. When I took on the role of Academic Chair at a satellite campus for Volunteer State Community College, we were one year away from implementation of A-100's co-requisite model. I felt pressure from fellow faculty members trying to balance workload, from administrators wanting to assure that classes were offered during all times, and even from my own desire to facilitate student success. Vol State, as it is more casually known, implemented what

many familiar with ALP call the triad model in order to balance these demands. It was not an easy balance. I now know that Vol State's method of implementation complicated the matter too, although at the time, I had no idea that there were any complications because I knew nothing else for comparison. As it was explained to me, one teacher would teach a sequence of three classes: a corequisite ENGL 1010 with 13 non-Basic Writing students and 9 BW students, a combined Basic Writing class of 18 students (9 from the earlier class and 9 from the later class), and another ENGL 1010 class also with 13 non-BW and 9 BW students. All of this should take place in one classroom which would be a lab class on one day and a non-lab class on the other day. These classes should be scheduled at times of student demand. Classes would need the approval of the Vice President of Academic Affairs (VPAA; the chief academic officer and second highest official at the college) to run for full-time faculty if under 18 students or for part-time faculty if under 13 students. These were the guidelines that I was asked to follow when scheduling and staffing those classes. I did not see the difficulty because I had not seen any alternative; however, as time passed and enrollment grew, the scheduling and staffing became more difficult because of the scalability challenge associated with the triad model. A few years after I left, I heard that the congruency in the model was under fire – possibly from the new dean. At implementation, teachers barely took issue with teaching students in the middle Basic Writing class, where half of the students had just had their ENGL 1010 meeting and the other half would have their ENGL 1010 meeting ten minutes after the Basic Writing class ended. The culture was that everyone was ready to do what it took to best support the students and comply with TBR policy. Most everyone had the feeling that the transition was not going to be complete within the first

semester, that the pedagogical, curricular, and structural pieces (though we did not refer to them as much) would evolve after we gave our initial best shot. The teachers knew that they would change some pedagogical approaches after first trying their educated best. The department knew that curricular changes would take place after everyone went through the first few years of this plan so that we could see what gaps students could have in their composition experience. The administration knew that the structural changes may have to be tweaked in order to best support the students and teachers after a few semesters of implementation. Unlike the tweaks to pedagogical approaches that could be done by the next class or even in real time in the classroom, changes to curriculum and structure were known to take longer to study and adjust. In a similar fashion, what constituted success for the teacher, for the department, and for the administration varied. We had to make sure we communicated and came to a consensus. We had to agree what "success" looked like.

The Role of Success

Being in several roles all at once, I saw different types of success occurring in the classroom and beyond. Where I had only a teacher's perspective before, I gained a broader understanding as the Academic Chair. As a teacher, I saw "success" when individual students had the gaps filled in their educational experience. Most of the students I had moved from the old, remediation way of filling the gaps of proficiency in their abilities to seeing and understanding those gaps in real time because those gaps were illuminated by tasks they encountered in their new collegiate lives. These "aha" moments for the students served as action steps for the immediate goal of passing the credit class. As a teacher, the success was passing that credit class – made possible by those "aha"

moments. As a department member, seeing success was not as immediate as seeing a student pass the ENGL 1010 class. I was more concerned about the student's next semester in the second composition class, ENGL 1020, where they would build upon their skills. I was also more worried about how they did in other classes where writing was essential – no one likes to hear that their student who passed can't write a few semesters later. As an administrator, "success" took passing ENGL 1010 into account as well as passing other classes, but graduating, securing gainful employment, and living a fruitful life helped comprise "success." The idea of "success" did not change with respect to the idea of accomplishment but with respect to how long the necessary task needed to be accomplished. While the teacher's idea of success was more immediate and the administrator took the long view, the department split the two and looked at success from the perspective of completion while enrolled at the institution.

The legislature probably saw "success" differently – as a varying return on investment (ROI) within statewide higher education. Job prospects and earning potential were probably more on the legislatures' minds than whether a student made an A or C in ENGL 1020. Examining where the legislature spends its money can help illuminate that state's priorities: The funding formula I mentioned earlier has a category for job placements and another for workforce training hours. Also, the TBR's website for the Governor's Drive to 55 states, "Governor Haslam has challenged our state with a critical new mission: the Drive to 55 – the Drive to get 55 percent of Tennesseans equipped with a college degree or certificate by the year 2025. It's not just a mission for higher education, but a mission for Tennessee's future workforce and economic development." Success here aligns more with the administrative role I served rather than with my role as

classroom teacher, but this idea centers on the student becoming a (financially) productive member of society.

When measuring success quantitatively, each of these roles would have their own measurements and matrix of accomplishment. The teacher wants to see the greatest percentage and number of students pass the credit ENGL 1010 class. The department member wants to see success beyond the ENGL 1010 class – specifically in ENGL 1020 and other classes within the department, but also with other classes. The administrator wants to see credits earned and graduates produced. The state wants to see degrees and certificates earned and more revenue-generating potential. These positions may be different but are not mutually exclusive.

Walking like a Duck, Talking like a Duck, but Being Called a Goose

For purposes of this project, writing classes that do not award transferable college credit after completion are called "Basic Writing" classes. Before A-100, these classes had various names throughout TBR institutions: "Remedial" and "Developmental" were the most common names. After A-100 implementation, other names came forward but still differed: "Learning Support" and "Co-requisite Writing" have been some of the more common names. In order to compare the path that students deemed "not-credit ready" took before and after implementation, I use the solitary term of "Basic Writing." The term is not meant to suggest the similarity of content or approach but to mark the place and function of the class – to help students pass the first semester of credit-level Writing, ENGL 1010 for all TBR institutions, whenever students are to take it.

Description of this Project:

Research Question:

What can be learned about how to facilitate the success[2] of Basic Writing students from studying the TBR implementation of A-100? What adjustments (globally as well as by institution) could support best practices for Basic Writing instruction, and how can these practices be leveraged toward furthering practical and theoretical applications?

Starting Point:

Analyzing the TBR schools' efforts to create a smooth implementation as well as the adjustments made later highlight practical and theoretical implications. I completed my observations by analyzing and examining TBR's quantitative data as well as collecting, analyzing, and comparing qualitative data from surveys and interviews from local A-100 implementors. I conducted surveys and follow-up interviews which helped provide the qualitative data but was fortunate enough to have the TBR share the massive amount of quantitative data collected from each individual institution. Such a large collection helped establish reliability through the numbers. Since the TBR's assemblage of data was mandated by A-100, the provided database was a straightforward collection with no controls or variables. The comparisons were from one year to the next over a five-year period which started two years before implementation. The quantitative data and the qualitative data combined to give a more complete picture of implementation, but

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[2] The term "success" is slippery and seems to vary not only role to role but also from institution to institution. As alluded to earlier, the term also has different meaning to different positions within higher education. In order to reach a consensus, this project looks from several different perspectives at what "success" can mean.

my personal experience and observations gave further insight to present how A-100 implementation unfurled.

"Success" – Painting a More Complete Picture

Defining "success" within Basic Writing creates a guiding NorthStar for this project. As I explained earlier, "success" takes on a few different meanings when considering faculty, administrators, legislatures, and even students: completion of Basic Writing, completion of a credit-bearing Writing course, completion of subsequent classes, and graduation/time to graduation can all be markers for success within this realm. While individual teachers may want to mark the action-steps accomplished within the classroom assignments and legislatures may want to tally the state revenue associated with newly awarded degrees and certificates, this data was not captured by the TBR. The data used for the TBR reports capture the midlevel accomplishments, accomplishments that reflect other levels of success – through completion – for students.

Numbers can tell stories, but the qualitative data (and my personal experiences) providing context for the stories give a fuller picture. As Johanek writes:

> A Contextual Research Paradigm that focuses on questions (rather than just theory) and that demonstrates *how* eclectic forms of knowledge could work together in various contexts (rather than just theorizing that they *could*) is able actually to release the power of the research process and the actions of the researcher within the specific contexts that produce them. (114)

I see this ability to release the power of the combined qualitative and quantitative research as a step towards both understanding and implementing best practices. I am impressed by Edgecombe et al. 's 2013 and 2014 works because they tackle a larger data set and qualitative data informs the findings from quantitative analysis to create a more

complete picture. Along those lines, Bunch et al. also pull from multiple sources: the experience of someone who headed implementation of a program, anonymous responses of faculty at the college where the program was implemented, and an interview with the administrator overseeing the English department where implemented. In order to gain a better feel for all levels of success as well as the pieces of implementation, my project follows in the vein of Edgecombe et al.'s "The Accelerated Alternative: The Findings from an Analysis of Chabot College's One-semester, Integrated Reading and Writing Developmental English Course" in that both examine multiple years of quantitative data in a quasi-experimental format. Through the interviews with faculty, administrators, and staff; student focus groups; and classroom observations, Edgecombe et al. discover areas for improvement like failures in advising and gain helpful insight from faculty like students needing confidence more than anything else and faculty linking grit and perseverance as part of student success – insights that could only be made by those who work closest with BW students. Like Edgecombe et al.'s "Acceleration Through a Holistic Support Model: An Implementation and Outcomes Analysis of FastStart@CCD," my project pulls qualitative findings from interviews and reviews of policy, program, and course-related documents. Through this approach, I was able to give perspective to short-term and long-term benefits of the program while looking at best practices beyond pedagogy alone and expose data from multiple angles. Like Bunch et al.'s project, I pull from personal experiences as well as surveys from implementors in order to frame not just what implementation has looked like, but to add a personal approach to how implementation may unfold and how to overcome the hiccups that may occur. The combination that develops from my borrowing of these approaches is one that

takes qualitative data and quantitative data from implementation of A-100 and frames that data from the personal context of my experiences to illuminate a consensus of "success" from the perspective of the teacher, the administrator, and the Tennessee state government – a framing of success that benefits the most at-risk students.

Most studies have focused on the quantitative data alone, and many studies have been conducted by individuals at the institution being reviewed. "The Accelerated Learning Program: Throwing Open the Gates," although a breakthrough in naming features that enhance measurements of success in acceleration, was written by those who implemented the program. Though they were well-informed by their embedded research, the focus was not on the qualitative data, probably because they lived that data. Their study's findings could raise concerns for some readers about internal reviews (the external review by Cho et al. was published some three years later). Other texts (Glau; Grego and Thompson; Hern and Snell) have been composed by those who implemented plans at their own institution. Bunch et al., although their insights on the struggles of program implementation is strong, center their presentation around the personal experiences of one of the three authors – probably the very reason why the insights are so strong. I do not advocate against investigations from the people who implemented the program, for I agree with Lunsford et al.'s assertion that "we could not and should not attempt to remove ourselves, as researchers, from this always uncertain but rich tangle" (xiv). Others like Bailey; Boatman; Cho; Coleman; Hayward and Willet; Hodara and Jaggars; Jenkins et al.; and Rigolino and Freel have looked from the outside in, closely examining the numbers without officially engaging with those who implemented the accelerated program. Then some, like Kidda et al. as well as Soliday (1996), fall

somewhere in the middle but without relying upon the quantitative information from the people who implemented an accelerated program. My combination of qualitative and quantitative research hopefully finds the balance that Cindy Johanek calls for in *Composing Research*, for the data speaks to itself to provide an approach based on context. The stories contained and the numbers presented complement each other to provide a fuller picture, not one of the false dichotomy often associated with considering both qualitative and quantitative data (25-26), of what happened with A-100 implementation in Tennessee. For example, the numerical data among the schools start to illuminate what happened with implementation, but the combination of that quantitative data with the qualitative data from catalogs, reports from instructors, and scheduling details allows a more complete story to unfold. Although the presented perspective serves as a reliable impression and not a definitive picture, this project does not take as its goal completing the discussion of accelerated or even corequisite education. Instead, this project seeks to add another perspective to the conversation, that of corequisite education as implemented at various sister institutions on a statewide level.

The ALP features presented in Adams et al. of Mainstreaming, Cohort Learning, Small Class Size, Contextual Learning, Acceleration, Heterogeneous Grouping, Attention to Behavioral Issues, and Attention to Life Problems provide the framework for my examination of implementation at Tennessee's institutions. Edgecombe's useful categorical levels of pedagogical, curricular, and structural change offer an additional lens through which I read those Tennessee institutions' implementation of A-100. I examine these pieces of implementation to give insight into the supportive roles involved in guiding students toward completion of credit-level Writing and completing a degree.

Methodology:

I designed this project to serve as a bridge between the institutional examinations of ALP success and schools hoping to implement an ALP-like program in ways that lead to success. My project has three parts: quantitative analysis of raw data provided by the TBR over all new Community College students in Tennessee for a five-year period; qualitative analysis of each institution's schedule, catalogs, syllabi, and course documents (when available); and interactions with people who worked directly with the implementation of A-100 at differing institutions across the state. Figure 2 shows all of these parts combining, and the last two parts combine as represented in Figure 3 to compose the qualitative part of this project. Studying the comparative, qualitative data from the 13 institutions allowed me to determine which schools' approaches to implementation most closely mirror the features of ALP as explained in Adams et al. These pieces (represented in the left half of Figure 2) create a convergent parallel mixed methods design (Creswell), the purpose of which is to understand the impact of an intervention program by evaluating A-100 implementation, with attention to the programs most closely related to CCBC's features for ALP examined in Adams et al.
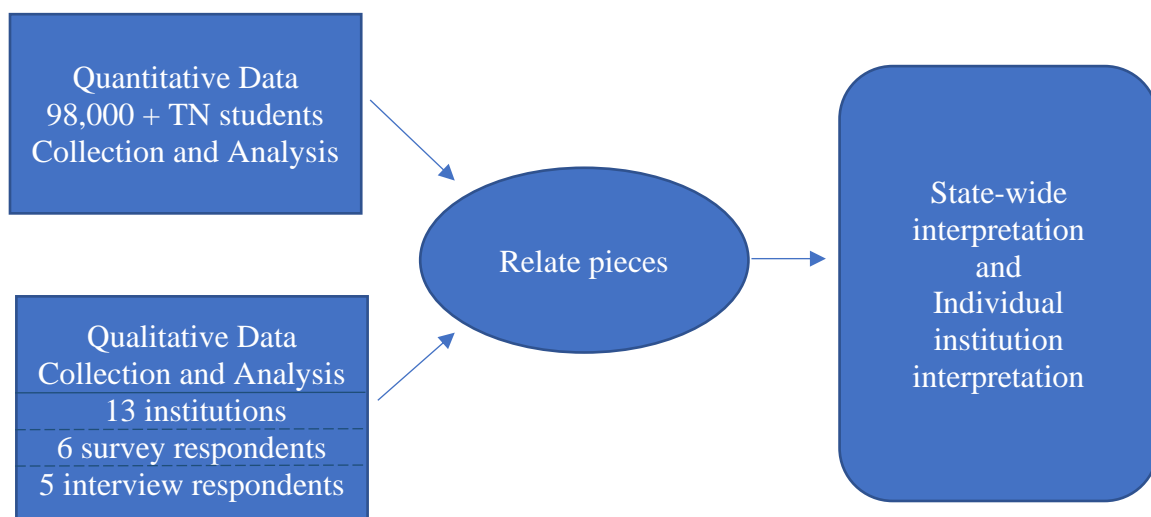
Figure 2: Convergent Parallel Mixed Methodological Design of this Project
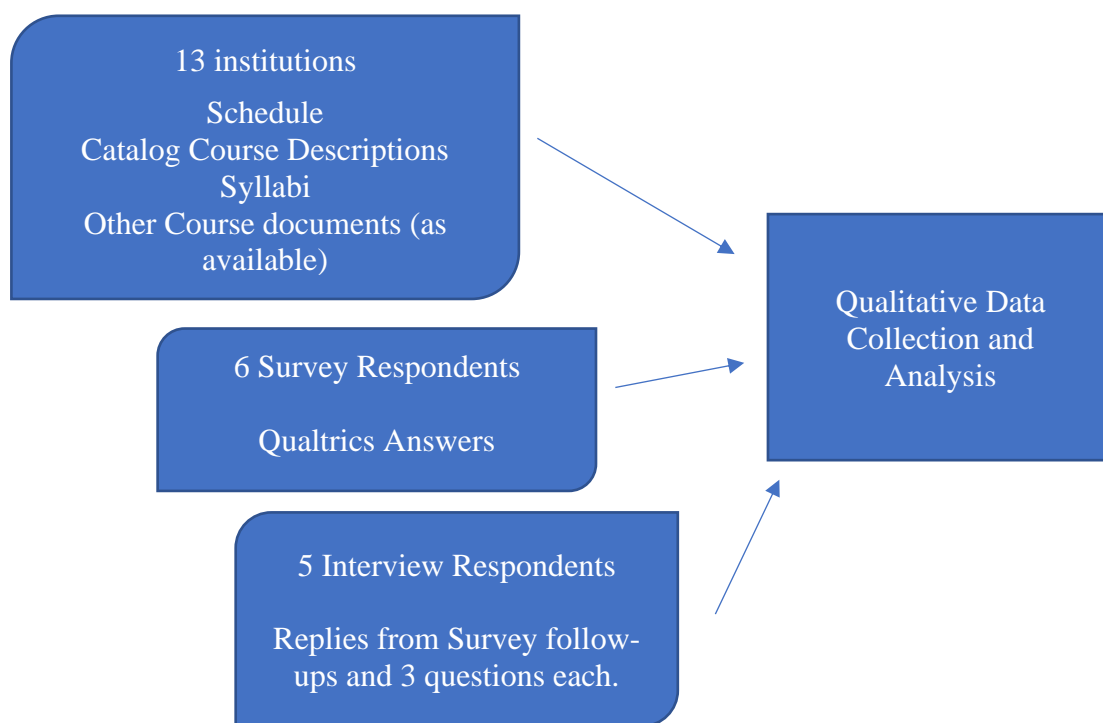
Figure 3: Qualitative Data Convergence (visually explaining the bottom, left box of Figure2)

As explained earlier, this study follows Edgecombe et al.'s work from 2013 and 2014. Edgecombe et al. examined an accelerated group and a comparison group over the same time frame, much like Adams et al.'s study. While Edgecombe et al. were able to detail the demographics of accelerated students versus students who were not in the accelerated program and Adams et al. noted that their study similarly looked at self-selected ALP students, my study does not have the variable of a self-selected group or two different groups taking varying paths at the same time. Since there is no need for this comparison controlled for variables, nor was there a difference in referral and enrollment through a subjective means for students, I compile, reduce, and comparatively analyze the TBR data through a linear probability model (LPM) of before A-100 and after A-100 accounting for heteroskedasticity through standard deviation with closest observation to credit-level Writing course completion in the first semester (and first year), Basic Writing course completion in the first semester, fall-to-fall retention rates for Basic Writing students, and graduation rates for first-time freshman needing Basic Writing. By comparing these categories in a pretest-posttest design for over 98,000 first-time freshmen, I was able to analyze a very large data set (top left box in Figure 2) and categorize implementation by institution.

Quantitative – A-100 Mandated and Collected

I obtained raw data from 2013-2017 for all incoming first-time freshmen within the TBR Community College system. Data for 105,385 students (98,704 first-time freshmen) were provided by the TBR in two different tables in an Excel file. The file had one spreadsheet for each of the five years for each LSW (Learning Support Writing) table as well as the FTF (first-time freshmen) table, ten spreadsheets total. The fields for these

tables are listed in Appendix A[3]. Dichotomous variables were present for first-time

freshman, gender, and completion of Basic Writing and credit-level Writing within the

first two terms in the LSW table. Those marked as having graduated in the second year

were also marked as having graduated in the third and fourth year because of the absolute

value assigned, so I extrapolated the differences in order to obtain graduation by year.

The data provided by the TBR about Basic Writing students include about seven

times more students than Edgecombe observed from Chabot College's 1999 and 2000

data. In order to better organize the numbers, I reduced the data points by taking away the

School Code, Banner ID and Award Term since these were not needed in compilation or

analysis. I separated the reduction into two parts by creating individual spreadsheets for

each institution which fed into another spreadsheet that calculated the state as a whole. I

used two cohorts before the policy change (2013 and 2014) and three after the policy

change (2015, 2016, and 2017) in order to work with a large enough sample to detect

relatively small effect sizes at standard levels of Type 1 error, giving a false positive for

changes from implementation. While there was some variation among individual schools,

I counted and coded the full TBR data in the following totals found in Table 1 according

to year. I organized the calculated totals according to institution by adjusting to the

school code field on the Excel spreadsheet.

Within Excel, I compiled the individual school data and compared it to the total

school data provided by TBR in order to check for any errors in data entry for this quasi-

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[3] Some of the fields were useful only in separating the raw data for the TBR, and SCHOOL_CODE is redundant with SCHOOL_CODE_DESC. Both tables have TERM_Code, SCHOOL_CODE, SCHOOL_CODE_DESC, BAN_ID, FTF_FLAG, TBR_RACE_CODE, and GENDER as fields. The FTF table coded FF_RETAINED, 2Y_GRAD, 3Y_GRAD, and 4Y_GRAD as dichotomous variables.

experimental analysis. From those numbers, I applied formulas in Excel to find

percentages as well as standard deviations for the data as listed in Table 1.

Table 1: *Data Compilation and Organization* in the following fields: Data Totals, Percent Change, and Standard Deviation with Respect to Demographics (where demographic codes are M=Minority/Majority race, S=Sex)

	Total		Percent Change		Standard Deviation	
	TBR:	Ind.:	TBR:	Ind.:	TBR:	Ind.:
Attempting Basic Writing (BW)	M, S	M, S	M, S	M, S	M, S	M, S
Completing BW 1st semester	M, S	M, S	M, S			
Attempting BW and completing CLW 1st semester	M, S	M, S	M, S			
Completing BW 2nd semester	M, S	M, S	M, S			
Attempted BW anytime and completed CLW 2nd semester	M, S	M, S	M, S			
First-time freshmen	M, S	M, S				
Fall-to-fall retention for first-time freshmen	M, S	M, S	M, S	M, S	M, S	M, S
2-year, 3-year, and 4-year graduates of first-time freshmen						
Fall-to-fall retention all first-time freshmen attempting BW	M, S	M, S	M, S	M, S	M, S	M, S
2-year, 3-year, and 4-year graduates of first-time freshmen attempting BW						

For state-wide data, I conducted regression discontinuity analysis per cohort for those

attempting Basic Writing for the following:

- first and second semester completion rates in BW;

- first and second semester completion rates in credit-level Writing;

- fall-to-fall retention rates; and

- two-year, three-year, and four-year graduation rates.

I was able to use the data from those not needing Basic Writing to compare the changes in fall-to-fall retention rates as well as graduation rates. Since the National Student Clearinghouse Research Center already provides analysis for both persistence (continuing to go to school) and retention (continuing to go to the same school) on a yearly basis, TBR retention rates already have a national average for comparison. 2020 retention held steady at 53.7% for all 2018 first-time freshman at public two-year institutions nationally. National retention rates of two-year public college students for the years of my study (2013-2017) were 51.3%, 51.9%, 53.2%, 53.4%, and 53.2% respectively. Based on TBR retention rates in comparison to national retention rates, I paid attention to a linear probability model (Angrist and Pischke) for the graduation rates per year. I then applied a regression discontinuity approach (Shadish, Cook, and Campbell; Murnane and Willett) to the TBR data in order to observe changes during A-100 implementation. The fall-to-fall retention rates and graduation rates are what I saw to be a more inclusive measurement of success for Acceleration and Mainstreaming from A-100 implementation because graduation rates are a measurement of longer goals than the shorter completion of a Basic Writing or a college credit-level Writing class. Since graduation rates were not complete for all the years, I looked more closely at timeliness of credit-level Writing completion. Within the published works, fall-to-fall retention rates do not have as much data as the completion of related English coursework. This lack of attention could be due to the time it takes to track, but this data is still accessible through most Institutional Research offices. A more likely reason centers around findings about the early, critical period to track persistence trajectory (Bettinger and Long; Adelman) as well as the framework provided by Jenkins at al. and Cho who show that students who complete nine

credit-hours in a specific program of study will earn a college credential. Although examining the completion of credit-level Writing is a marker for success within the TBR, and other scholars (Adams et al.; Edgecombe et al.; Bailey; Hearn) often attend to this, I did not attend at length to only credit-level Writing completion as a marker for success. Because scholars have already documented that phenomenon, however, my reporting of the TBR information can serve as a useful point of comparison.

I present the full TBR categories within several tables, but do not present the individual school data the same way. Not wanting individual stories to be overwhelmed by the quantitative tables, I instead highlight points of interest and where an individual institution stands out among its peers. While individual school data tables exist in the Appendix, my reporting for individual school analysis is condensed within the next chapter to more effectively show how the quantitative data interacts with the qualitative data. The quantitative institutional data, however, is coded and presented for the needed dimensional comparison (Haswell) as shown in Table 1. Individual school quantitative analysis consists of the following and is contained in the Appendix D:

- Percentage of students attempting Basic Writing;

- Basic Writing completion rates for first semester;

- Credit-level course completion rates in first semester and second semester;

- Fall-to-fall retention rates for all first-time freshmen in comparison to first-time freshmen attempting Basic Writing; and

- Two-year, three-year, and four-year graduation rates for all first-time freshmen and those attempting Basic Writing.

Since A-100 required schools to collect and report data in the five categories of

(1) Completion of Basic Writing, (2) Enrollment and success in college entry-level

course for which students received learning support, (3) Fall-to-fall retention, (4)

Graduation rates, and (5) Time to graduation, these five areas can be examined for the

whole state to see what Tennessee accomplished with the mandate. I, however, look at

the statewide data through a finer lens. I use several series of tables to analyze and code

the data with respect to percentage/rate change and standard deviation variance, and then

I give commentary on fields that have notable variation in these tables. I highlight

outstanding institutions in each category.

While tables for individual institutions appear in the Appendix D, much of the

regression discontinuity is documented in the written analysis accompanying the tables

where insights gleaned from the tables also appear. I do not mean to bury my findings,

but rather I am aware that the majority of compositionists do not do quantitative research

(Haswell 195) and that the narrative surrounding the tables can make the presentation

more digestible. I do not want the numbers to silence readers but rather to engage them

(Hesse 145).

Qualitative (Mini Case Studies)

I collected qualitative data for the 13 individual schools by examining the catalogs

for each school (paying particular attention to class descriptions), the

scheduling/registration for each school, syllabi for Basic Writing and ENGL 1010 when

available, and any curricular policies, procedures, or papers from the institution's

website. I also incorporated data from the *Integrated Postsecondary Education Data*

System (IPEDS), a yearly federal survey that provides institutional characteristics like

average enrollment and graduation rates. This collection serves to give insight for the individual institutions much like individual case studies.

Other than dropping some scheduling details like the full-time/part-time information about instructor assignments, data reduction was not necessary with this quantitative data, and almost all data appears in Appendix D in order to capture information that may change later from websites. All data and associated data analysis for these case studies also appear in Appendix D. Like Haas et al., I treated all information here as essentially meaningful, working to differentiate and consolidate in order to apply the findings to the matrix of ALP features (seen later in Table 13). Due to the nature of A-100 being a mandate incorporating the features for Mainstreaming and Acceleration, I did not need to seek information for these two.

My descriptive summary of data analysis for each program took several steps due to the various places I found information. As can be seen in the more easily visually referenced Figure 4 (below), I consulted text from the catalogs in order to confirm Adams et al.'s ALP features to categorize some of the curricular level features. When syllabi were available, an examination sometimes revealed pedagogical level features like contextual learning, which for one institution was also clear in the catalog description. I then reviewed the scheduling details of all Basic Writing and Learning Support Reading sections in comparison to ENGL 1010 sections to categorize some of the structural

features. This included maximum seats per section, linked sections, fixed codes for possible corequisite-linked sections, meeting times and places for linked sections, and instructor assignments.
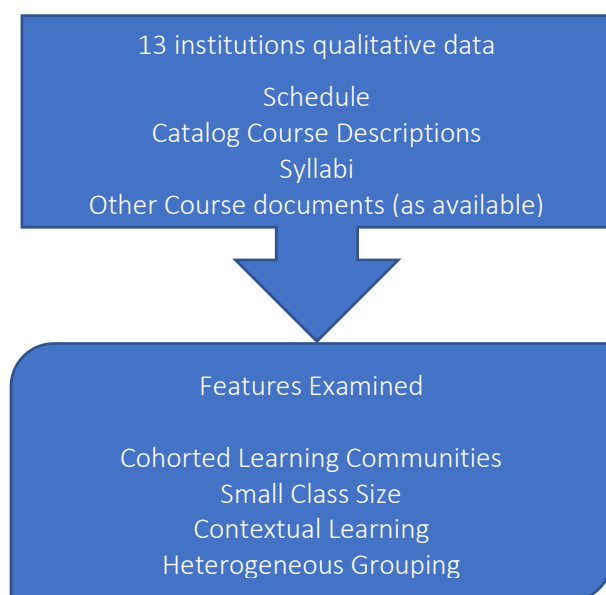
Figure 4: Qualitative Data Pieces Informing
Mini Case Studies and ALP Features Analysis

The coding for this data occurs for Table 13 in conjunction with some of the data gained through the completed surveys and interviews, for that table categorizes each of Adams et al.'s eight ALP features with respect to each TBR community college. In order to qualify as small class size, Basic Writing sections needed 15 or fewer seats. The linking of sections determined cohorted learning communities – if all students in a Basic Writing section were linked in one or two balanced 1010 sections and/or if all Basic Writing students had the same 1010 instructor – a cohorted learning community existed.

Reserved seats per 1010 section for Basic Writing students, while non-Basic Writing students comprised the rest of the section, created structurally established heterogeneous grouping. Reserved seats in 1010 for only Basic Writing students meant non-heterogeneous grouping. ENGL 1010 sections that were not linked to Basic Writing sections but had open registration for all students allowed for heterogeneous grouping but did not provide for this feature in a structured way.

Qualitative (Implementor Surveys and Interviews)

As Douglas Hesse alludes, for researchers seeking information from composition faculty, the path can be steep because of the already burdensome workload of those teaching composition. Hesse takes that stance as the Writing Program Administrator at University of Denver, where the teaching load is less than a 5/5 load. The teaching load is 5/5 at Tennessee Community Colleges and most community colleges in general. Teaching five three-hour classes each semester along with the typical full-time faculty responsibilities prohibit much time to answer surveys from graduate students. I understand this and am appreciative of the six people who completed my survey on Qualtrics (Appendix B). Not surprising, only five of those six who completed the initial survey answered a follow-up. I am grateful for all the help that I received.

After hitting a wall with my first request for participants through reaching out to department chairs and deans, I emailed the Two-Year College English Association of Tennessee (TYCAT) representatives from each institution. My email requested participation in the survey that asked a series of questions regarding each institution's Basic Writing and ENGL 1010 classes. After including basic information and agreeing to

participate, those taking the Qualtrics survey answered the series of eight survey

questions (see Appendix B). Not all questions were answered by all participants.

After the initial collection of data, I emailed the participants follow-up questions

to clarify what they wrote and seek more information on the features of paying attention

to behavioral issues and paying attention to life problems (visually represented in Figure

5). These questions sought more direct data to inform my study. My questions also

sought information on non-cognitive support in Basic Writing classes and stories about

dealing with the TBR on the local level when implementing A-100 (visually represented

in Figure 6).
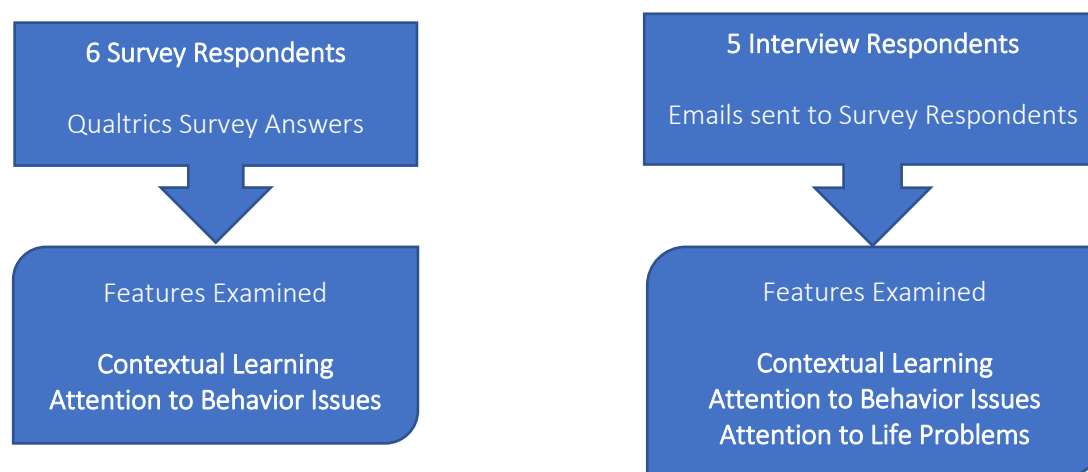
Figure 5: Data Pieces from Surveys and Interviews Informing ALP Features Analysis

Although some of the Qualtrics questions were left blank by individual

participants, more questions had responses that gave no insight like an "I do not know"

placeholder. I disregarded responses that gave no insight. All Qualtrics answers were compiled into a spreadsheet according to question.

The data gained from the interviews had two different uses (as shown in Figure 5):

- to compare against the other qualitative data (mentioned above) and solidify the codification of individual school information as pertaining to Adams et al.'s eight features of ALP, and

- to gain insight into individual school's implementation of A-100.

Most insight collected in the interviews combined with other qualitative findings for analysis. Collection of this insight through parsing individual answers provided a comparable triangulation for the other qualitative data:

- Examination of the class size and grouping of students, and

- Cohorted composition of Basic Writing classes.

Gaining insight through parsing individual answers also provided input into a matrix of Basic Writing classes with respect to three ALP features:

- Student-to-student contact in Basic Writing and ENGL 1010,

- Attention to behavioral issues, and

- Attention to life problems.

Collection of these pieces provided insight into implementation of A-100 without comparing to other qualitative data:

- Part-time to full-time instructor ratio for ENGL 1010 and Basic Writing, and

- Role of person in charge of implementation and support provided.

Implementation stories from the five interviewees offer very helpful insight into the perspective of five different people involved in implementation, but not without problems. Where Bunch et al. use only quotations from their survey of faculty members and Edgecombe et al.'s works do not quantify the input of others either, I found a need to quantify the sentiment and reoccurring themes expressed in order to measure feeling – a move visually represented in Figure 6 below. Such a task is not straightforward, necessarily, but I adopted James Paul Gee's approach to discourse analysis in order to quantify the support for activity of A-100 implementation; the support for the identities involved with implementation; and the support of human affiliation within the cultures, social groups, and institutions surrounding A-100 implementation. Without having to examine speech but writing, I took the words, phrases, and sentences through a series of twenty-six questions (which can be found in Gee 110-113) to build validity and establish a measurement of these reoccurring themes, what Gee calls motifs.

5 Interview Respondents

Emails sent to Survey Respondents with Implementation Prompt.

Implementation stories

Discourse Analysis to Shape Motifs (Gee)
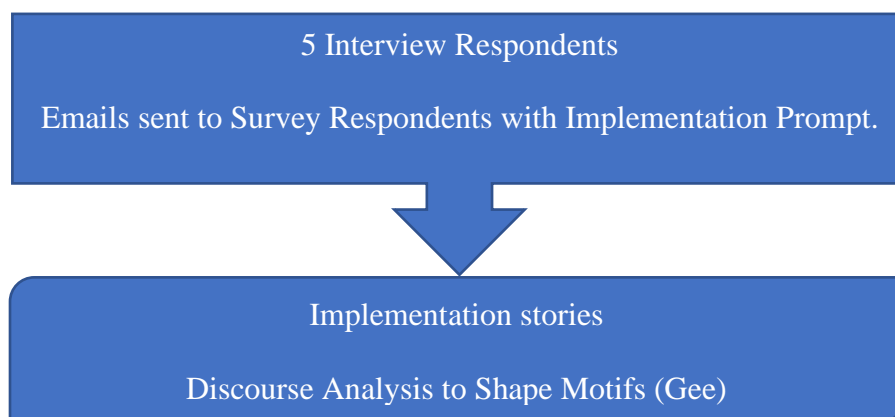
Figure 6: Data Pieces Informing Discourse Analysis of Implementation Motifs

Using Gee's model for discourse analysis, I examined the situated meaning for the individual stories about implementation. Applying the twenty-six questions to each of

the interview respondents of the last question with respect to the discourse models and

situated meanings, I was able to proceed through the steps to build on Gee's categories of

significance, activities, identities, relationships, politics, connections, and see the

significance for sign systems and knowledge for the stories provided. Through

investigating the answers to this set of questions, form and function of the compiled

answers become clear, fitting into several motifs. These motifs can be seen in Table 2, the

template I used in discourse analysis of each interview where I could keep a tally of these

motifs arising at the sentence, phrase, and word level. An example of my methodology is

found in Appendix E.

Table 2: *Motifs from Discourse Analysis* in Interview Question on TBR
Implementation Perception

	Sentence	Phrase	Word
Frustration with TBR			
Local Frustration (faculty vs administrators)			
Local Willingness (to continue) to Improve			
Burden on Instructors			
Local Cooperation			
Failed Initiatives at Institutional Level			
Not in the Best Interest of Students (students not prepared)			
Balance Needed to Help Most Students (utilitarianism measures)			

The qualitative data from surveys and interviews interlace with other data in

various ways. Supporting the quantitative data, themes from the discourse analysis of the

stories come forward in a narrative format after individual institution presentation. Due to

the qualitative data gained from published course files, policies, and procedures being

less reliable and sometimes dated, I used survey and interview data to weigh more heavily when coding Table 13 to show Adams et al.'s features as being present or not. Reviewing the categorization from the individual schools' qualitative analysis, I compared the data provided from the interview questions. I dimensionalized these categories, converging and reducing data to datum (Haswell), according to answers from the surveys (if provided):

- Cohorted Learning Communities (Students in section x of Basic Writing were also in section y of ENGL 1010),

- Small class size (15 students or fewer), and

- Contextual Learning (students learn grammar and skills doing, often in what is referred to as last-minute remediation).

Those who answered the interview questions provided information for their own school about the following through affirming and providing examples:

- Atmosphere where instructors pay attention to behavioral issues, and

- Atmosphere where instructors pay attention to life problems.

How to Navigate the Compilation of Converged Data

The beginning of Chapter 4 presents the Tennessee data as a whole. Again, because some of the individual school data was too small to be statistically meaningful, the compilation of the whole state gives the most insight into the effects of A-100 in Tennessee, especially with respect to gender and race. Following the presentation of all statewide data, each school is presented alphabetically.

The presentation of individual schools' highlights starts with a brief introduction and a chart that compares each of the schools according to Adams et al.'s eight features

of ALP. The chart comparing the features from each school helps establish the ability to examine individual schools independently.

While the highlights of each school are contained within Chapter 4, Appendix D contains data and observations from which the highlights were derived. IPEDS data for each individual school not only gives an external source but allows the reader to have a standard basis to compare other schools of similar size and demographics from around the country. The inclusion of the college catalog descriptions for each course surrounding the writing co-requisite program gives some insight into the curricular support for students in each institution. Scheduling details for each school offer insight into the structural support for the students. In Appendix D, each section dedicated for an individual school has six tables derived from the TBR data: first-time freshmen 2013-2017 (total and percentage attempting Basic Writing), completion of Basic Writing from 2013-2017 (total and percentage of those who attempt), completion of credit-level Writing course (total and percentage for first and second semester for students entering 2013-2017), fall-to-fall retention rates for those starting each year of 2013-2017 (percentage of all first-time freshmen and percentage of those attempting Basic Writing for comparison), graduation rates for first-time freshmen 2013-2017 (2 year, 3-year, and 4-year non-cumulative rates), and a comparable table for graduation rates of first-time freshmen needing Basic Writing (2013-2017). Included within the context of each piece is the appropriate qualitative data accumulated if there were any.

Appendix D supports Chapter 4 in that it is organized so that the reader may make individual comparisons or not while separating the statewide information and the information from the individual school. In totality, a story unfolds, but within each

institution and each comparison, other stories exist. While it would be interesting to see how schools influenced one another even though A-100 gave the direction to each president to discover the way forward individually, such is not the direction of this project. I see that quantitative data from year to year and school to school are easier to compare than the qualitative data; however, the two work together to tell the story of A-100 implementation.

As I mention above, a story unfolds from the examination of the quantitative and qualitative data, and within every institution and comparison, other stories exist. The data often worked together where an interview from someone who helped implement would give an anecdote of how improvements were made. Sometimes the observations of those on the ground did not align with the quantitative data reported to the TBR. For example, I was surprised that retention was not more affected by ALP, and I had to dig deeper into understanding how my perception and the data did not align. Other times the perception did not align with what was stated in the official class description. I approached such cases with caution realizing that perception creates the individual reality. With quantitative discrepancies, I did not let the numbers silence the perception but inform it. With qualitative discrepancies (i.e. the difference between a class description and a report of what occurs in class), I erred towards the individual perception but noted the difference from the official document. This information informed Table 11, found in Chapter 4, which uses as much information as I could find to accurately map the features of each individual school before presenting the quantitative findings.

CHAPTER IV: THE DATA – IN THE THICK OF THINGS

Navigating the Findings

The information found in this chapter is divided into different sections, but those sections communicate with each other to display a more informed picture of this study's findings. An examination of statewide quantitative data from ALP implementation is found first, and this establishes statewide averages. After the statewide examination comes an explanation of the qualitative data findings and categorization of each individual institution with respect to Adams et al.'s eight features of ALP. This categorization and subsequent establishing of institutional averages allow for a comparison of each institution with respect to ALP features. Following the comparisons, notable observations are made for each of the thirteen institutions. The qualitative data gained from surveys and interviews come at the end of the chapter to better inform the comparisons as well as to tell a more complete story of A-100 implementation, both locally and statewide. The information presented in this chapter is approachable from numerous ways and works with Appendix E which presents individual school data. For example, school profiles at the end of this chapter can be examined alongside the statewide data to see how individual institutions compared, or a reader may want to understand an individual school profile before examining how the institution fares against other TBR institutions.

Data for the Whole State

Before looking at the comparisons of individual schools with respect to the ALP features in order to explore best practices, an examination of the Tennessee Community Colleges' combined quantitative data gives insight into what occurred on the system level

with the implementation of policy A-100. As I have mentioned before, the policy required schools to keep data in five categories: completion of Learning Support (Basic Writing, math, and reading), enrollment and success in the college entry-level course for which the students received learning support, fall-to-fall retention rates of these students, graduation rates of these students, and time to graduation for these students. This data can be examined for the whole state to see what the mandate accomplished on a statewide scale. Parsing how implementation could have been better or worse becomes more troublesome – the numbers for the entire state cannot capture the variations from different institutions as they complied with A-100. Looking at the statewide numbers can, however, give insight into the whole state's change from A-100 implementation and provide expected medians for these five categories. The TBR data can show the implementation's effect on students completing the first credit-level Writing within the first year (ENGL 1010 for the TBR); the effects on fall-to-fall retention rates; and the effects on graduation rates within two, three, and four years for Basic Writers. Perhaps more importantly, the data can show if statewide implementation of A-100 can help mitigate developmental education's disparity for minority populations.

Looking at the collected TBR data from 2013-2017 allows for the comparison of about 20,000 (ranging from 17,135 to 22,192) first-time freshmen per year as divided among the thirteen TBR community colleges. The number for total first-time freshmen made a turn in 2015 when full implementation took place and the percentage attempting Basic Writing declined slightly, but this could be due to implementation of Tennessee Promise and factors other than A-100 implementation alone.

The reader should note that when reviewing the compilation of system-wide data presented through these ten tables, the presentation does not necessarily align with the individual institution tables since some demographically specific institutional data were excluded. The data presented in this study is most meaningful with respect to total numbers and percentages, so most tables in Chapter 4 have either or both. Percentages allow researchers to track change from one year to another, and totals help give perspective for the percentages. Many of these tables will show both averages for all students statewide as well as averages from the institutions' averages. The comparison between statewide average for all students and statewide average for all institutions can show the disparity between large and small institutions and how a large institution can sway the data for several small institutions. Since the institutional average (noted as "Ins Avg" in the following tables) uses the same data that is used in standard deviations (noted as "Std Dev" in the following tables), this average, like standard deviation, can illuminate the variances and are recorded below the statewide average and in blue for better visual separation. An example can be seen in the following Table 3 where larger schools typically have higher percentages of BW students. When data were not available, for example graduation rates for students who entered the prior year, I excluded the data from the respective table. The tables have written explanations in order to highlight points of interest.

Table 3: *Total First-time Freshmen and Percent Attempting BW*

	2013	**2014**	**2015**	**2016**	**2017**
Total First-time Freshmen	17,135	17,362	22,194	20,908	21,126
Percentage Attempting BW	29.65%	30.30%	28.46%	28.14%	30.10%
Ins Avg Attempt BW	28.93%	29.00%	27.78%	27.34%	28.69%
Std Dev Attempt BW	5.99	8.19	10.28	10.42	12.96

Although the 3-year and 4-year graduation rates were not yet available, several interesting statistics emerge when looking at all the data. The most startling statistic (to people unfamiliar with how corequisite accelerated learning works) is the increase in completion of credit-level Writing in the first year, specifically the first semester. In 2013 and 2014, the statewide percentage of students initially deemed not ready but who were able to still complete credit-level Writing in their first semester was 2.01% and 7.94% respectively. That increases in 2015, 2016, and 2017 to 57.33%, 58.42%, and 58.67% respectively as seen in Table 4. (Please note that for the purposes of this study, I use "first semester" and "fall semester" almost interchangeably, at least in part because the overwhelming majority of first-time freshmen start in the fall semester. In line with that, the second semester is the second semester the student is in college, typically the spring.)

Table 4: *Basic Writing Students' Completion of Credit-level Writing in First and Second Semesters*

	2013	2014	2015	2016	2017
1st Semester: Total	102	418	3621	3437	3730
1st Semester Percentage	2.01%	7.94%	57.33%	58.42%	58.67%
1st Semester Ins Avg	1.90%	10.38%	57.70%	58.96%	60.22%
1st Semester Std Dev	4.11	11.00	14.78	12.10	12.03
2nd Semester: Total	1485	1305	240	230	204
2nd Semester Percentage	29.23%	24.81%	3.80%	3.91%	3.21%
2nd Semester Ins Avg	30.48%	26.39%	4.23%	4.27%	3.24%
2nd Semester Std Dev	5.04	6.94	5.76	4.67	2.28
Combined Percentage	31.24%	32.75%	61.13%	62.33%	61.88%

Since Tennessee's A-100 was an accelerated, co-requisite package resulting in an increase in students completing credit-level Writing, the decline in the percentage of students completing credit-level Writing in the second semester when combined with the increase in the percentage completing in the first two semesters suggests that these

students can complete credit-level Writing sooner when given the opportunity. By implementing A-100, Tennessee saw an increase from 2013 to 2015 of 2,852% in the rate of students completing a credit-level Writing course in the first semester despite being deemed not ready for such a course upon admission. Since there was not always a path to credit-level Writing in the first semester for all these students, this statistic can seem disingenuous. A fairer way of looking at this is by looking at totals for each entire year: From 2013 to 2015, Tennessee saw an increase of 196% in the rate of students completing credit-level Writing in the first year. This data more than suggests that Accelerated Learning and corequisite learning effectively provide paths for students who were college ready although not deemed so through some measurement like a single test. As seen in Table 4, the raw numbers of completers climbed sharply in comparison to gradual gains in first-time freshmen and those attempting Basic Writing. These numbers show a distinct increase in completers of the credit course and while the enrollment increased as a whole, the percentage of those needing Basic Writing stayed relatively stable [28.14%-30.30%, although the standard deviation among institutions ranged grew each year from 5.99% (2013) to 12.96% (2017)]. By the end of the second semester, the numbers for successfully completing a credit-level Writing from 2013-2017 were almost as profound. The second semester completions reflect a decrease in the number of people who attempted and thus a decrease in the number of those who completed the first credit-level Writing course in the second semester. Interestingly enough, the percentage of people who took Basic Writing in the first semester and had passed credit-level Writing in the second semester decreased (see Table 4). This further supports the earlier mentioned notion that the bulk of the people who can/will pass college level writing

can/will do it sooner rather than later if given the opportunity and that opportunity with

certain supports present – the cornerstone idea of why acceleration and mainstreaming

work.

Although the increase in completion of credit-level Writing after the

implementation of A-100 is staggeringly positive, the fall-to-fall retention rates of those

who attempted Basic Writing did not statistically change from 2013-2017 (Table 5) with

a standard deviation of only 0.97. The increase in completion of credit-level Writing

combined with the consistent retention rates suggests that students are not necessarily

giving up when they do not achieve credit immediately; however, this combination also

Table 5: *Fall-to-fall Retention Rates for Students Attempting BW*

	2013	2014	2015	2016	2017
All	42.40%	40.48%	41.15%	44.23%	41.87%
Minority Female	41.90%	40.32%	42.27%	48.17%	44.00%
White Female	46.77%	44.05%	43.22%	46.71%	43.62%
Minority Male	36.62%	36.74%	37.79%	37.85%	38.22%
White Male	41.61%	39.35%	40.34%	42.61%	40.44%
Ins Avg All	42.67%	40.74%	40.94%	44.64%	42.02%
Ins Avg Minority Female	43.75%	43.32%	40.46%	49.56%	45.54%
Ins Avg White Female	48.28%	44.52%	43.69%	47.15%	44.35%
Ins Avg Minority Male	35.64%	37.59%	37.75%	41.01%	39.14%
Ins Avg White Male	41.39%	40.57%	40.02%	42.20%	39.36%
Std Dev All	4.57	3.79	5.46	4.17	4.36
Std Dev Minority Female	11.27	9.70	9.28	6.84	10.48
Std Dev White Female	8.39	4.35	6.69	7.05	5.28
Std Dev Minority Male	11.51	8.14	9.38	17.06	8.98
Std Dev White Male	4.39	8.89	6.80	5.07	5.23

suggests that students are capable of achieving credit earlier in their college career – and the structural change of mainstreaming is not hindered by student ability. Further, the staticity in retention is also reflected in data with respect to gender and racial minority/majority divide as seen in Table 5.

While some early advocates (for example: Rigolino and Freel; Perry et al.; and Glau) have hypothesized that acceleration leads to improved retention rates, the increase is not supported in the fall-to-fall numbers from Tennessee over the five-year period of 2013-2017 and aligns with Edgecombe et al.'s 2013 findings with FastStart (another accelerated/mainstreaming program) not increasing retention rates. The data does, however, point to areas where retention may be more strongly influenced by social pressures. As stands to reason, students needing BW are less likely to be retained than students not needing BW. For comparison, Table 6 shows the fall-to-fall retention numbers during the same time frame for those deemed ready for credit-level Writing.

Table 6: *Fall-to-fall Retention Rates for Students Deemed Credit-level Writing Ready*

	2013	2014	2015	2016	2017
All	54.89%	53.43%	52.16%	54.58%	52.86%
Minority Female	53.77%	46.99%	48.20%	53.54%	45.70%
White Female	58.80%	57.22%	56.39%	58.43%	57.86%
Minority Male	42.54%	44.34%	40.23%	43.73%	42.04%
White Male	54.02%	53.25%	51.76%	53.13%	49.83%

The retention rates for first-time freshmen not needing BW show a greater difference among majority/minority racial designations than is shown by those needing Basic Writing (Table 8). In other words, being designated as needing BW more greatly affects the retention expectations for white students than of minority students. Simply, A-

100 implementation did not affect retention of white (majority) students like it affected

the retention of minority students. Such information reinforces the idea that A-100

implementation helped close an equity gap seen in the retention of minority students

versus the retention of white students.

Table 7: *Fall-to-fall Retention Rates Difference between Freshmen not Needing BW and Those Needing BW*

	2013	2014	2015	2016	2017
All	12.49%	12.95%	11.01%	10.35%	10.99%
Minority Female	11.87%	6.67%	5.93%	5.37%	1.7%
White Female	12.03%	13.17%	13.17%	11.72%	14.24%
Minority Male	5.92%	7.60%	2.44%	5.82%	3.82%
White Male	12.41%	13.90%	11.42%	10.52%	9.39%

Comparison of the data (Table 5 and Table 7) does suggest that ALP makes BW

students more inclined to return the next fall, but only slightly more inclined. Gaps

narrowed in disparity after A-100 implementation for all fields representing the

demographics with the exception of white females in 2015 and 2017. The retention rates

for white females were greater than any other group for both those needing and those not

needing Basic Writing. The exceptions to this observation can be found in 2016 and 2017

minority females who needed Basic Writing. This difference was greater in institutional

averages than in statewide averages. These observations point to a possibility of

Accelerated Learning and Mainstreaming not providing the same level of benefit to the

people who did the best before implementation.

The fact that the changes represented in Table 5 have larger differences for

minorities in the institutional averages than in the average for all students shows that

smaller schools had more effect than larger schools regarding change in retention of

minority students. This was already the case for minority females before A-100 but is more pronounced in 2016 and 2017. With these larger differences between institutional averages and overall student averages for minorities and females being most pronounced, the effectiveness of BW on the white male population comes into play with regards to fall-to-fall retention. When looking at Table7, however, the trend of narrowing the retention rate differences between BW and non-BW students becomes clearer as being more beneficial for minority students than non-minority students. Table 7 shows minority females seeing the most gains from 2013-2017, closing the gap to a difference of 1.7 percentage points in retention for those needing BW and those not needing BW. Minority men also closed the gap, as did white men, but not to the same extent and with minority men doing better than white men. White females, who historically had the highest retention rates of the groups, saw their differences grow slightly. This alludes, again, to the demographics of the students who did the best before A-100, typically white students, not experiencing the same gains as minority students.

While these differences are clear among categorized students, there is only a slight statistical change in retention rates among students who attempted Basic Writing from 2013 to 2017 due to A-100 as shown above. The comparison drawn in Table 7 shows both increases and decreases in the differences between the two groups year after year. The data may hint at something more than can be proven here: the hope factor that students had in seeing the light at the end of the tunnel when offered an accelerated pathway. This raises the question that also arises at other times in this study: Does this figure into the data or is this something that could influence the data outside just curricular, pedagogical, and structural change?

Table 8: *Fall-to-fall Retention Rates All First-time Freshmen vs. Attempting BW*

	2013	2014	2015	2016	2017
All First-time Freshmen	51.14%	49.55%	49.03%	51.66%	49.64%
FTF Attempting BW	42.40%	40.48%	41.15%	44.23%	41.87%

The gap in fall-to-fall retention rates in all first-time freshmen and first-time freshmen needing Basic Writing (Table 8, above) declined after A-100 implementation (8.74%, 9.07%, 7.88%, 7.43%, 7.77% respectively), but as I have mentioned earlier, I am not able to account for other initiatives such as Tennessee Promise which could have also affected retention rates since students were guaranteed a last dollar scholarship as long as they maintained eligibility (which included maintaining a full-time enrollment, maintaining a 2.0 GPA, and completing eight hours of community service prior to each semester of enrollment). Since the scholarship began the same year as full implementation of A-100, this data cannot be relied upon to tell the entire, isolated story of A-100's effects on fall-to-fall retention rates. Retention rates can have a stigmatized duality: students may be staying in Basic Writing classes for some time and the college can make money with these students continuing to be recycled in this way. Comparing changes in graduation rates against changes in fall-to-fall retention rates can capture this recycling of Basic Writing students which the Vice President of Academic Affairs at Hagerstown Community College qualified as the college's "dirty little secret" as a money maker.

Although the reviewed data support timely completion of credit-level Writing but do not support statistically significant improvement in overall fall-to-fall retention rates,

the graduation rates as well as the time to graduation did show improvement. As with the data pertaining to fall-to-fall retention, factors like Tennessee Promise may obscure the full effects of A-100 on graduation rates; however, at the time of the data collection, the following information (Table 9) was available.

Table 9: *Graduation Rates (Associate Degree) per Freshmen Year*

	2013	2014	2015	2016
2-year Graduation Rate	7.98%	9.86%	11.87%	12.75%
3-year Graduation Rate	9.03%	9.00%	10.67%	N/A
4-year Graduation Rate	4.44%	4.17%	N/A	N/A
Ins Avg 2-year Graduation Rate	8.28%	10.14%	12.27%	13.50%
Ins Avg 3-year Graduation Rate	9.19%	9.12%	10.88%	N/A
Ins Avg 4-year Graduation Rate	4.45%	4.32%	N/A	N/A
Std Dev 2-year Graduation Rate	3.79	3.64	4.27	5.00
Std Dev 3-year Graduation Rate	2.76	2.61	3.28	N/A
Std Dev 4-year Graduation Rate	4.45	4.32	N/A	N/A
Cumulative (for given data)	21.45%	23.03%	22.54%	12.75%

Increases occurred in two-year graduation and three-year graduation rates after implementation even as overall enrollment increased. These were more noticeable in some schools than others as institutional averages and standard deviation support. A more important data set, graduation rates for first-time freshmen who needed Basic Writing, show significant improvement in time to graduation and overall graduation rates. The data in Table 9 is incomplete for full comparison, but the information presented looks promising with the two-year and three-year graduation rates for the class who entered in 2015 being almost the same as the combined two-year, three-year, and four-year

graduation rates. While the students were not retained fall-to-fall at a significantly higher

rate, they graduated faster and at a significantly higher rate.

Table 10: *Graduation Rates (Associate Degree) per Year, First-time Freshmen Needing BW*

	2013	2014	2015	2016
2-year Graduation Rate	1.67%	2.62%	3.31%	3.30%
3-year Graduation Rate	5.83%	5.44%	7.43%	N/A
4-year Graduation Rate	3.19%	3.57%	N/A	N/A
Ins Avg 2-year Graduation Rate	1.68%	2.82%	3.60%	4.09%
Ins Avg 3-year Graduation Rate	6.08%	6.06%	8.06%	N/A
Ins Avg 4-year Graduation Rate	3.33%	3.86%	N/A	N/A
Std Dev 2-year Graduation Rate	0.90	1.51	2.28	2.10
Std Dev 3-year Graduation Rate	2.00	2.86	2.02	N/A
Std Dev 4-year Graduation Rate	1.09	1.09	N/A	N/A
Cumulative (for given data)	10.69%	11.63%	10.73%	3.30%

Since the class of 2015 is the first one after full implementation, the data look

promising that A-100 implementation helped Tennessee students, but a more thorough

assessment should be completed later after more data can be collected. The larger

institutional averages point to the ability of smaller schools to adapt and make a

difference more quickly. With other factors that occurred in the following years, like

implementation of other TBR programs as well as the effects of the pandemic on

students, extracting long term data becomes difficult. This is also the case for the

graduation rates for all first-time freshmen. In order to see how much of an impact A-100

alone had, more information is needed. The increases from the two-year period of 2013 to 2015 in two-year and three-year graduation rates for first-time freshmen needing Basic Writing (Table 10) equate to a 98% increase in (from 1.67 to 3.31) and 36% increase (5.44 to 7.43) respectively, which can be compared to all first-time freshmen from the same time period and the same graduation rates increasing by 48% and 18% respectively. While both rates increased, the group needing Basic Writing had two-year graduation rates increase 50% more than all first-time freshmen and three-year graduation rates increase 10% more than all first-time freshmen. The fact that these students are graduating faster and at higher rates with A-100 in place indicates success.

Noteworthy to some readers, tables in Appendix D include Difference in First-time Freshmen Graduation Rates in BW and non-BW Students per year and Percent Increase in Graduation Rates separated for BW and non-BW students. These tables further support the indication BW students graduate faster and more frequently after A-100 even when compared against non-BW students. Also noteworthy are the differences between institutional averages and the overall averages that are highlighted later in this chapter. Again, it appears that the largest gains were made by the smallest schools, thus creating a larger difference when looking at institutional averages. This could allude to the dynamic nature of smaller institutions being able to facilitate change more quickly or to something else altogether.

Individual School Data

Individual schools tell individual stories with their data. Since not all schools have the same student body nor did all Tennessee schools have the same way of conforming to A-100, this data offers insight into the effectiveness of different methods of

implementation. More insight is gained when combined with qualitative data from the recollection of personal experiences. Unlike the total TBR data I included, I have not included data with respect to race and gender, although it was supplied to me. After careful review, I determined that the data were insufficient to draw any further conclusions with respect to demographics and locale without potentially compromising the anonymity of some of the students.

I derived all the individual school quantitative data from what TBR provided. The TBR coded each student's school, so I was able to compile the provided data and create the tables found in the Appendix by isolating the school as a constant.

Following Table 11 which highlights ALP features at all of Tennessee Community Colleges as found below, each individual school is noted by a brief insight into the school's location and size and some comparison to sister schools that may not be noted in Table 11. These individual school sections are brief in this chapter and only provide highlights in order to better navigate for comparison. Some schools are more notable than others for one reason or another, and I tried not to include any disparaging thoughts that may or may not be true. See Chapter 3 for a complete explanation of inclusions for the data.

Additional individual school data is presented in Appendix E beginning with National Center for Educational Statistics' Integrated Postsecondary Education Data System (IPEDS) data accessed on January 29, 2020 in order to show campus setting; unduplicated 12-month headcount and total Full Time Enrollment (FTE), by student level 2017-18; and full-time and part-time instructional staff for fall 2017. Excerpts from the 2019-2020 college catalogs are included with respect to courses pertaining to Basic

Writing (coded as various course rubrics and numbers per institution) and ENGL 1010, the first course of the two-semester first-year credit-level Writing combination for all students. Scheduling details for fall 2019 and spring 2020 semesters are included after the course description information, if details were available. Then, I included the comparable data as collected by the TBR. After each of these sub-sections, I present insights, notes, and points of interest – many of which relate directly to the features presented in Table 11. A number of these ALP features were easy to ascertain, but others had to be determined using qualitative data gained from interviews from insiders at individual institutions. While some insiders are quoted in Appendix E as well as the qualitative data below, I try to give as little information as possible into who answered from what school in order to provide anonymity. For this reason, the reader will not have names and/or specific positions that ties any interviewee to any specific school.

As mentioned, I compiled the data for Table 11 from reviewing the catalogs, schedules, available syllabi, completed surveys, and interviews. Merging all these pieces gave a more certain accounting of the features at each school. I gave the most weight to the interviews and surveys to clarify any discrepancies. After converging all this qualitative data, I dimensionalized the eight features for each school, leaving a question mark in the matrix if I was not certain about the feature at that institution. My thoughts on reviewing, combining, and converging the data for each school appear in Appendix E. The following is a key for Table 11 identifying feature per row and how determined for each school:

1. Mainstreaming (all TBR schools due to A-100)
2. Cohorted Learning Communities (determined by viewing scheduling)

3. Small class Size (under 15; determined by viewing scheduling)

4. Contextual Learning (determined by course description, viewing syllabus, and/or instructor interview)

5. Acceleration (all TBR schools due to A-100)

6. Heterogeneous Grouping (mixed in 1010; determined by viewing schedule and/or course description) (separate classes or the same; * not established structurally but heterogenous grouping can occur randomly through student registration)

7. Atmosphere where instructors pay attention to behavioral issues (determined by instructor interviews and surveys when available)

8. Attention to life problems (determined by instructor interviews when available)

Table 11: *TBR Community Colleges as Categorized by Adams et al. Eight Features*

	Chat	Clev	Colu	Dyer	Jack	Motl	Nash	Nort	Pell	Roan	Sout	Volu	Walt
1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
2	No	No	No	Some	No	No	No	Yes	Yes	No	No	Yes	Yes
3	No	No	No	No	No	No	No	No	No	No	No	No	Yes
4	?	?	Yes	?	?	?	Yes	?	?	Yes	?	Yes	?
5	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
6	*Yes	*Yes	*Yes	?	Yes	*Yes	*Yes	No	No	Yes	*Yes	Yes	Yes
7	?	?	?	?	?	Yes	Yes	Yes	Yes	?	?	Yes	Yes
8	?	?	?	?	?	No	Yes	?	?	?	?	Yes	Yes

While Table 11, above, shows differences in the qualitative data collected for the thirteen Tennessee Community Colleges, Table 12 and Table 13 offer methods of parsing out how the quantitative data stands out for the different colleges. Five areas of focus are presented in these tables:

- percent of first-time freshmen (FTF) attempting BW;

- percent of FTF attempting and completing BW in first semester;

- percent of FTF completing credit-level Writing in first and second semesters;

- fall-to-fall retention rates for first-time freshmen; and

- two-year, three-year, and four-year graduation rates for FTF attempting BW.

I see the last four measurements as most important when determining success for reasons I mentioned earlier.

Each area of focus listed above is important in itself and more important when positioned against other areas. The percentage of FTF attempting BW establishes a threshold for how many students BW can assist. Percent of students completing BW in the first semester shows that students are successful in the non-credit class and are deemed ready to take (and complete) credit-level Writing. Percent of students completing credit-level Writing is more of a marker of success than completing BW because BW is designed to give students the abilities and skills to pass credit-level Writing. Fall-to-fall retention rates for first-time freshmen provide a window to persistence for all students, but BW students are less likely to be retained due to a variety of reasons. Graduation rates for 2, 3, and 4-years illuminate not only full completion of a 2-year degree but also how quickly the degree is completed.

By looking at the standard deviation, which is derived from the institutional averages (where N=13 as the number of community colleges in the system), the outstanding colleges can be clearly determined beyond only being a top institution (or of the three top institutions in the state as also highlighted later in this chapter in Table 14). Further, the standard deviation shows how much differences in each area grew during A-100 implementation. Where standard deviation treats all schools as an equal rate (as does the institutional averages, the state average considers student totality throughout the state, thus making larger institutions weigh more heavily than smaller institutions. The tables

below provide the thresholds for outstanding data as seen in Figures 7-14. Exceeding the

institutional average and the standard deviation marks an exceptional category for an

institution. Not all categories have schools outside standard deviation, so noting the top

three schools in a category is another way to highlight the best schools in the state for

each category.

Table 12: *Institutional Standard Deviations for School-to-School Comparables*

		2013	2014	2015	2016	2017
Percent FTF attempt BW		5.99	8.19	10.28	10.42	12.96
Percent FTF Complete BW in 1st Semester		8.45	7.71	9.16	8.39	9.45
Complete Credit-level Course						
	1st Semester Percent	4.12	11.00	14.78	12.10	12.03
	2nd Semester Percent	5.04	6.94	5.76	4.67	2.29
F2F retention for BW attempters		4.57	3.79	5.46	4.17	4.36
BW Graduation Rate	2-year	0.90	1.51	2.28	2.10	-
	3-year	2.00	2.86	2.02	-	-
	4-year	1.09	1.09	-	-	-

x

x

x

Figure 7: Percent First-time Freshmen (FTF) Attempting BW

Statewide averages and institutional averages mainly stay in line for first-time freshmen attempting BW, with institutional averages being slightly below statewide averages. The institutional average being below the state average indicates that larger schools had higher percentages of students in BW. The widening of standard deviation represents the fact that over time the variance in the percentage of students attempting BW grew. This means that from 2013-2017, the variation of higher and lower percentages of BW students grew among the thirteen TBR Community Colleges. This indicates that some schools may have put more of a focus on the most at-risk students and have streamlined the services around those students; however, with little change in averages, this was not driven by smaller schools or larger schools but a phenomenon across the state with a few schools.
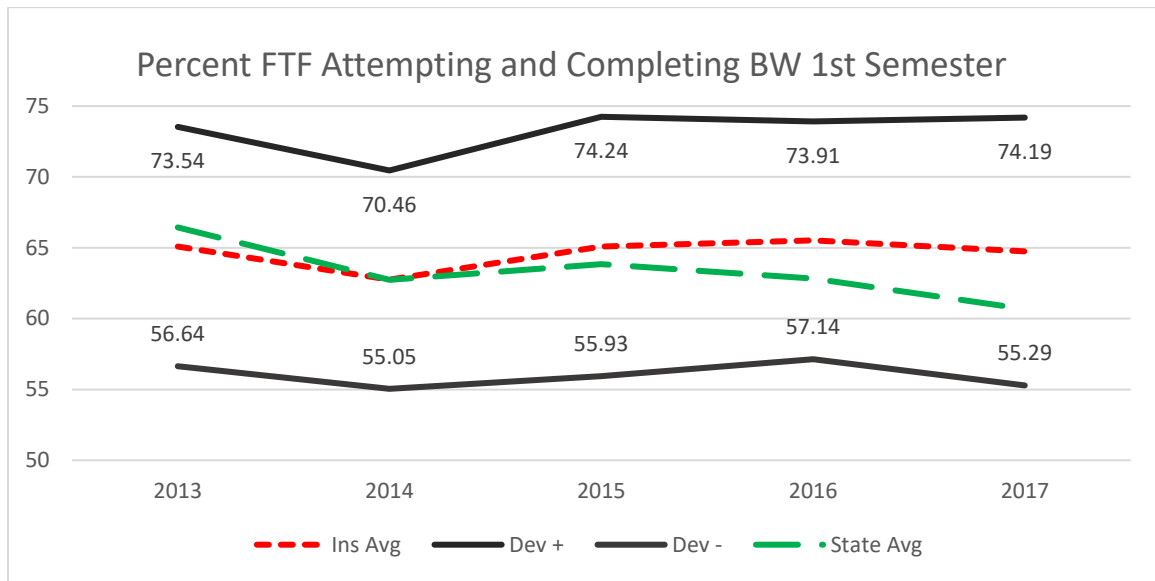
Figure 8: Percent First-time Freshmen Attempting and Completing BW 1st Semester

With standard deviation remaining fairly constant from 2013-2017 in first-time Freshmen attempting and completing BW in the first semester, Figure 8 alludes to a consistency within the state. The combination of decline of state average and the increase of the institutional average represents that smaller schools did not perform as well as larger schools before A-100 but certainly turned the tables after A-100. The decline of the state average and the increase in the institutional average while the two grew apart over time indicates that smaller schools did dramatically better than larger schools in the first few years. The state average being above institutional average in 2013 indicates that the larger schools were doing better than smaller schools before A-100 implementation. The incline of the institutional average from 2015 to 2016 followed by the ebb from 2016 to 2017 indicates that smaller schools may have lost their early momentum.
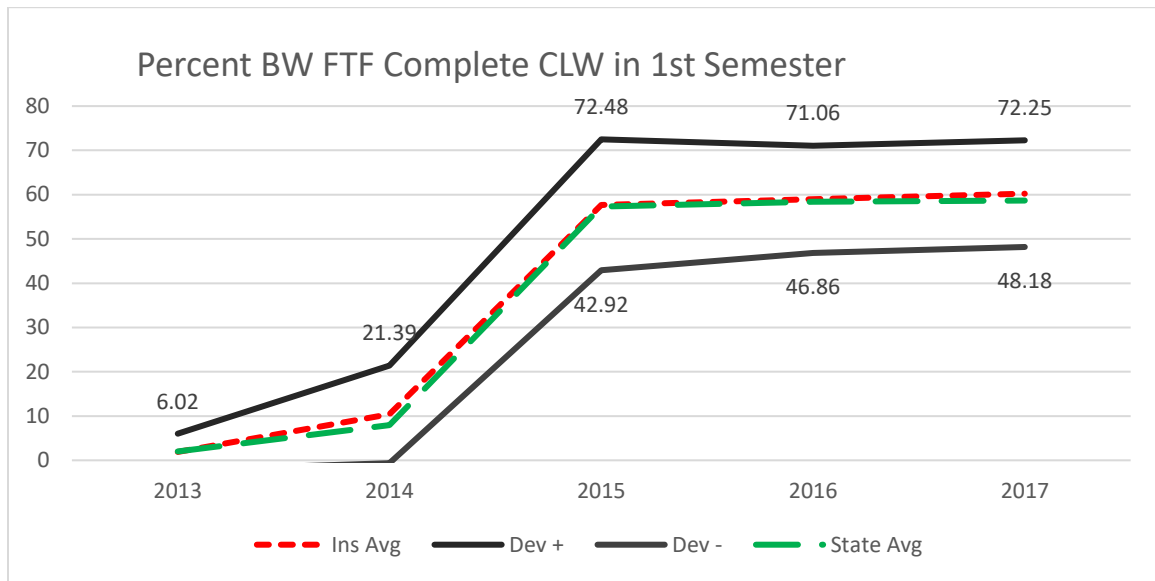
Figure 9: Percent BW FTF Who Complete Credit-level Writing in 1st Semester

The percentage of FTF completing credit-level Writing (CLW) in the first and second semesters tells a familiar tale of Mainstreaming and Accelerated implementation. The jumps that occur from 2014 to 2015 in both Figure 9 and Figure 10 indicate the discontinuity analysis of A-100 implementation as recognized on two line graphs. When both semesters are used together, they give more insight into the effects that such a program can make. The smaller difference in standard deviation (2013 for first semester completion in Figure 9 above and 2017 for second semester completion in Figure 10 below) is indicative of a smaller number of students creating a smaller standard deviation from all institutions.
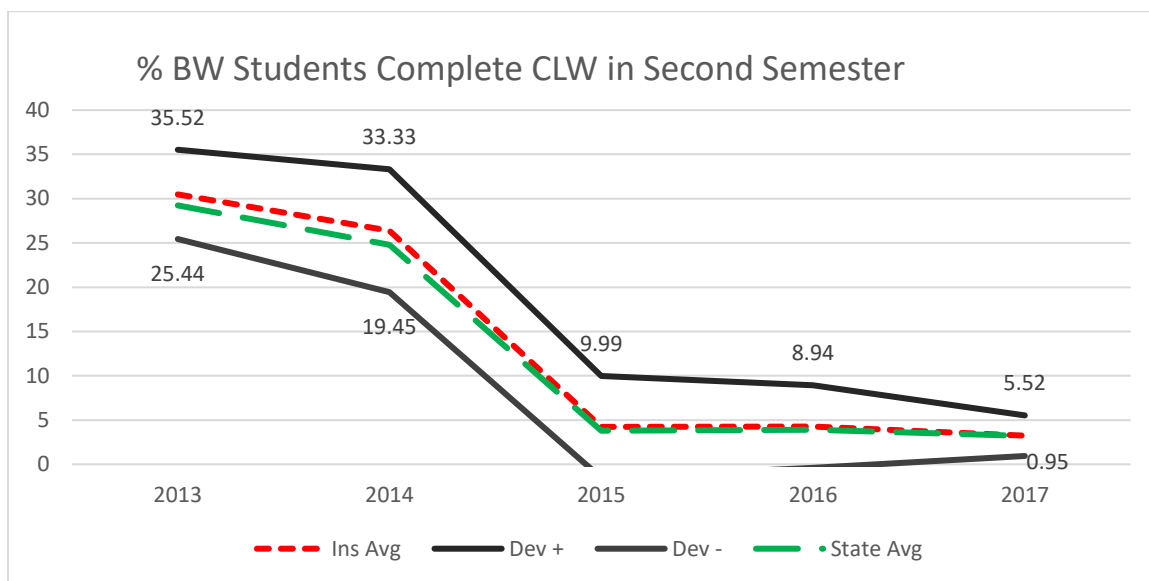
Figure 10: Percent BW FTF Who Complete Credit-level Writing in 2nd Semester

The decline in completion of credit-level Writing in the second semester (Figure 10) should be taken into consideration with completion in the first semester (Figure 9). These students had, and took advantage of, the opportunity to complete CLW earlier.
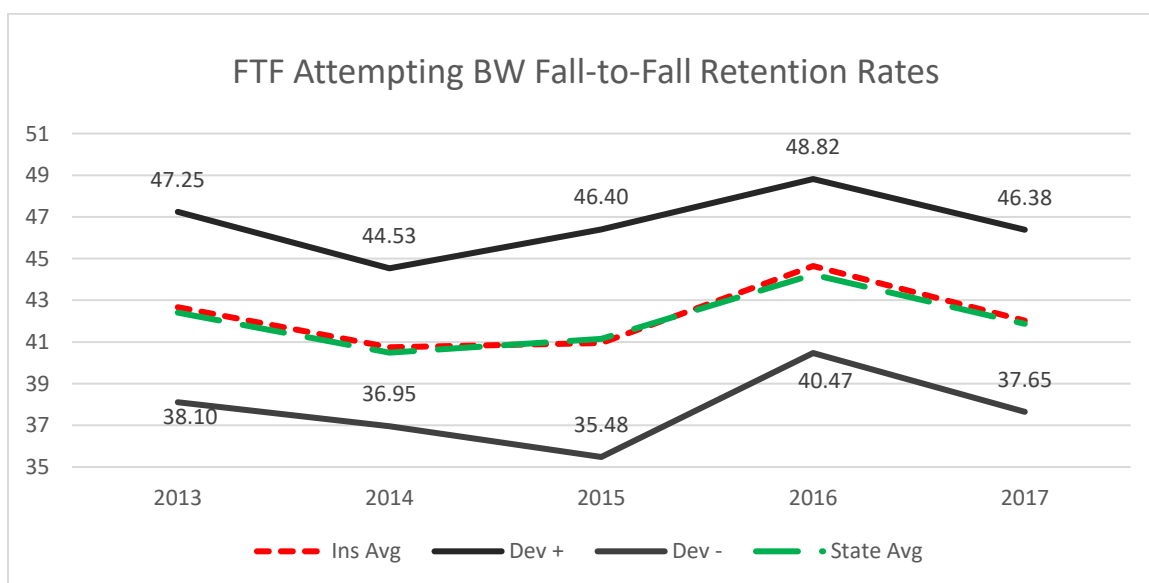
Figure 2: First-time Freshmen Attempting BW Fall-to-fall Retention Rates

Fall-to-fall retention rates marked in Figure 11 do not provide as much indication of success as graduation rates (which have their own problems mentioned below in Figure 12), but they do tell the story of success because they can indicate trajectory and first-year persistence. The aligned averages show little difference and little influence in school size. This information supports the assertion that little difference was made in retention rates as was explained earlier in this chapter.
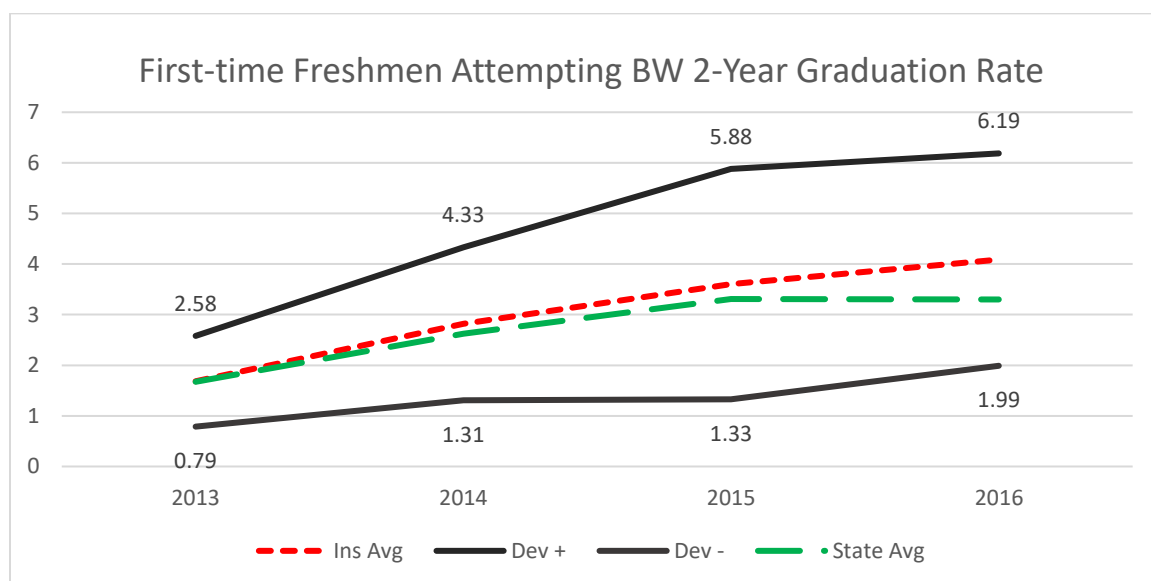
Figure 12: First-time Freshmen Attempting BW 2-Year Graduation Rate

Graduation rates are incomplete for a full comparison over the time of implementation. 2-year graduation rates show the performance of students completing in the timeliest fashion – students earning 60+ credit hours (some over 69 credit hours) to achieve a 60-credit degree within the two-year given time frame. Only data up to 2016 is complete. Again, performance for smaller schools affects the institutional average more than the state average, so smaller schools did better than larger schools with 2-year

graduation rates after A-100 implementation. This difference continued to grow over time as can be seen in the separation of the two lines from 2014-2016.
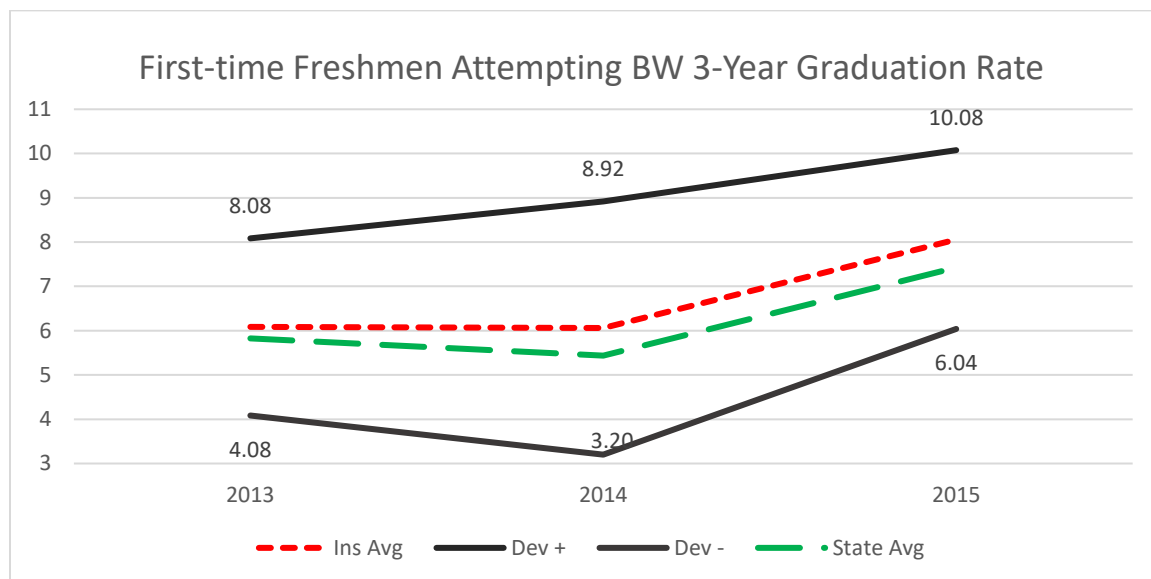
Figure 3: First-time Freshmen Attempting BW 3-Year Graduation Rate

While 3-year and 4-year graduation rates are less complete than the 2-year graduation rate data, Figure 13 and Figure 14 show that the state average is below the institutional average. This indicates a trend that will continue unless larger schools make changes to close this gap. Figure 13 shows a dip in the lower standard deviation in 2014 that is not as pronounced in the higher standard deviation. This dip in 2014 and subsequent improvement in 2015 indicates that the largest schools in the TBR shifted their trajectory in a positive direction for 3-year graduation rates. This shift that is not indicated in the 2-year rates (Figure 12) or the 4-year rates (Figure 14) can be explained by the largest schools implementing support to the most-at risk students and helping not only retain these students but putting the students on a manageable and realistic trajectory towards graduation.

First-time Freshmen Attempting BW 4-Year Graduation Rate
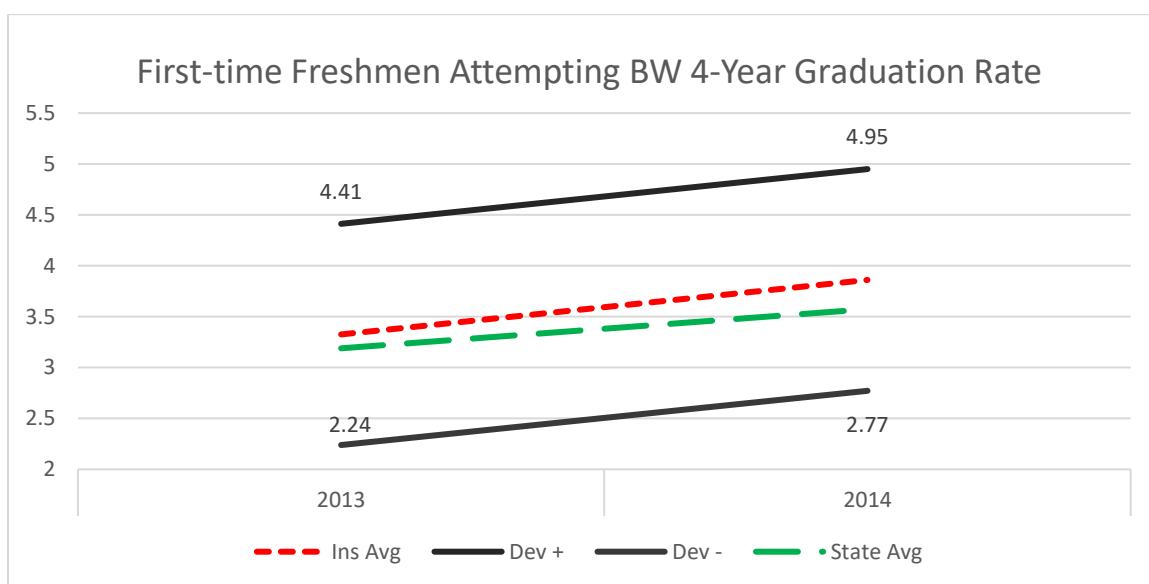
Figure 14: First-time Freshmen Attempting BW 4-Year Graduation Rate

After distilling the data through the preceding charts, patterns emerge where schools rise to the top of multiple categories. When looking at these top schools in the five categories of collection mandated by A-100 (completion of Basic Writing, completion of credit-level Writing, fall-to-fall Retention, graduation rates, and time to graduation), I paid closer attention to a few categories as I have mentioned before. Completion of Basic Writing meant little without completion of credit-level Writing. Since some – but far from the majority of – Basic Writing students were completing credit-level Writing in the first year and acceleration was designed to speed up the process, completion of credit-level Writing in the first semester and first year were important. Fall-to-fall retention mattered but not as much as graduation rates and time to graduation; however, fall-to-fall retention rates provided more data points and were more comparable than time to graduation and graduation rates. To simplify more, I recognized that time to graduation and graduation rates could be combined according to year. With

all of this in mind, I ranked post A-100 completion of credit-level Writing (first and second semester, although top marks in first semester always carried through for the year), then retention rates, and finally graduation rates. This gave me a clearer picture of the success I saw. Below, I present the analysis for each TBR institution according to these criteria. Table 14 below highlights the top three institutions in green background for each category and the numbers appear in red if the analysis showed numbers above standard deviation.

Table 14: *Ranked Success of TBR Community Colleges*

	Complete CLW 1 sem			Complete CLW year			Retention Rates			Grad Rate 2 YR		GR 3 YR
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2015
Chatt	50.25	56.60	50.68	53.20	58.40	54.30	37.93	41.80	35.29	1.31	1.40	6.40
Cleve	65.02	52.55	59.35	65.43	55.69	63.55	37.04	40.78	40.19	7.00	6.67	10.70
Colum	47.98	59.60	62.31	49.87	62.15	64.82	34.23	44.07	41.46	2.43	3.39	6.47
Dyers	20.41	55.17	80.28	42.86	68.97	81.69	31.63	44.83	49.30	1.53	5.52	7.65
Jacks	48.60	27.66	38.83	55.14	42.64	48.22	38.08	41.88	41.12	3.50	2.28	7.24
Motlow	74.19	67.15	68.05	76.14	68.19	69.88	48.16	44.91	38.94	6.51	6.86	9.11
Nashville	52.94	47.59	51.73	57.90	52.81	55.92	35.29	39.97	38.44	3.11	2.67	4.38
Northeast	59.20	70.28	62.85	61.60	71.67	64.76	44.27	54.17	42.25	1.87	3.33	9.60
Pellissippi	58.46	58.36	56.29	61.59	61.83	60.48	45.38	42.11	44.61	7.25	4.42	9.96
Roane	69.14	72.19	47.47	72.22	74.83	52.07	45.06	49.01	37.79	6.17	6.62	7.41
Southwest	60.45	65.57	61.25	64.45	68.86	63.91	44.46	48.13	45.79	1.50	1.33	6.33
Volunteer	64.20	61.96	62.09	65.40	64.20	63.03	43.00	40.62	41.03	1.80	2.24	8.00
Walters	79.31	71.79	81.65	79.31	71.79	82.28	47.70	48.08	50.00	2.87	6.41	11.49
INS AVG	57.70	58.96	60.22	61.93	63.23	63.46	40.94	44.64	42.02	3.60	4.09	8.06
STD DEV+	72.48	71.06	72.25	82.47	80.01	77.78	46.40	48.82	46.38	5.88	6.19	10.08

Ranking the numbers above for categories per year, gives the following figures that make visual comparison of the institutions more manageable.
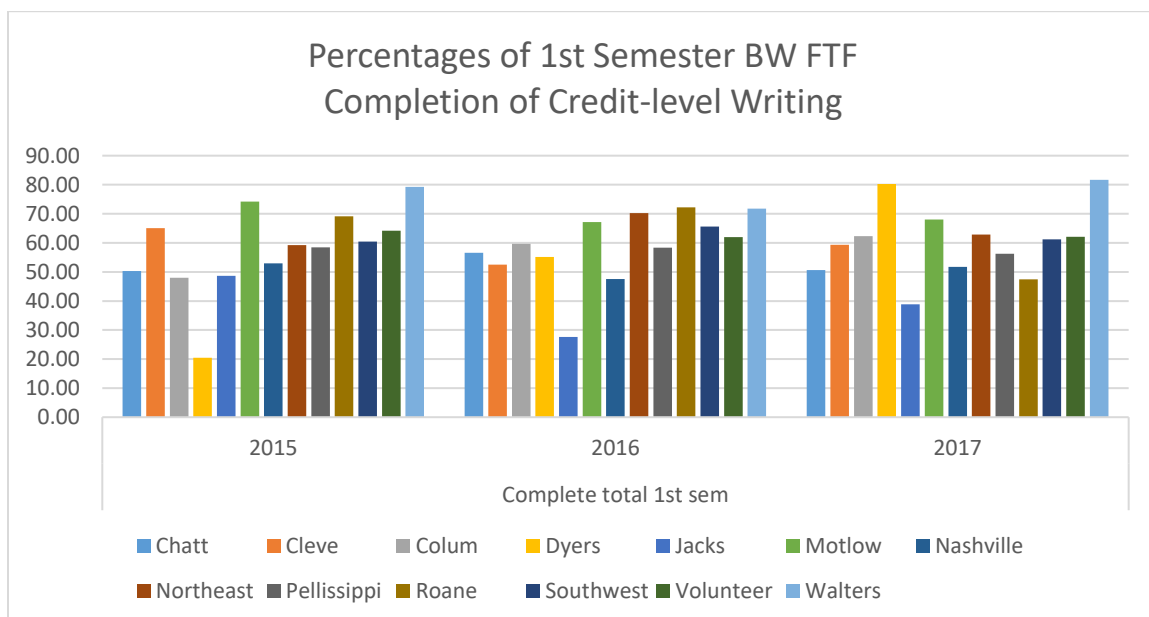
Figure 15: Percentages of First Semester BW FTF Completion of Credit-level Writing for TBR Community Colleges

Being a stronger level of success than completion of BW, completion of credit-level Writing is an important quick indicator of success. In the three years recorded, Walters State was near the top school if not the top school. Motlow State deserves an honorable mention too since they also were near the top each year. Paying attention to the features of these two schools as noted in Table 11 can give insight to what features may best support this outcome. Eyes may gravitate to the higher bars in Figure 15 to represent the most successful schools, but attention should also be paid to schools like Dyersburg State CC which grows from the lowest success in 2015 to the second most successful in 2017. Some adaption(s) that they did during the implementation of A-100 changed positively their percentage of first-semester Basic Writers who complete credit-level Writing.
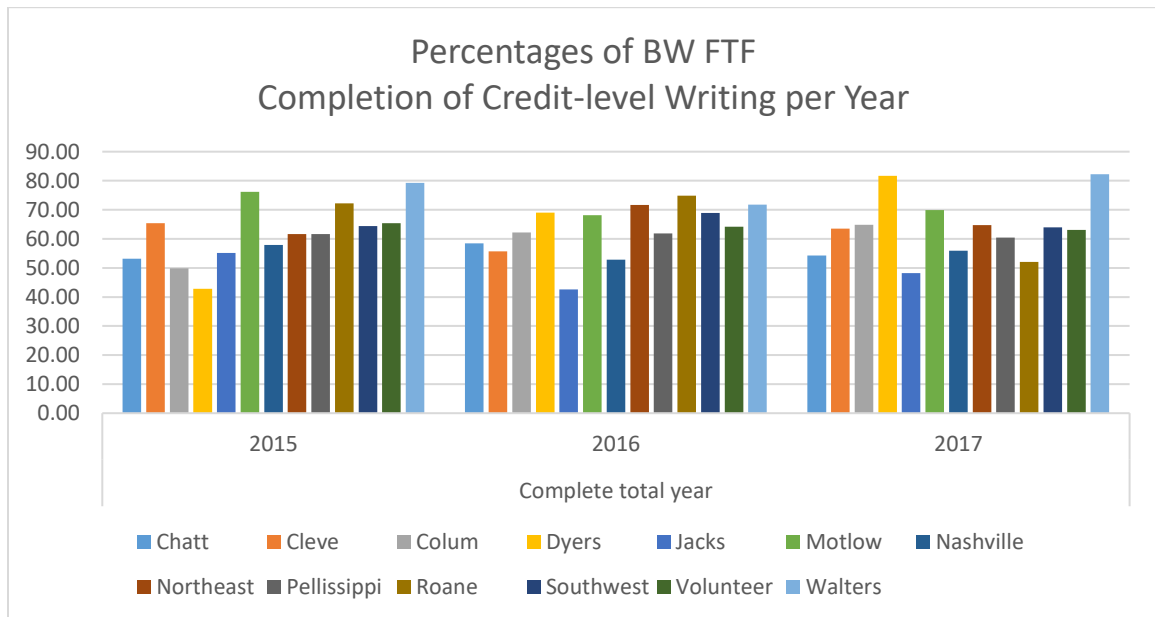
Figure 4: Percentages of BW FTF Completion of Credit-level Writing per Year for TBR Community Colleges

Examining the full year for completion of credit-level Writing gives more insight into A-100 success than only looking at the first semester. Figure 16 not only helps tell the story of students who still passed credit-level Writing but took a little longer, but this figure also tells the story in comparison to the students earlier who were not given the chance to complete credit-level Writing in the first semester, as was the case before A-100 implementation. The improvements in percentages that continue past A-100 implementation indicates that many schools continue to adjust and improve and that some schools may take momentary dips in improvement which can denote trying new approaches and readjusting after seeing the results of those new approaches.
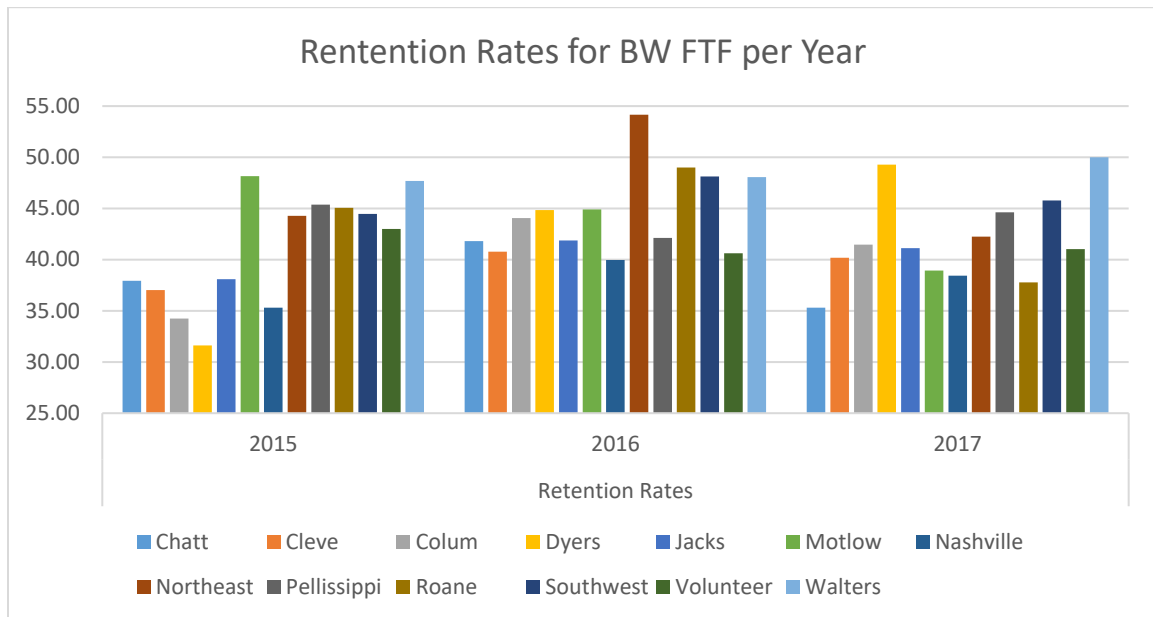
Figure 17: Retention Rates for BW FTF per Year for TBR Community Colleges

Retention rates for BW first-time freshmen give insight to persistence. This data could also have something to do with the continuation of the hope factor I mentioned earlier in this chapter. Retention rates per school for first-time freshmen tell a story about implementation that is not captured in state-wide retention rates and institutional average retention rates highlighted earlier. The overall increase in retention rates from 2015 to 2016 and the subsequent fall in 2017 implies that improvements in retention are a continuing process. One explanation for this is that so many factors affect retention rates that some schools may direct focus away from some areas that more positively affected retention than the school realized. Another suggestion resulting from Figure 17 is that schools will need to continue to improve areas that positively affect retention and not become complacent.
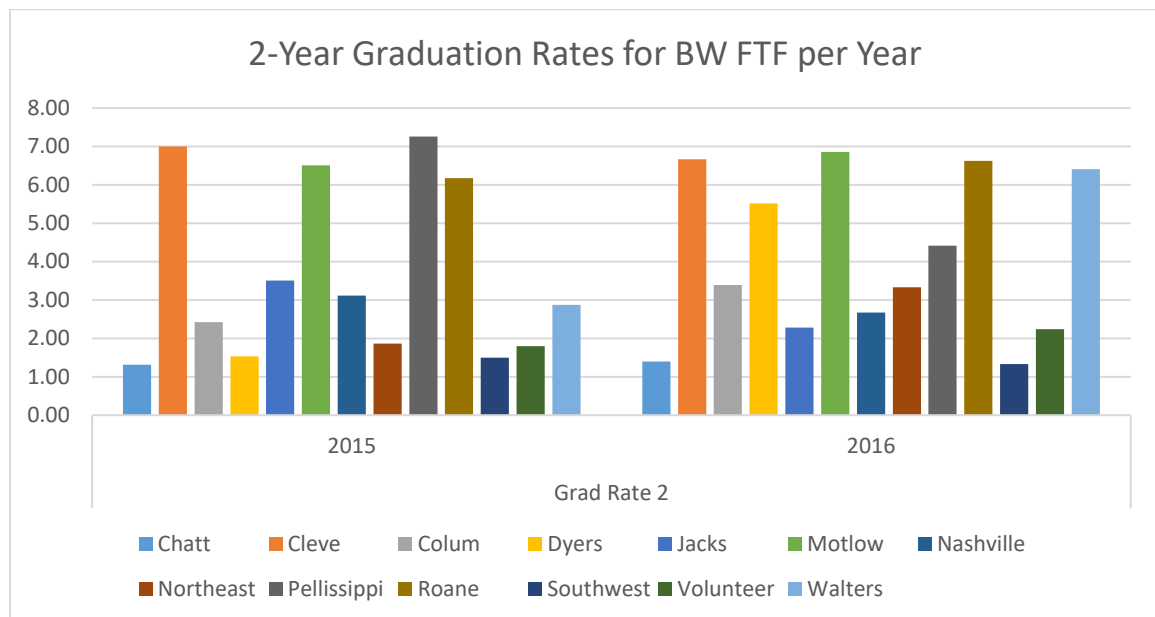
Figure 18: Two-year Graduation Rates for BW FTF per Year in TBR Community Colleges

Again, graduation rates are the best indicator of success for the program; however, my data is not as complete as I would like. Graduation rates for individual schools could give insight into the culture of support offered for students – a culture that can facilitate not only the feeling of belonging but also a positive mindset of future accomplishments. Drops in graduation rates like can be seen with Pellissippi State in Figure 18 indicate, like retention rates from Figure 17, that monitoring and maintenance must continue and that schools should not become complacent. Increases from Dyersburg State and Walters State indicate the nimble and dexterous nature better enable smaller schools to implement drastic, positive change faster.

3-Year Graduation Rates for BW FTF per Year
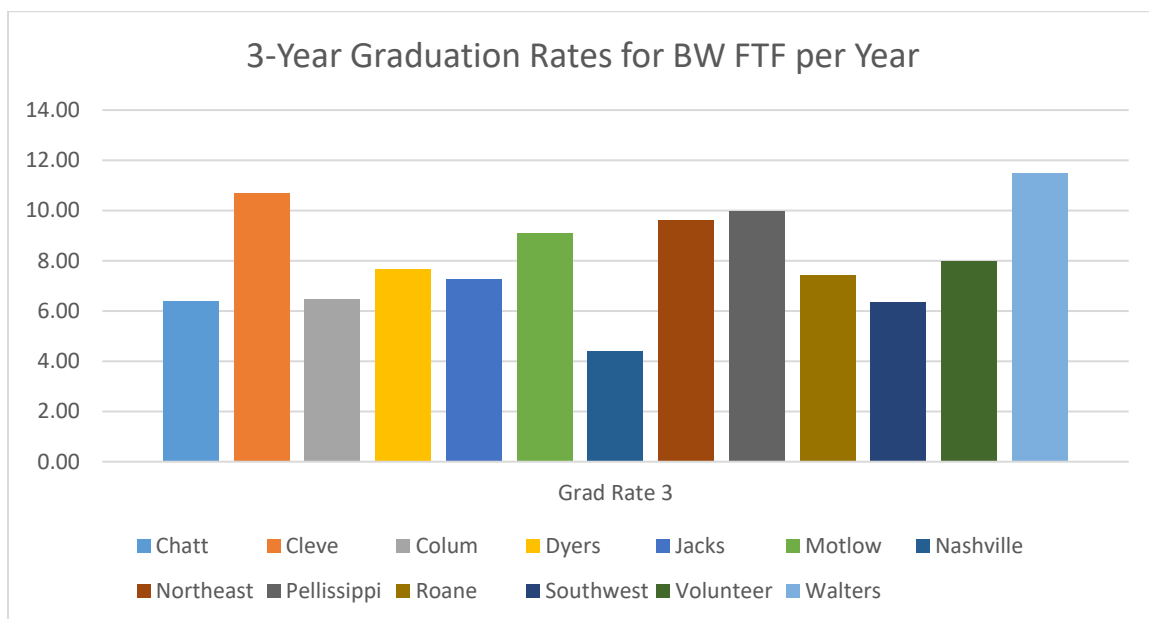
Figure 5: Three-year Graduation Rates for BW FTF per Year in TBR Community Colleges

3-year graduation rates help show persistence and retention for support of these at-risk students. With Walter State being on top of this and so many other comparative categories, questions arise around the school and what they may be doing. As indicated in Table 14, the school had several top rankings in completion, retention, and graduation. They often were also above the standard deviation in many of the categories of success as noted in the table. They also most closely followed the ALP features (Table 11).

In the following few pages, individual information about each school comes forward focusing on the positive highlights for each school as well as notable qualitative data collected on the school. Attention is paid to each school with a brief statement about setting and school size. The notable information and comparisons that follow spotlight where schools excelled and provide context for what could have caused such positive performance.

Chattanooga State Community College

About the school:

Chattanooga State Community College is in a midsize city setting. The FTE (full time enrollment) is 5,382.

Notables and comparisons with sister schools:

- Chattanooga State's 2019-2020 implementation of ENGL 0900 – Integrated LS Writing and Reading shows that the college is still monitoring and adjusting to fit student needs.

- Chattanooga State's development of the shared paper "TBR: Flash Corequisite Model" shows that the school wanted to have stronger communication channels with both the TBR and with faculty.

- Chattanooga State's Flash paper, a paper provided to me by Chattanooga State faculty giving condensed insight into their program, introduces good ideas moving forward like placing Basic Writing classes strategically close to the writing center and reiterates established ideas like freedom of course and curriculum design.

- Corequisite implementation affected Chattanooga State's Basic Writing completion more significantly than the statewide average while not positively affecting Basic Writing students who were not first-time freshmen.

- Chattanooga State's percentage change from 2014 to 2015 for completion of Basic Writing was 15.78 points, 13.65 points greater than the average change in TBR schools during the same period. This change shows that corequisite

implementation affected Chattanooga State more significantly than the rest of the

state in general.

Cleveland State Community College

About the School:

Cleveland State Community College is in a small city setting. The FTE (full time enrollment) is 2,021.

Notables and comparisons with sister schools:

- Cleveland State's program lagged behind TBR average pass rates for BW in 2013 and 2014. By 2017, these were more in line with TBR averages. They saw some of the strongest gains in this area for the TBR.

- The percentage of Cleveland State students who passed their Basic Writing course (0900) and then passed 1010 are higher than TBR averages. The 0900 increase from 2014 to 2015 of 16.14 percentage points is 13.81 percentage points higher than the increase in TBR average, but Cleveland State was well below TBR averages in 2013 and 2014. Cleveland State's implementation helped students pass the Basic Writing course at higher than TBR average rates.

- Cleveland State appears to have started implementation before 2015 and their momentum carried them above state averages for 2015.

- 2-year graduation rates for students needing Basic Writing increased drastically, but 2-year graduation rates for all students increased during that time. 2015 2-year and 3-year graduation rates were above the standard deviation for students attempting Basic Writing but not for all students. Cleveland State should be recognized for these high graduation rates for BW students.

- Cleveland State saw some strong increases, but they started with weaker numbers in comparison to other TBR schools.

Columbia State Community College

About the school:

Columbia State Community College is in a small city setting. The FTE (full time enrollment) is 3,983.

Notables and comparisons with sister schools:

- Columbia State's course descriptions point directly to contextual learning within the BW class.

- Columbia State having only 20 seats in ENGL 0802 allows for more individualized instruction and is among the smaller sized sections of Basic Writing in the TBR.

- Credit-level completion increased yearly for first-time freshmen after implementation (2015 [47.98%], 2016 [59.60%], and 2017 [62.31%]) while the percentage of total students passing Basic Writing declined during implementation. This does not indicate a bubble effect as indicated in TBR data but rather a constant and consistent improvement that should be investigated further.

Dyersburg State Community College

About the school:

Dyersburg State Community College is in a distant town setting. The FTE (full time enrollment) is 1,661.

Notables and comparisons with sister schools:

- Dyersburg State having only 20 seats in ENGL 0810 allows for more individualized instruction and is among the smaller sized sections of Basic Writing in the TBR.

- At Dyersburg State, some sections of ENGL 0810 are directly linked to sections of ENGL 1010 to create a cohorted group but not heterogenous grouping in the 1010 class.

- The percentage of Dyersburg State students attempting Basic Writing in 2017 plummeted from 2015. In 2017, the 12.39% of first-time freshmen was less than half of the TBR institutional average for first-time freshmen attempting Basic Writing. The TBR percentages hover around 29% per year, but the percentage for Dyersburg State dropped significantly from 2015 at 32.03% to 2017 at 12.39%. This could be due to the requirements in taking Basic Writing, the quality of secondary schools, something else entirely, or some combination thereof. This theme occurs slightly more in smaller schools – a claim that is supported by the fact that from 2012-2017 the average of institutional averages for this number is slightly lower than the average for all TBR students.

- DSCC percentages for the completion of Basic Writing in 2016 and 2017 grew significantly for all students attempting and for first-time freshmen attempting.

With percentages falling between 77.93-81.69, both groups are above the standard deviation for each year. This could have been because of the smaller, more manageable number of students, as mentioned above, or possibly because DSCC may have changed its approach to ensure better success – not that this is an either/or situation, and other factors may have contributed.

- The percentage of students who needed Basic Writing and completed credit-level Writing in the first semester grew at a sharper incline and ended at a sharper trajectory than any other TBR school: 0% in 2013, 10.07% in 2014, 20.41% in 2015, 55.17% in 2016, to a final 80.28% in 2017. While 2013-2014 and 2016 numbers are within standard deviation, 2015 is 22.51 points below standard deviation and 2017 8.03 points above.

- DSCC's 2017 first-time freshmen completion of credit-level Writing (80.28%) is 8.03 points higher than standard deviation and may, with other data points mentioned above, reflect that smaller institutions can make a more positive difference reconfiguring their Basic Writing.

- The students who attempted Basic Writing in 2017 had higher retention rates than regular students, another atypical data point that alludes to a phenomenon happening in 2017 (or DSCC data is too small to be completely reliable).

- Although the first-time Freshmen 2014 2-year rate is 0.57 higher and 2013 4-year graduation rate 1.04 higher than state institutional averages, the differences in DSCC graduation rates and TBR average rates are not statistically significant when considering the smaller number of students and variations that occur with other DSCC data. So many variations seem to point to the small number of

students changing the data or the positive, albeit irregular, affect that DSCC had on Basic Writing students.

- DSCC had stellar marks with the 2017 BW class. Completion of credit-level Writing in the first semester and first year and retention rates were all above the standard deviation.

Jackson State Community College

About the school:

Jackson State Community College is in a small city setting. The FTE (full time enrollment) is 2,953.

Notables and comparisons with sister schools:

- Jackson State has two Basic Writing classes in their 2020 catalog. ENGL 0899 class accounts for students who do not need ENGL 1010 in their accredited certificate as well as students who have scored below a 15 ENGL ACT or equivalent. ENGL 0899 does not directly support ENGL 1010, but it is designed to establish a proficiency in English. The ENGL 0010 course description presents the course as established to directly support the ENGL 1010 class.

- Jackson State's Spring 2020 schedule exemplifies how spring semesters, satellite campuses, and differing times can create a phenomenon of stress in making a schedule designed to support some of the most at-risk students.

- Although JSCC's 12/7/4 ratio in 1010 (12 non-LS students, 7 ENGL 0010 students, and 4 ENGL 0899 students) may help with heterogenous mixtures, this scheduling feature also can create a problem in scalability even without cohorts.

- With completion rates for Basic Writing classes on par with the rest of TBR, rates for second semester completion of credit-level courses being higher after A-100 implementation, and rates for first semester completion of credit-level course being significantly lower than TBR averages, data indicates the possibility of a culture similar to one where Basic Writing students are caught in a longer pipeline where attrition increases before becoming eligible for the credit-level class. This

observation leads also to the observation that Jackson State's mindset may not have transitioned away from the old system as quickly as other TBR schools transitioned away.

- Jackson State has had historically high 2-year graduation rates for Basic Writing students. A-100 implementation did not positively affect these numbers.

- The two points above indicate that Jackson State may have had pride around the system they had in place before A-100 and the school more reluctant to change.

Motlow State Community College

About the school:

Motlow State Community College's Moore County campus is in a rural setting. The FTE (full time enrollment) is 4,340.

Notables and comparisons with sister schools:

- Motlow State requires a 3-credit hour, First Year Experience course for its students in Learning Support Classes (BW, Reading, and co-requisite Math).

- MSCC's Basic Writing course includes contextual learning as stated in the course description.

- MSCC's ENGL 1010 and ENGL 0810 sections are not linked for cohorted learning communities except for asynchronous online courses.

- MSCC tries to have tutors for each of the 0810 classes, but staffing does not always allow for that.

- MSCC's ENGL 0810 class content and pedagogy vary from instructor to instructor.

- MSCC had statistically lower percentages attempting Basic Writing classes than TBR averages except for 2017, but only 2013 data was just outside the standard deviation by 0.06.

- MSCC started to turn around their BW program a year earlier than most other TBR schools. Gains in BW completion and first semester credit-level course completion show this.

- MSCC first semester completion rates for credit-level courses were significantly higher than TBR averages. First semester completion percentages for 2014 and

2015 were each above the standard deviation for the average from all institutions (0.38 and 2.71 respectively). These positive differences are significant and reflect something that appears to be working at MSCC during the times just before and after A-100 implementation.

- Fall-to-fall retention rates as well as graduation rates were also higher than TBR averages for students needing Basic Writing. Graduation rates are significantly higher than the TBR averages for all first-time freshmen and those needing Basic Writing. For both groups all 2-year graduation rates and the 2014 3-year and 4-year rates were above the respective standards deviations. The only variance was that the 2013 3-year graduation rate for those needing Basic Writing was above the standard deviation when the same point for those not needing BW was within the standard deviation.

Nashville State Community College

About the school:

Nashville State Community College is in a large city setting. The FTE (full time enrollment) is 5,234.

Notables and comparisons with sister schools:

- Like Jackson State, NSCC has a class that allows certificate only students to complete the ENGL competency; however, this class was only scheduled twice and finished with a total of two students.

- Changes to the 2019 syllabus for the Basic Writing class reflects contextual learning

- NSCC faculty felt that the TBR numbers for students testing into Basic Writing seemed low. Even if no discrepancy exists, this shows a disagreement in perception between faculty experience and the numbers in general.

- Several moves like a revised pedagogical and curricular approach to ENGL 0815/0810 at NSCC indicate a larger desire to continue to improve by refining Basic Writing at the college. This improvement is reflected in an increase to the percentage of BW students passing 1010 while declines in the percentage of students passing Basic Writing.

- A much higher percentage of students, especially first-time freshmen, were passing Basic Writing at NSCC than other TBR institutions in 2013 and 2014 with percentages for both years above standard deviation. This percentage cools in 2015-2017, and the percentage was not reflected in credit-level pass rates or graduation rates for those years.

- Completion of NSCC's credit-level Writing in the first year increased from between 26.11%-27.07% in 2013 and 2014 to 52-61% in 2015-2017. A-100 more than doubled the BW students' completion rates of credit-level Writing in their first year.

- NSCC faculty report having the same obstacles as many colleges outside of Tennessee also had when they wanted to follow established ALP features. Administrative restrictions prevented cohort classes because the structure was too complex and too labor intensive for Banner, and because administration felt that limited scheduling would not work for NSCC student populations.

Northeast State Community College

About the school:

Northeast State Community College is in a rural setting. The FTE (full time enrollment) is 4,066.

Notables and comparisons with sister schools:

- Northeast State Community College's redesigned Basic Writing class peculiarly has the title "Basic and Developmental Writing (Learning Support)." The main part of the title seems to be a holdover from older classes and possibly reflects the mindset of the school.

- Changes in Fall 2019, moving from computerized modules, indicate that four years after A-100 implementation, Northeast State continues to develop its curriculum and pedagogy.

- The two years prior to A-100 implementation, no one passed credit-level Writing their first semester if deemed "not ready" for credit-level Writing.

- ENGL 0870 classes are directly linked to sections of ENGL 1010 in the schedule. The 0870 meetings take place in a computer lab. This scalable move allows for cohorted learning but not for heterogenous student population.

- Contextual learning takes place, and 0870 assignments often compliment 1010 assignments. 1010 instructors are not to accept final drafts until the work is reviewed by 0870 instructors.

- Due to a shortage of adjuncts, ENGL 1010 classes are staffed first with Masters+ level instructors then ENGL 0870 classes are staffed last because required credentials are only at a Bachelors+ level.

- Northeast had stellar marks with the 2016 BW class. Completion of credit-level Writing in the first semester and first year and retention rates were all in the top three for institutions. Retention rates were the highest in the TBR for any time after A-100.

Pellissippi State Community College

About the school:

Pellissippi State Community College is in a suburban setting. The FTE (full time enrollment) is 7,121.

Notables and comparisons with sister schools:

- Pellissippi State's 2-credit Basic Writing class, ENGL 0920, is different from the setup at any other TBR school. This enables the cohorted classes to meet five days a week with the same time, teacher, and room. PSCC structure the 0920/1010 sections as if they are one course even though they are two separate sections in Banner and the learning management system. This is the only 2-credit ENGL LS class in the TBR system.

- While the course description does not point to contextual learning, the structure easily allows for it.

- PSCC's cohorted ENGL 0920 and ENGL 1010 sections are capped at 20 students, unlike the ENGL 1010 sections not linked to ENGL 0920. Those sections are capped at 27 students each.

- Although several BW students (5.91%) were passing credit-level Writing at PSCC in their first semester (atypical for most TBR schools but similar to NSCC), after A-100 implementation the percentage completing grew just under ten times as much (also like NSCC).

- Graduation rates for first-time freshmen needing Basic Writing at PSCC has historically been higher than TBR institutional averages, but so have all PSCC graduation rates. PSCC first-time freshmen needing BW 2-year graduation rates

for 2013-2015 and 3-year graduation rates for 2013-2014 were higher than the standard deviation; however, the 2015 2-year rate and 2014 3-year rate for all students were higher than the standard deviation. This supports the idea that PSCC had an established success for Basic Writing students graduating when A-100 was implemented.

Roane State Community College

About the school:

Roane State Community College is in a distant town setting. The FTE (full time enrollment) is 3,514.

Notables and comparisons with sister schools:

- Unlike other TBR schools, Roane State has the prerequisite for Reading Learning Support classes to be completed prior to ENGL 1010 enrollment. This postpones ENGL 1010 (and ENGL 0510) for students who were deemed deficient in reading until after their first semester. Various data do not reflect this occurring on a large scale.

- Contextual learning for ENGL 1010 is built into the course description for ENGL 0510.

- RSCC's scheduled ENGL 1010 classes have 11 seats for ENGL 0510 students and another 12 seats for non-ENGL 0510 students allowing for heterogenous grouping. Since sections are not linked, there is no guarantee of cohorted learning communities.

- The percentage of Roane State first-time freshmen attempting Basic Writing in 2015 decreased sharply from earlier years and stayed at the lower rate. Only 2015 and 2016 percentages fell below the standard deviation range.

- Something happened in 2015, the year of A-100 implementation, that provided a bump in completion percentages for not only Basic Writing but also credit-level Writing. The percentage of all students and the percentage of first-time freshmen

students who completed Basic Writing in 2015 and 2016 are higher than the range for standard deviation for all TBR institutions.

- In 2013 and 2014, RSCC did not have anyone passing credit-level Writing their first semester when needing BW. The percentage climbed to 72.19% (13.23 above institutional averages, 1.13 above standard deviation) in 2016 and fell in 2017.

- 2-year graduation rates for first-time freshmen needing LS steadily increased and stayed above institutional averages from 2014-2016 (and above standard deviation in 2015-2016), but graduation rates for all first-time freshmen also increased during the same time.

- After A-100 implementation, Roane State was one of the top three institutions in the state for the following categories: BW student 1st semester completion (and first year completion) of credit-level Writing in 2015 and 2016, Basic Writing student retention rates for 2016, and 2-year BW student graduation rates for 2016.

Southwest Tennessee Community College

About the school:

Southwest Tennessee Community College is in a large city setting. The FTE (full time enrollment) is 6,112.

Notables and comparisons with sister schools:

- Southwest Tennessee CC's most noteworthy difference from other TBR schools' Basic Writing course descriptions is the pass/fail grade given for their Basic Writing course, ENGL 0810. Other schools are on an A-F scale, but this information is not included in the course description.

- The section size of 20 seats for each ENGL 0810 and ENGL 1010 is in line with some of the smaller sections for 0810 and the smallest in 1010, but with these sections unlinked, the structure does not provide for cohorted learning communities.

- Sections of ENGL 0810 are not linked to ENGL 1010 sections, creating a scalable model that provides for but does not force a heterogeneous mixing of students.

- The percentage of students taking Basic Writing at STCC has been significantly higher than TBR averages – often being 20 or more points higher in some years. This may or may not have to do with factors like the students, the pedagogy, and/or the curriculum.

- STCC's retention rates for students attempting Basic Writing and students not attempting Basic Writing are more closely aligned than other schools. Students attempting BW from 2013-2017 vary by 3.49 percentage points at the most and 0.49 points at the least. The average difference is only 1.65 percentage points.

- Basic Writing student retention rates for both 2016 and 2017 were in the top three for TBR institutions.

- Graduation rates for all students at STCC are low. While students needing Basic Writing are lower than students not needing Basic Writing, the biggest difference with TBR averages occurs in those not needing Basic Writing.

- SWCC has some of the highest percentage of attempters of BW, some of the lowest graduation rates but some of the strongest change for completion of credit-level Writing after A-100.

Volunteer State Community College

About the school:

Volunteer State Community College is in a large suburban setting. The FTE (full time enrollment) is 5,923.

Notables and comparisons with sister schools:

- Volunteer State CC's triad plan (having two ENGL 1010 classes and one ENGL 0810 class to combine for a cohort of students) is not as scalable as many other TBR schools' plans, but the support is much stronger with two ENGL 1010 cohorts forming an ENGL 0810 section often with the same teacher.

- With only 18 students in ENGL 0810 sections, VSCC has some of the smallest BW sections.

- VSCC had piloted tracks before 2015 that allowed for students to complete ENGL 1010 in their first semester at an accelerated pace although enrollment was not concurrent in early Basic Writing (early, non- Learning Support ENGL 0810) and ENGL 1010. VSCC saw increases in first semester credit-level Writing from 14.16% (2013) and 17.89% (2014) to over 61% after A-100 implementation.

- Volunteer State showed a noticeable increase in fall-to-fall retention for Basic Writing students after implementation of A-100. When only about half of the TBR schools showed increase in fall-to-fall retention, VSCC was the only school that consistently showed this retention being 5 percentage points (or more) higher. Retention for all first-time freshmen did not see this increase, which is strange since that number included those attempting BW. In fact, 2015 retention for all declined by 0.44% but increased for those attempting LS by 7.54%.

Walters State Community College

About the school:

Walters State Community College is in a small city setting. The FTE (full time enrollment) is 3,966.

Notables and comparisons with sister schools:

- Walters State Community College's catalog has four different Basic Writing classes listed that were not offered in the Fall 2019 or Spring 2020 schedule. ENGL 0804 was the only nontransferable course, but the course description included direct support for contextual learning.

- WSCC sections of ENGL 0804 have 13 seats that directly feed into ENGL 1010 sections which have another 13 seats for students not needing ENGL 0804 (26 seats total); this supports cohorted, small groups for the 0804 class.

- WSCC is the TBR model most in keeping with CCBC's ALP features as reflected earlier in Table 13.

- Like the data from Roane State Community College, WSCC data shows a precipitous drop in the percent of students needing Learning Support writing in 2015. The percentage of first-time freshmen at WSCC needing LS went from 28.07% to 10.71% at this time. The drop continued from 2013 to 2017. After 2013-2014 numbers were within 1% of institutional averages, 2015-2017 percentages were 6-7 percentage points lower than standard deviation.

- Walter State had the highest percentage of first-time freshmen BW completion in Fall 2015 of all the TBR schools – 84.48% of students attempting Basic Writing completed it, 6.71% higher than the next closest institution (Roane State). 2017

percentage of first-time freshmen BW completion in the fall semester was 87.34%, 26.28% points higher than the TBR average, 13.15 points over standard deviation, and 4.59 over the next closest school (Dyersburg State).

- The percentage of students who needed Basic Writing and completed credit-level Writing in the first semester grew faster, more consistently, and more than any other TBR school: 0% in 2013, 34.17% in 2014, 79.31% in 2015, 71.79% in 2016, to a final 81.65% in 2017. 2014-2017 percentages were 22.61, 20.34, 12.83, and 21.43 percentage points above institutional averages; 12.79, 8.83, 0.63, and 9.40 above standard deviation, and 5.12 points above MSCC in 2015, 0.39 below RSCC (the highest) in 2016, and 1.37 above DSCC (the next closest school) in 2017.

- Fall-to-fall retention rates for first-time freshmen attempting Basic Writing showed significantly greater gains after A-100 implementation than the gains seen with retention rates for all first-time freshmen. The 47.70% of 2015 was 1.30 points over the standard deviation, and the 50.00% of 2017 was 3.62 over standard deviation.

- Two-year graduation rates for first-time freshmen needing BW jumped from 2.87% for the class beginning in 2015 to 6.41% for the class beginning in 2016.

- Post A-100 implementation, WSCC's performance on completion of credit-level Writing, graduation rates for BW students, and retention of BW students were consistently at or near the top of the TBR.

Qualitative Data – Surveys and Interviews That Explain the Features

Analysis of the quantitative data provided by the TBR on over 98,000 students

and the qualitative data collected by inspecting schedule, course catalogs, syllabi, and

other course documents from thirteen individual institutions, provides the basis for an

examination of ALP features stronger than any to date. When this convergent data

analysis further combines with the qualitative data derived from surveys and interviews

of the very people who implemented A-100, a picture develops beyond only the

expansive examination of the effectiveness of ALP features and recenters beyond not

only what works according to the data but also how implementation can facilitate or

hinder the goal of best supporting Basic Writing students. The following pages

incorporate the synthesis and analysis of six surveys and five interviews from people

involved with implementation of A-100. This information allows examination and

exploration from their perspectives. Since ALP features 7 and 8 (paying attention to

behaviors and paying attention to life problems) are not often clearly expressed in

institutional policy, perspectives from those who implemented A-100 can help illuminate

transition to and incorporation of these features. Further, the specific perceptions

surrounding the implementation process allow for insight not only into what difficulties

can occur during implementation but also what strategies can be developed to make

implementation easier.

ALP Features 7 & 8: Paying Attention to Behaviors and Life Problems

Although Adams et al. push for an atmosphere where instructors can pay attention

to behavioral issues as well as an atmosphere where instructors can pay attention to life

problems, as I mentioned earlier, these qualities are not easily measurable from the

outside looking in. I interviewed several instructors/administrators who shared their own perceptions to gain some insight on the data. While some schools have College Success in the curriculum and others have counseling interwoven into the student support system, this culture of support may or may not translate into the classroom.

Again, I did not receive individual interaction from representatives at each of the TBR Community Colleges; however, the number of the institutional representatives who responded reported that individuals took on the bulk changes surrounding A-100 rather than the institution as a whole being encumbered by the change. While often the institution and faculty both support changes, the role of changemaker for the student too solidly rests on faculty shoulders. Support may very well be mainly up to the individual instructors and although this information was not directly requested in the survey, it is helpful in understanding not only that success is defined within the classroom but what type of person it takes to make that success happen.

A representative from Nashville State Community College described a revised iteration of their Basic Writing (ENGL 0815) that took place in Fall 2018, one where the first day of the week is focused on instruction and the second day on application which takes place in a lab setting. This revised iteration is based on the Habits of Mind coming from CWPA (Council of Writing Program Administrators), NCTE (National Council of Teachers of English), and NWP's (National Writing Project) 2011 *Framework for Success in Postsecondary Writing*. In this approach, instructors tie concrete behaviors to the habits of mind. The NSCC representative pointed towards communication and transferability when stating "I think this is a good start since it gives us vocabulary to frame academic behaviors and also because students see that succeeding is more about

these habits/behaviors than being a 'good writer.'" NSCC built a curriculum that directly

pays attention to behavioral issues, specifically academic behavior issues.

Having imbedded help that pays attention to student life problems in NSCC Basic

Writing classes falls short. As reported, faculty are concerned with student life problems,

but "[b]eyond including campus resources (campus cupboard, counseling,

accommodations, etc.) in [the ENGL 0815] course shell," ENGL 0815 does "not really"

allow instructors to pay attention to life problems.

In contrast, when asked if Volunteer State's ENGL 0810 allows instructors to pay

attention to student life problems, a VSCC representative answered emphatically:

> Absolutely! ENGL 0810 faculty, and all VSCC faculty, have had many
> opportunities to learn about students struggling with poverty, food
> insecurity, and mental health issues. Shortly after the implementation of
> the co-req, Vol State opened up the FEED, a student foodbank, and faculty
> regularly work with Student Services to refer students with a variety of
> needs, including mental health concerns or, in one case, helping a student
> get new tires so she would have transportation to class. I think many more
> faculty are much more aware of the problems our students are facing as
> they attempt to earn a college degree.

While this answer is emphatic, the answer can also be placed into the context of how the

old system was not structured to easily allow instructors to pay attention to life problems;

however, an individual instructor could still put in the effort. When I taught ENGL

0810/0820/0830 for VSCC, we were all mixed into one (lab) classroom where students

would work through computerized modules, and the instructor could take a hands-off

approach. Since instructors had the choice of assignments, I would assign papers for the

students, papers that did not reflect an individualized approach or contextual learning.

The organization of the class could have allowed me to sit at a desk for the entire time

and make sure the 25 or so students worked through their computerized modules while I spent my time grading, looking at *Facebook*, or even disengaging with the students in a more noticeable way – a concern similar to what an interviewee brought forward. The VSCC representative spoke of the continuation of this by stating, "[s]ome do not teach at all and allow the courseware on the computer to tell students everything. A handful of others, like myself, actually take the time to teach the concepts. However, these lessons must be extremely short because we have to be able to conference with students [to provide individualized contextual learning]." Such a lack of engagement sends an isolating message to the students that the person sitting with them does not care so much about their learning, let alone their life problems. For VSCC this was all before the implementation of completion coaches and a student foodbank. A-100 hit during a time of cultural change at VSCC where the college looked to support the students more than having the students prove their worth through a Writing class.

Like NSCC, VSCC reported that the post A-100 Basic Writing class provided a means for students to unlearn years of unsuccessful behaviors. Although the VSCC curriculum was not built around Habits of Mind or a mindset of success, a VSCC representative wrote, "ENGL 0810 instructors facilitate students to help them form positive behaviors, such as time management (meeting deadlines) and fostering [community] to those who question whether or not they belong in college." The representative continued, "[i]n addition, many ENGL 0810 students aren't especially good at knowing how to perform as successful students. They need much scaffolding for how to perform as a college student. Some students need help with just learning how to write professional email, for example."

The Northeast State representative admitted that behavior issues were not really addressed by the design of the class but the simple fact instructors spend six hours a week with the cohort students, typically enables these issues to be fleshed out. For the representative, this cohorted system also assists in paying attention to student life problems. Unfortunately, as acknowledged, timely response to life problems does not mean that the problem will be resolved that semester. Northeast State does have an Early Alert system that tries to get help to struggling students, but because of the nature of the system being new, they "are still refining the process."

Some of the representatives from various institutions complained about classes being too crowded and too many students being present to pay attention to student life problems and behavioral issues. A large class size may very well present an obstacle for TBR schools, for comparison, CCBC ALP cohorts consist of smaller classes of 10-12 Basic Writing students. Tennessee models vary widely, with some sections of 25 students being mixed from a variety of ENGL 1010 sections. Such a mixing puts the pressures of too many students, too many individual assignments, and too many individual issues to be addressed, hindering both the development of a strong rapport with students and the ability to pay attention to life problems or behavioral issues. Students also may not feel comfortable in larger groups or around classmates with whom they spend three hours a week instead of six hours a week. These all factor into providing the type of environment where life problems and behavioral issues can be addressed.

Putting the Nuts and Bolts Together: How the Act of Implementation Can Create a Hindrance.

Perception of implementation for A-100 seemed to feed directly into the perception of the corequisite model in general. A-100 left it up to the college presidents to decide how to comply. Of the schools that had participants in the qualitative surveys, all reported that representatives from English either served on an implementation committee or members of the English department implemented a program directly. No one reported having a dispute between faculty and an institution's administration. Most, like NSCC, said that a committee, comprised of Basic Writing, Composition, and adjunct faculty, was charged with redesigning the course. VSCC reported that the committee was supported at all levels of the administration with the Dean of Humanities and the VPAA supporting the hiring of 10 full-time faculty to cover staffing the additional courses – a move also supported by the VP of finance and the college president. VSCC implementation even had the support of the Director of Admissions who provided two essential pieces of help: (1) updated information on enrollment to plan for staffing and (2) programming in Banner to split the courses to create the triad model (two 1010 sections and the 0810 section cohorted and bundled together), a model that needed and received help from the Director of Distributed Education and her staff to collapse the linked ENGL 0810 classes into one unified class in D2L (the learning management system used by TBR institutions). As the representative from WSCC put it, "[o]verall, the college provided great support throughout." The PSCC representative mentioned that the dean and other faculty continue to monitor the program to update resources and coordinate assessments.

Most colleges monitor and continually adjust A-100 compliance like Cleveland State Community College reported to do when they discovered that what they tried at first was not working as well as they hoped. The department and administration reportedly offered support for one instructor to take the lead to change the number of classroom hours, choose a new textbook and software package, and rewrite the curriculum.

Frustration with the implementation process does not seem to exist across the individual schools, but frustration with the mandate did exist and often led respondents to mention some of the same sentiments. One person reporting for their institution contrasted the support received from the dean and other faculty with the lack of support from the TBR, noting, "[t]his was an unfunded mandate from TBR," a message echoed by Bunch et al. who quoted a dean responding to AB 705, California's version of A-100, as "one of those unfunded mandates." The person from the TBR mentioned "unfunded mandate" more than once, a move that prompted me to more closely examine interview data using Gee's thoughts on situated meanings. The frustration with TBR level mandates/drives is apparent in this quotation, and this sentiment was felt in interactions with other interviewees, although it may not have been expressed openly. Applying Gee's approach to Discourse Analysis, prompts the observation that the overall feeling reported is one of being too removed from the decision first made by the state.

Specific Perceptions

Only a few people spoke candidly about their perceptions. The same people were cited earlier, but I intentionally did not use these pseudonyms or positions there as I did here in order to continue to protect anonymity while providing some insight into

perceptions from different roles. Without giving the institution or other identifying individual information (including gender), I assign pseudonyms to give their individual perceptions anonymously:

- Anna: Newer faculty member when A-100 introduced, lead faculty for corequisite model at a certain time, was part of the TBR redesign for Learning Support before the corequisite model.

- Becky: Department head for English and was crucial in A-100 compliance within her institution.

- Carl: Department head for English who oversaw implementation.

- Diane: New faculty member within the past four years. Unfamiliar with her institution before A-100.

- Emily: Chief Academic Officer for her college, involved as another role when A-100 instituted, background in English and administration.

Each of these five people have overlapping yet individualistic experiences and perceptions. Both the commonalities as well as the differences are worth noting for all. While I am sure that personalities came forward during these interviews, I am also sure that the personalities did not overshadow the perceptions. Because these five people knew that they would remain anonymous, personality often enhanced the sharing of the perceptions.

Frustrations came forward at one time or another in each of the interviews. More than once and with more than one person did I witness the use of terminology that I thought captured frustration with the Tennessee Board of Regents in the phrases "TBR mandate" and often "unfunded mandate" as mentioned earlier. Anna emphasized that "*no*

one had release time" in a reply to me; her reply also used italics for these words alone.

Her frustration seemed to be directed at the institution until she explained how her

college had invested time and money into the earlier developmental redesign in 2012,

Becky echoed that initial fear of transition and lack of control but showed that it was

overcome:

> When it was first decided by TBR to move to the co-req model, faculty were very concerned that there would be a one-size-fits-all approach with a mandated curriculum, but, in fact, English faculty at individual institutions have been the key designers of the courses. It was also feared that we would have to use a specific online class software, but at [our institution], we have been able to implement a plan that works for us that is largely a workshop model, driven by faculty with some supplement from online course software.

Carl did not show the same positive feeling that Becky did. This could be in part

because Carl was familiar with one school's suggestion of remodeling its Summer Bridge

Program as a way to eliminate its Basic Writing course – a move that would require

significant TBR change. This change was denied, a fact that I learned through a TBR

faculty representative from another college. Situations like this show where the faculty,

the college, and the governing board all have balances that need to be negotiated. Carl

wrote that his institution never really spent money on Basic Writing and "since the co-req

model is mandated, we aren't really able to try other methods that might correspond

better to our lack of funding." Carl's frustration shows more deeply in his response:

> Also, since the co-req model was marketed by Dr. Denley as something that had already succeeded, TBR effectively quelled meaningful discussion about problems with the model. We are told that "the data" shows the model to be a success, but when we ask for additional data (success rates for co-req students in later writing-intensive courses, graduation rates for these students, etc.) we don't seem to get "the data."

Carl's claims have no way of countering whether the assertions of the co-requisite model's effectiveness are valid since the implementation was introduced before the data on ALP programs had time to develop and show its long-term effectiveness. His continuation that "we have no way of countering assertions that the co-req model is just lowering standards and letting unqualified writing students through the system. All we can say is that they are passing" is a valid criticism in that no long-term tracking had been done on a significant scale at the time of A-100 implementation. Carl's frustration with the TBR (and possibly Dr. Denley, who many consider a driving force behind A-100 – even Peter Adams acknowledged his role when I spoke to Adams about statewide ALP implementations) comes through, but the frustration may also have to do with other state initiatives like the state's funding formula where part of a school's funding is directly based on how many credits a student completes. This funding formula was so much on the minds of college administrators that the VPAA and the president both asked me about it when I was interviewed for a tenure track position at VSCC in 2012.

Carl may have been calloused from working within the TBR system for so long, but Diane's freshman enthusiasm for assisting students in the most basic ways juxtaposes her annoyance with her college, the TBR, or both. Diane's interview and survey showed the frustration with too large of class sizes, too little direction (training) for teachers, too many barriers to overcome, as well as other problems. She sounded like a new instructor heading for burnout. In her interview, she mentioned software to help meet another TBR requirement, but the training for the software was not in place, so the experiment, which could have been advantageous to students and instructors while meeting a TBR request, fell flat and was abandoned. When such effort is put into help for the students only to see

the time and energy wasted because of abandonment, any new teacher would start to feel defeated. Another source of frustration for Diane was the removal of test scores, which for some faculty created a standard benchmark and a starting point for students. Although her stance on test scores can be challenged by recent research, her final statement shows where her heart is though: "The worst part is that our students are the ones suffering until it gets figured out."

Unlike Diane, Emily had been at the college for some time and had relationships with not only her department and division but also all the other departments and divisions. With such a background, she cited her school's dissolution of another department making the implementation of A-100 challenging. Emily expressed some remorse in losing the Learning Commons and underscored the remorse with the feeling of overall unease before eventual adaption to the current corequisite pathway. Outside her curiosity of how the Learning Commons would fit or not, Emily reported that the faculty "were not in 100% agreement about the way the course was to be structured." No other interviewee reported a level of agreement among faculty. The first year moving forward Emily's institution had two different types of co-requisite classes, but the change was made to only use one type since students could accomplish what they needed from this one class.

Reoccurring Motifs from Discourse Analysis

Using Gee's discourse analysis questions for meanings occurring on the sentence level, phrase level, and word level (especially pronouns), several motifs arise. In order to rank these motifs, I counted the occurrences of each with respect to the discourse analysis. As can be seen in Table 15, frustration with the TBR topped the list.

Table 15: *Quantification of Motifs from Discourse Analysis in Interview Question on TBR Implementation Perception with Totals per Motif Measured across All Interviews*

Total Number of References to Frustration with TBR		18
Feeling of not being appreciated	6	
Disrespect of time and effort at from the local level	4	
Following TBR directive (possible TBR wisdom)	3	
TBR's need for control	2	
Lack of funding	2	
Degree of more responsibility on local	1	
Local Frustration (faculty vs. administrators)		12
Local Willingness (to continue) to Improve		12
Burden on Instructors		10
Local Cooperation		8
Failed Initiatives at Institutional Level		6
Not in the Best Interest of Students (students not prepared)		4
Balance Needed to Help Most Students (utilitarianism measures)		2

Not all reporting was negative. The positive notions of cooperation, wisdom, and empathy arose from the analysis. TBR wisdom in the directive highlights the positive perception of the TBR during implementation by those interviewed. Positive perceptions around local cooperation and willingness (to continue) to improve were 20 of the 54 non-TBR centered perceptions.

Working Together

An interesting sidenote from the earlier anonymous perceptions is that I personally heard the VPAA of Emily's institution take credit for the co-requisite model at that particular college. When I asked him about how he implemented this plan since A-100 was a TBR directive, he back-pedaled saying that he only offered support for the faculty to implement the plan. I took away that the VPAA saw the success and was trying to take credit by overstating his association with implementation. This experience that occurred during a presidential search supported the idea that administrators could be known for taking credit and/or skirting the blame – they are human after all. If A-100 did not work out at Emily's institution, she and other faculty (or the TBR) could be seen as the people to blame.

The anecdote above supports this complex relationship between faculty and administrators where the people interacting with students do the lion's share of the work but administrators implement some framework and provide a little guidance then take credit for the change. This underscores the issue with scalability versus effective pedagogical and curricular change supported through structural change. All three levels need to work together to create the greatest advantage for the individual student and the student body as a whole. Navigating this journey becomes more difficult when faculty, administration, and governing boards all feel that their input is invaluable. Balancing a scalable implementation among these groups while working around the hindrances of egos becomes difficult to navigate but is central to the next chapter.

Stepping Back and Looking at the Big Picture

All this data comes together to give a picture of A-100 implementation and the improvements that resulted. From the various perspectives of what "success" can look like after implementation, what features best support those ideas of success, and how implementation of those features creates a struggle for each institution, a clearer picture exists. Contrasting these pieces allows me to shift in Chapter 5 to highlighting what has been learned and what knowledge has been added or solidified surrounding ALP-like programs.

CHAPTER V: BEST PRACTICES; DISCOVERIES AND NUANCES

I first set out to understand best practices within the BW classroom and knew that

Tennessee's implementation of A-100 could help provide insights to what those

practices, as well as their implementation, could (and should) look like. The success of

redesigned BW programs has been documented elsewhere (i.e. Adams et al.; Glau;

Soliday and Gleason), with many reviewers presenting ALP as the best thing since sliced

bread, only for the Basic Writing classroom. My study of A-100 implementation

confirms the benefits of ALP-like programs, but also discovers the nuances of

implementing such a program.

Benefits of Mainstreaming and Acceleration

Mainstreaming and Acceleration – the cornerstone features – benefit BW students

in a variety of ways.:

- Students obtain credit more quickly within their collegiate careers.

- Fall-to-fall retention rates for all first-time freshmen BW students improve, (even
  if only slightly).

- BW first-time freshmen graduate faster and at a significantly higher rates over 2-4
  years.

A-100 established that all Tennessee community colleges would have acceleration

and mainstreaming of students starting in 2015. After implementation, all schools saw

meaningful gains in completion of credit-level Writing in the first semester and the first

year. The state saw a 2,852% increase in first semester completion of credit-level Writing

from 2013 to 2015. Undeniably, acceleration and mainstreaming help students obtain

credit more quickly within their collegiate careers. Fall-to-fall retention rates for students

needing BW improved after A-100 implementation, but the improvement was felt most by minority students. Fall-to-fall retention rates for first-time freshmen BW students improve in comparison to other first-time freshmen, but this improvement is only by about a percentage point. While the students were not retained fall-to-fall at a significantly higher rate, they did graduate faster and at a significantly higher rate.

Essential Features

Some of the other features beyond mainstreaming and acceleration are more important than others.

- Cohorted learning communities are more important than set heterogeneous grouping.

- Small class size better facilitates attention to individual student needs. This enables easier implementation of several other features.

Of the six other ALP features, schools varied on a case-by-case basis, and I could not determine some features for some schools. Almost all schools could have some variation of contextual learning, an atmosphere where instructors can pay attention to behavioral issues, and an atmosphere where instructors can pay attention to life problems. Only four schools clearly stated that contextual learning took place in their Basic Writing class, but only one of those four schools (RSCC) was in the top three and/or had gains greater than standard deviation. Of the four schools to have cohorted learning communities, three were in top three and/or had gains greater than standard deviation. Of the four schools that had heterogeneous grouping, two were in top three and/or had gains greater than standard deviation. These observations imply that cohorted learning communities are more important than heterogeneous grouping. Furthermore, the two

schools that did not have heterogeneous grouping did have some categories where they were in top three and/or had gains greater than standard deviation.

The data suggest that small BW sections matter possibly more than any other feature. Smaller classes allow instructors to provide to students more individualized attention, a base for establishing some other features. Within a smaller class, a student can more easily feel important and the optimism surrounding completion of credit-bearing Writing can more readily flourish. The impact of smaller classes should not be overlooked, but I am not inclined to say that small classes are the single feature that matters the most since small classes facilitate multiple other features. And yet, small class size is important because it better allows for the features centered around personally paying attention to each student (attention to behavior issues and attention to life problems) which also makes specialized, contextual learning easier to facilitate.

WSCC was the one school which qualified as having small classes with only 13 students per BW section; however, they are also the school that most closely mirrors Adams et al.'s ALP features. Upon comparison, WSCC stands out as having the most top three and/or standard deviation categories among all schools: 10 of 12 categories were either top three and/or standard deviation. With 8 of the 12 categories above standard deviation, WSCC had twice as many occurrences than any other school. The implication is that the more completely a school follows ALP features, the better the results.

Pacing is Key

Pacing implementation matters more than getting immediate results.

- A correlation exists between fewer total BW students and higher percentage of success in Basic Writing and credit-level Writing completion.

- Smaller institutions can be more adaptable and responsive initially to large change like A-100 implementation, but larger institutions can still adapt and produce the same level of results.

- Smaller institutions can make structural and curricular adjustments more nimbly than larger schools, but larger schools often take longer and continue monitoring for improvements in systematic ways.

Lower percentages of first-time freshmen taking BW (below 12.5% of first-time freshmen) translated to a higher percentage passing BW and credit-level Writing for Roane State (2015-2017), for Walters State (2015-2016), and for Dyersburg State (2017). While these schools saw drops in total number of people taking BW and total number of BW students passing BW classes in the fall semesters, the schools saw large increases for percentages of BW students completing BW and credit-level Writing. These facts imply that when a school decreases the number of BW students, the school can help a larger percentage of BW students complete BW and credit-level Writing. These are the only TBR schools which saw significant decreases in total BW first-time freshmen, and these three schools saw some of the top completion rates. The correlation exists between fewer total BW students and higher percentage of success in BW and credit-level Writing completion.

Several different factors could contribute to the decrease in percentage of students taking BW. These factors are not mutually exclusive and could overlap: secondary schools preparing students better, testing and other measures of placement being reworked, and/or a change in the culture of the school so that students were more informed about BW. Other changes could also affect the number of first-time freshmen

taking BW. The relationship between BW students and A-100 implementation may be a bigger story. Schools reconsidered and reevaluated institutional approaches to BW in larger, structural ways. Destigmatizing BW and the students who would take BW can allow for easier mainstreaming within an institution, possibly one that allows for students to go directly to credit with no documented assistance. Such shifts in institutional culture support students' sense of belonging.

Smaller schools can react more nimbly and dexterously, and this should not be overlooked. Although these three smaller schools (RSCC, DSCC, and WSCC) do not change the statewide averages for percentage of students taking BW and percentage of students passing both BW and credit-level Writing, all three of these schools are important in affecting their most at-risk students. When looking at the differences in statistical representations from all the schools in the system, two different averages – student averages and school averages – indicate two different perspectives as I briefly wrote about earlier. Statewide averages based on all students represent the effect upon students throughout the state, but statewide averages based on institutions can show the weight of even Dyersburg State, the smallest college, when changes are made within one program. The institutional average percentages show greater differences than statewide student percentages right after A-100 implementation, and the differences become more closely aligned as time passes. This indicates that smaller institutions can be more adaptable and responsive to a large change like A-100 implementation at first, but larger institutions can still adapt and produce the same level of results, albeit more slowly.

Smaller schools may react more efficiently and effectively to redesigned BW as noted above and in Chapter 4. This helps explain how Walters State did so well overall.

Although the school's implementation most closely resembles the prototypical school for
ALP features as outlined by Adams et al., the fact that Walter's State is a smaller TBR
college should have allowed them to make the necessary changes more easily. Smaller
institutions can make structural and curricular adjustments more nimbly than larger
schools.

Closing the Equity Gap

A-100 closes the equity gap in BW success with the highest gains among students
of color.

- While all groups see retention gaps between BW and non-BW first time
  freshmen, the gap for minority groups closes the most.

- Minority students can shed the sense of not belonging in a college setting and can
  create a different story of belonging and hope.

The implication that I see as the most timely and meaningful for acceleration and
mainstreaming like A-100 implementation is that the practice helps all students succeed
at higher rates, but some of the greatest gains are among students of color. Specifically,
BW minority students narrowed the equity gap in fall-to-fall retention numbers, a statistic
that continued to improve over time. A-100 implementation coincided with improving
retention numbers for first-time freshmen BW students in comparison to other first-time
freshmen, but minority groups saw the strongest gains.

Retention rates for all students attempting BW improved around A-100
implementation, but some demographic subgroups showed more improvement than
others. White female first-time freshmen did not show much improvement. Minority
female first-time freshmen showed the most improvement over the time studied. Minority

males fared better than white males, but not as well as minority females. While there may be many reasons for these differing impacts, I hypothesize that some minority students who may have felt like they did not belong in a college setting, as supported by feedback from placement through testing and other means, can create a different narrative of being in college, one that gives a sense of belonging and hope shaped by the features that ALP provides, especially the features centering around non-cognitive support.

Perceptions around sexual, gender, and racial identities are changing. Student demographic groups (who were historically the lowest performing) saw more gains than the demographic groups with a history of higher performance. Again, these observations imply a closing of the equity gap. Student perception of identity on a continuum instead of a binary plane can support the idea that students can become heterogeneously mixed and be inspired by that mixture. While not as important as cohorts, heterogeneous mixing does not have a negative effect on minority students. As reflected in the data surrounding white females before and after implementation, not all student groups show the same levels of improvement. My study shows that white students do not do more poorly when the equity gap narrows, students of color just do significantly better than they used to.

Greatest Gains for the Most At-risk Students

A-100 positively affected retention barely overall, but the most at-risk students saw the most gains. The idea that a challenge exists in retaining BW students is not surprising. It made sense to me after hearing that less than 5% of students who started in the lowest levels of BW ever graduated (a statistic that varies by location). While retention rates for BW students did show some improvement, graduation rates help show a more complete picture of how many students still stayed in school and eventually

With a lesser change in fall-to-fall retention (drop within the first year) and a greater change in graduation, including shorter times to graduation, A-100 implementation data support that students leave within the first year at a similar rate as before implementation but graduate sooner and at higher rates. Students are less inclined to spend more than a year in school and not graduate. This implies a more efficient college experience that can save students, especially students who decide not to stay, both money and time when they do not spend extra of either only to end up not graduating. While other studies have indicated ALP saving students both time and money, my data implies that these savings are for all BW students, not just the ones who complete BW and credit-level writing.

The sense of belonging can foster a sense of hope by seeing others in the community succeed and graduate. The proverbial light at the end of the tunnel logically can pull some students through classes. If the tunnel is shortened, those in the tunnel can receive hope in that they are closer to the end. I mentioned this hope factor with respect to retention earlier. With increased retention numbers for first-time freshmen BW students coinciding with shorter paths to credit and graduation, hope cannot be ruled out as an actual factor contributing to successful completion.

Collaboration Facilitates Change

Implementation should be thought through, but that thinking should not freeze people from acting. Collaboration is needed to propel some people through implementation. Tennessee's stories of implementation from various colleges echo sentiments from the Research and Planning Group in California's Rob Johnstone (Nadine 6) as well as Bunch et al. They advocate recruiting the people who are excited to try

something new. Johnstone calls them "green-lighters." Themes of such people pulling along those who were unsure came forward in the different implementation stories. Some people will not want to come along. From my observations, excitement will depend more on personality than on the individual's role in the institution. Key people like the chief academic officer, deans, department chairs, members of support staff, and members of the faculty need to be involved in open planning to build momentum for change. When gaining momentum with implementation, institutions must be mindful that not everyone will be on board, especially at first, but transparency and a sense of inclusion matter.

- Implementation takes teamwork.

- Implementation is much more a local process than a global process.

- All people involved in implementation need to have faith that while the goal may appear different to other groups, the student's positive outcome is still the focus and interest of all.

NSCC and VSCC reported that committees created the feeling of inclusion during the implementation process, thus helping it go more smoothly. Small group implementation may be the easiest to complete the task or even single person implementation on the level of curriculum as reported by Cleveland State, but support is still needed, as numerous representatives alluded. WSCC's representative clearly stated they had "great support throughout," a sentiment not as clearly stated from other institutions. Support from all categorical levels (pedagogical, curricular, and structural) makes implementation easier, but the perception of support may be more important than actual support. The perception of inclusion also matters. The stories of a summer bridge program failing to meet TBR demands, the thematically negative perception of the TBR

support, and the underlying pride in individual school implementation, combine to imply that implementation is much more a local than a global process. The TBR may have been wise to frame implementation as being up to each of the individual presidents even though several respondents begrudgingly reported the TBR's lack of guidance. The implication is that all people involved in implementation need to have faith that while the goal may appear different to each different group, the student's positive outcome is still the focus and interest of all. TBR putting themselves on the outside of individual implementation resulted in them being perceived as being removed, but it appears to have helped unify individual institutions by creating an outside force, which various stakeholders at each school could resist while still following the policy and making changes.

Best Practices Require Three Levels of Implementation

Pedagogical, Curricular, and Structural implementation are three distinct, but overlapping categorical levels that must work together for best results. Individual schools united to implement on the three different levels: pedagogical, curricular, and structural. A faculty member from one school let me know that Two-Year College English Association of Tennessee (TYCAT) representatives spoke to each other about implementation, and I can assume that cross-institutional communication occurred even amongst the presidents; however, the interviews made clear that institutions communicated with each other about implementation on pedagogical, curricular, and structural levels.

Pedagogical implementation is quickest for beginning the implementation process but needs continued monitoring and adjusting.

- Enabling faculty to adjust their approaches before implementation serves a dual purpose: allowing first-hand discovery of what works and establishing those faculty members as persuasive guides for others.

- Continual feedback and professional development opportunities are needed for teachers to leverage best practices within each institution. Such structural change supports pedagogical growth.

Pedagogical change that happens in the classroom may appear to be the easiest type of change for a variety of reasons, but the individual teacher can embrace change or not. Pedagogical change offers the most immediate results and may account for some improvements throughout TBR institutions in 2014. Instructors knew that corequisite BW classes would be implemented the next year and could make their own changes. When planning, individual teachers ("green-lighters") likely were able to make the move to contextual learning and devise strategies around heterogeneous grouping in their individual sections. The documented improvements at different levels for some institutions in 2014 in conjunction with the knowledge teachers were aware of A-100 implementation implies that faculty adjusting their pedagogy early can serve as persuasive guides for other faculty members.

Pedagogical change can occur more quickly than curricular and structural change. Because of this nimbleness as well the individual roles of implementation (occurring in every classroom), training before implementation can only do so much. Continual training can lead to continual improvement, although this should not land solely at the feet of faculty. The PSCC representative's reference to how the dean and other faculty continue to monitor and update resources and coordinate assessments underscores the

drive for continual improvement throughout an institution. The different rates of
improvement and the ebbs after improvement my study uncovered in some schools
suggest that continual feedback and professional development opportunities are needed.

Curricular implementation may be the most important level in smoothly
implementing and helping everyone feel included.

- Curricular change takes longer than pedagogical change but must continue in
  order to show all involved that initial implementation is not the end.

- Curricular change ties everyone together early in the process of implementation,
  but continual communication assures everyone is not only aware of shared goals
  but also working together for a united interest.

Curricular implementation has aspects of pedagogical and structural
implementations and should be used to connect with both. Within the department, most
everyone needs to be on the same page, so the green-lighters need to be ready to pull
along the yellow-lighters. Changing course descriptions may take time to write and move
through curriculum committees, but a department can make moves to leverage contextual
learning and devise strategies for best use of heterogeneous grouping. Staggered
improvements like the ones made by DSCC highlight that implementation does not occur
all at one time. Curricular implementation occurs over time as evident in several
institutions discontinuing classes and creating new classes to address BW student needs.
This is further supported when schools (like VSCC) struggle with the scalability of a
program as the schools continue to grow. The need for continual adjustments and the
sense of inclusion of all parties as mentioned earlier implies that stakeholders involved

early must maintain communication for improvement and cohesion. This occurs more easily on the curricular level.

The interview responses indicate that curricular implementation should be within the hands of the faculty of the individual institution. Since A-100 originated at the state level, a fear existed that the curriculum would be decided by the state. With the balance between local frustration and local willingness to improve as well as the burden on the instructors and local cooperation, curricular level implementation's importance cannot be overstated for providing unity for smooth transitions and helping faculty, staff, and administrators feel included.

Structural implementation must also be adjusted, and these adjustments are inherently more difficult.

- What works at some institutions may not work at others due not only to size and location but also history; however, this should not be used as an easy excuse to avoid hard work.
- Schools change over time, so what may not have worked structurally at one time, may work later (and what may have worked may not work as effectively over time).

Structural change occurs more slowly than pedagogical and curricular change, but this quality does not mean that structural change cannot continually adjust. Mainstreaming, cohorted learning communities, small class size, acceleration, and heterogeneous grouping all fall under structural features. Structural implementation is slower but not necessarily more methodological than pedagogical and curricular change. Here, it takes a village – scalability becomes an issue as does support from all

(re)sources. While A-100 forced mainstreaming and acceleration, not all schools implemented all the other features of ALP. Adams et al. present the story of having to negotiate with the chief academic officer for smaller class size. A few interviewees shared similar sentiments about the importance of class size not being perceived the same by faculty and administration. Stories of advising and student services being left out of conversations underscore the necessity of inclusion for implementation. Structural implementation is not the most important part of implementation, but since many involved do not think about Basic Writing on a regular basis, education and deliberation should be present throughout this level. Curricular and pedagogical changes can occur and adapt more easily when adjusting to the structural layout.

Structural implementation's importance occurs on a few different levels. Scalability is a concern for structural implementation as seen at VSCC. The integration of features also matters more at the structural level. As explained earlier, class size can more readily establish an atmosphere where instructors can pay attention to life problems and to behavioral issues. At this level, the institution's culture should be considered as stories like VSCC and CCBC imply. What works at some institutions may not work at others due not only to size and location but also history; however, this should not be used as an easy excuse to avoid hard work. Administrative guidance needs to be balanced with input from faculty and staff as well as data from other institutions all while keeping everyone informed and having patience with others and the process. This all underscores that green-lighters may help advance change, but voices from established faculty, staff, and administrators should be respected – everyone's interests align for the student success.

Challenges in Navigating Perspective and Personalities

Policies and procedures are easier to manage than people; egos can create problems.

- Inclusion is a necessity in implementation.

- All parties should work together and leverage as many tools as possible support student success in a balanced way.

A complex relationship exists between faculty and administration, but as the interviews and surveys imply, when faculty, staff, and administration work together, the process of implementation becomes smoother as does the ability to monitor and readily readjust to best serve the students' needs. This approach matters at all levels, but the scalability of support is most affected at the structural level. An administrator, staff member, or faculty member can torpedo successful implementation at the structural level. The curricular level may have fewer players, but an ego can still sink successful implementation. On the pedagogical level, a teacher's ego can obstruct the growth that can lead to success within a few sections. The underlying theme of mindset arose through the interviews: Everyone needs to keep a positive attitude and have faith that everyone is willing to work towards student success. The most successful implementation experiences occur when those implementing work as teams and put faith in the faculty (who have a role at all three levels) – collaboration and listening at all levels is key.

The Need for Ongoing Maintenance

Maintenance needs to be ongoing after initial implementation, for implementation does not occur all at one time. As explained earlier, structural change is more difficult to adjust than curricular change, and curricular change more difficult to adjust than

pedagogical change. All three of these pieces must undergo examination and be open to revision. The fact that several schools continued to improve after 2015 implies that room always exists for schools to improve and opportunities for improvement will always exist. This is exemplified by VSCC and other schools who were ready to adjust their methods surrounding scalability and student need.

Moving Forward

When moving forward, keeping new information in mind helps lead to improvements. After exploring the implications of the study in this chapter, improvements and suggestions serve as the core of Chapter 6.

CHAPTER VI: STRATEGIES FOR THE FUTURE

This study establishes knowledge that can propel BW forward. This study, however, is not the end of the road. Future research can transform BW even more, helping higher percentages of students achieve successes like earning credit and graduating sooner. Pedagogical, curricular, and structural tools can come together to facilitate such success. This chapter provides overall guidance for implementation, how the three distinct levels can be leveraged together, strategical guidance for assisting students, calls for future examinations, and implications for future research moving forward.

Guidance Moving Forward: Helping Others Unite through Knowing

Support and inclusion are the basis for not only BW classes but also the implementation of programs to change BW.

- Direct money to Basic Writing. This includes but is not limited to professional development.

- Include admissions and advising in training.

- Reconsider the physical spaces.

- Create smaller sections.

- Include instructors in decision making.

The fact that people need to feel supported should not be a stretch of the imagination. Initial implementation is only one of many times when support is needed, and support should occur in many places. Support means, at least in part, directing money toward Basic Writing. Several interviewees shared that BW at their institution has

received little financial support historically. This support takes the form of money for professional development.

One option for faculty professional development that may appease all stakeholders involves implementation of faculty learning communities. Establishing and maintaining faculty learning communities requires a simple shift in funds. Most schools already provide faculty development, but too often these budgetary line items are tied to travel funds or an in-house training center. Shifting funds from these two expenses towards paying faculty to lead training for their peers with all compensated for time and effort shows budgetary support as well as confidence that in-house faculty can help guide development. This speaks to the idea of green-lighters bringing along yellow-lighters as well as to the understanding that every school is individual and different.

Faculty learning communities are important at the beginning of the process when reconfiguring BW, but they are far from the only part of the reconfiguration that needs fiscal support. Admissions and advising need to be included in the training surrounding reconfiguration. These student services are some of the first touch points to help present a new and exciting change that has been proven to help students graduate faster and their likelihood of graduating; these areas also help support the whole student. Beyond the professional development of personnel, physical spaces will need to be reconsidered, including purchases of hardware and furniture for classrooms. Some schools choose to have the same classroom for both credit Writing and BW, and other schools choose to have different rooms but located near each other. I recommend having spaces that can be subdivided for BW classes and putting all classes near the writing center. Whether moving a writing center near the classrooms or the classrooms near the writing center, I

urge schools to consider all the physical spaces that support BW students (i.e., classrooms, writing centers, computer labs, offices for advisors and/or completion coaches, and faculty offices). Reworking physical spaces should be visible to underscore administrative of support for the changes.

I strongly recommend every institution do all that it can to create smaller sections. I acknowledge that some stake holders will resist this recommendation, but I implore them to realize having smaller sections of BW does not mean less money for a school. Success in Basic Writing significantly affects retention and graduation at institutions and students end up taking more classes (Adams et al.; Jenkins et al.; Cho et al.). As students succeed in BW classes, they are more likely to propel themselves to graduation. Smaller sections facilitate so much momentum for these at-risk students that ignoring the idea would be a disservice to the end-goal of student success. All parties should be reminded of the goals they mutually share and to design backwards from there, so dismissing small class sizes can be considered as stumbling at the start instead of focusing on the final goal of graduation (which is not mutually exclusive from the college increasing FTE and income).

Encouraging and facilitating the inclusion of instructors for decision making through committees not only provides much needed insight but also establishes a sense of teamwork and belonging. For this reason, I recommend inviting faculty and establishing committees with their presence early for implementation. The earlier others are included, the more everyone feels a part of the process. Committees, while not perfect by any means, present a feeling of being included as well as bringing many diverse voices to the table to create change. I admit that committees can be slow, so for faster implementation,

the committee may recommend someone or a sub-committee to take the lead. Streamlining representation by recommending a person or sub-committee work on details is not a negative if the move is driven by a faculty heavy committee representing all stakeholders.

Strategic Streamlining

- Remove the friction that holds students back from achieving credit.

- Have fewer students take BW initially and put the focus on supporting the ones who are in BW classes, a concentration of the most at-risk students.

- Look to others for mentoring – not just instructor to instructor but also school to school and administrative support to administrative support.

- Mix students heterogeneously.

- Ensure students do not flounder; students obtain credit and stay or they do not pass and leave.

Remove the friction that hold students back from achieving credit. A-100 removed the friction of going through BW class(es) before ever reaching a credit-level Writing class. Mainstreaming removes the friction of not only time but also of reenrolling into another class and working through another semester in order to finally earn credit. These cornerstone examples of removing friction, utilizing mainstreaming and embracing acceleration, work. Students can achieve credit faster when given the chance. More of those same students will graduate and they will do so faster.

Based on the data from RSCC, WSCC, and DSCC, I recommend having fewer students take BW initially and putting the focus on supporting the ones who are in BW classes. This intense and holistic focus on the most at-risk students appears to work. This

means redesigning the way students arrive at taking BW, moving towards multiple measures for students to show proficiency with their writing abilities when first entering the college, at least proficiency enough to hone writing abilities without much more help than is available to non-BW students. I take the stance that a single test (or even a few tests) does not provide the best way to judge whether or not a student needs BW to be successful in their future. Studies like Hodara and Jaggars have shown that high school GPA is a better indicator of success in college English. Elbow too takes issue with placement (as well as with assessment of students in classes). Data can be compiled to help show a student's likelihood of succeeding in First Year Writing; schools using this data can help guide students to understanding and appreciating the importance of the support provided.

Implementers need to study others closely and work with the those (inside and outside their organization) who are doing well. Schools should look to other schools to facilitate peer mentors. These exchanges of ideas need not be based only on the size or location of the school, although these similarities can create connections and present beneficial strategies for successful implementation. While I understand that every institution is different, those implementing accelerated and mainstreamed programs should look to see how other institutions implemented and what can be done before jumping quickly to what cannot be done locally. Examples come from stories like the Director of Admissions who figured out Banner coding and the Distributed Education department that discovered how the learning management system could collapse two sections of support looking for solutions instead of excuses. This exploration and negotiation through understanding is essential for the teamwork needed for solid

implementation. An open mind and honest curiosity should be present when moving

forward with implementation from the early stages throughout. Students connecting to

other students in this way can also help promote success, as can be found in cohorted

group learning. Instructors working with other instructors can help shape pedagogical and

curricular approaches like just-in-time remediation and an inductive approach to learning

grammar. Peer support and troubleshooting promote success on multiple levels within an

institution: student, teacher, and administrator. I recommend not only cohorted groups for

students (throughout the semester) and for teachers (as exemplified in faculty learning

communities), but also for administrators (both within the individual state system and

beyond). In a similar fashion to individual instructors motivating peers within an

institution, implementation on a system-wide scale should look to bellwether institutions

as green-lighters to bring along the yellow-lighter institutions.

Fighting Systemic Racism

I stand firmly by the supported fact that ALP features facilitate closing the equity

gap in BW. Not pursuing closing this gap is not only a disservice to all students but also

is ethically short-sighted. We can be on the cusp of the third great awakening for racial

equality. Acceleration and mainstreaming help eliminate systemic racism within

education, at least in part by improving retention and graduation rates for minority

students who have historically had lower rates. We can follow the path that William

Jones forged by challenging BW programs serving as extensions of Jim Crow by

insisting on a hierarchy of intelligence among racial backgrounds. I see echoes of

segregation in the systemic racism that has been conducted in BW. Too often students

who look alike, come from the same schools, and have the same educational background

have similar testing and placement, a continuation of a cycle that reinforces segregation. The idea of "mixing students heterogeneously" on the surface refers to mixing strong and weak students, but often this means mixing students of different backgrounds. Although Cho et al. showed that the white and high-income students were less affected by ALP (which included heterogeneous grouping), heterogeneous mixing alone does not negate closing the equity gap. Minority students do not perform more poorly when placed in classes with non-minority students. Hope and feelings of belonging thrive when students are in in classes with people from different backgrounds and ethnicities. Establishing the sense of belonging helps combat the sense of "otherness" and the feeling of "not being fit for college." Mixing all levels of students benefits all students. Schools should attempt to mix Composition students heterogeneously when given the opportunity.

I understand the fear but still dismiss the concern that students who once performed at the highest levels of credit-level Writing may not perform at those same levels as exemplified in Jenkins et al. who showed that students who tested the lowest and entered ALP were more positively affected than students who tested just below being exempted from BW. A logical deduction can be made that the students who tested lower need the most basic help in the class: Teachers will teach to the student who has the weakest skills so that person is not left behind. Because just-in-time remediation ties directly into ALP features as do other forms of individually teaching to heterogeneous classes, BW instructors are much less likely to gravitate towards teaching this way because seeing gaps and holes in a student's learning does not mean the student has no foundation upon which to build their learning. As I said above, data from some studies (Cho et al.; Jenkins et al.; Bailey et al.; Horner and Lu; for example) show that the

students with the lowest placement scores do better when grouped heterogeneously while the students who had previously achieved at the highest levels did not fare as well when mixed with BW students. While my collected data supports the observation that the strongest students may not do as well and that the weaker students do much better, the average still rises considerably. The negative does not come close to offsetting the positive.

When thinking about eliminating the equity gap and combatting systemic racism, the finding that A-100 implementation has saved money for students should not go unnoticed. Data support that if a student was not to graduate, said student would drop out earlier than they would before A-100 implementation. While this fact does appear to counter students acquiring hope for successful completion, its importance comes forward when realizing all the areas in which money can be saved. The student will not pay more money for an unobtained degree, and more loans will not be taken out only to come due without degree completion. A-100 implementation saves money in that fewer students leave college and the students who do leave do so faster. A college who would be against a measure to help students find their path more efficiently will be viewed by the outside community and students as one that is not aligned with student success and too interested in tuition dollars.

As I alluded earlier, financial support gives the perception of overall support. If a college is willing to forego tuition dollars in order to better assist students through life issues and care about the student as an entire person over time, the community the college serves will see this care and the college will benefit. Programs like A-100 are not designed to create immediate change, although some change will be seen immediately.

Such programs are slow, but often have deadlines to push implementation forward. Still, real change takes time. An immediate shortfall in the budget does not always translate to a long-term revenue loss. As Adams et al., Jenkins et al., and Cho et al. have shown, caring for the student and losing revenue in the short-term do not mean that revenue will be lost in the long-term.

Attention to All Three Levels

- Pedagogical change can be easily managed because it is the nimblest and takes place in the individual classroom.

- Curricular and pedagogical approaches like changing assignments are easier first steps in curricular change.

- Structural change may appear to be the most important and hardest change, but that may just be an appearance that should not deter trying to change.

- Scalability is an excuse, a real excuse, but should not be used to bog down implementation.

- Green-lighters need to get the ball rolling.

- Monitoring implementation and execution over time allows for informed adaptations to be made.

If entire schools do not want start making the change, change can be made in pedagogy and curriculum by instructors. Instructors can drive change, but that change will be limited without help from others. Pedagogical change can be easily managed because it is the nimblest and takes place in the individual classroom. The individual teacher making change is easiest, but just a few steps away those individual teachers come together within a department and lead curricular change. CCBC reports to have

followed this path with their change. I strongly encourage the individual teacher to ignite the flame that can spread from individual classroom to entire department.

An easy pedagogical change is to ground the learning within context. Contextual learning here speaks to the last-minute remediation and learning from the work occurring in other classes (credit-bearing English and beyond). Contextual learning also takes the approach of inductive learning of grammar for the class. By making observations about language and then figuring out the rules, students equip themselves with the skill of understanding language through observation so they can understand language rules as language changes over time. Students will also not position themselves as pointing to the "right way" but to the way that a certain audience expects – a more transferable skill grounded in learning how rhetoric works.

After some instructors create pedagogical change in an institution, curricular change may start driving forward as well. Instructors are vital to curricular change due to their positioning within the student experience as well, for instructors have extensive knowledge in backwards design within the credit-bearing Writing class. Other instructors throughout the institution can help provide feedback into the backwards design (with the help of knowledgeable compositionists) of general education curriculum outcomes like those from Composition. Curricular change can be driven from within a department and eventually inspire change at the structural level and circling back for more complete change in refining pedagogy. This occurs as general education and course outcomes inform each other over time. Curricular change not only helps everyone feel included, but it also pushes everyone to be included, pulling along the yellow-lighters.

One step in the classroom that translates to departmental, curricular change has already been initiated by CCBC and a few other schools, using the topic of "succeeding" for writing within the BW course. Changing the topic of papers and making a subject the secondary focus of the course only reinforces the skills outside of writing that best support these at-risk students – skills that pay attention to the development of the whole student. This has already been implemented at some schools by including *Mindset* and similar books. BW students can write about "succeeding" and "inclusion" in order to better facilitate their success and inclusion. I encourage curricular and pedagogical approaches like changing topics that are relatively easy first steps in curricular change.

Structural change may appear to be the most important and difficult change. No one, however, should be deterred from trying to change this level if, indeed, change is needed. Failed pedagogical change can negate everything, so the most important part of structural change is ensuring that the faculty feel well supported. The faculty are the foundation for successful implementation. Supporting the faculty falls on the shoulders of administrators. The same administrators need to see that scalability is an excuse, a real excuse, but should not be used to bog down implementation. They should find ways around this roadblock and share a driven curiosity throughout the institution.

Other roadblocks will exist, but green-lighters need to get started. Little changes matter. While the name of the class may seem nominal, it is not. After all, class names are read more frequently than catalog descriptions. Institutions should make sure everyone understands that "Learning Support" helps facilitate success in other classes and it should not be confused with the old "remedial" way of trying to fix the "broken" student. As Elbow writes "[t]he important point here is to notice the stranglehold link in

our current thinking between *helping* unskilled writers and *segregating* or quarantining them into separate basic writing courses" (88). Release that stranglehold. Administration should support advisors in understanding the new reconfiguration, for those same advisors are the front lines of sharing excitement for these new opportunities with incoming students. Excitement should not stop with new students.

Beyond communication strategies inside the individual schools or even within the system, I encourage the "go tell it on the mountain" approach to communicate excitement beyond the student: Communicate to everyone within the system and all students, old and new. Excite the community – future students, past students, trustees, everyone. Such excitement is contagious and helps set the right attitude for growth. This approach is similar in some ways to green-lighters pulling along yellow-lighters, but also this approach acts as public relations tool. On a level of individual institution, this news can excite the community the institution serves. On a state-wide level like the A-100 implementation, the new approach to BW can gain support from various communities and stakeholders within the state. This new, reformed approach invites current, past, and prospective students who were once thwarted by the old way of remedial/developmental Writing. The community should know that its college is changing to better support those whom it serves.

Several schools have shown that monitoring implementation and execution over time allows for informed adaptations to be made. What works now may need to change for the future, so schools should continue to monitor execution on all fronts and be prepared for adaptation. Monitoring the success of structural features means that institutional data from individual schools will need to continue to be examined, but

qualitative data collected by listening to students and quantitative data for registration

should converge with different structural scenarios to find what works best at each

institution. Students often express their needs during or immediately after completing a

class, and many students happily give feedback upon graduation and within a few years

after graduation. When this information combines with projected needs of those entering

school, a more complete picture for necessary change emerges. Monitoring the success of

curricular features is informed by the same knowledge from structural monitoring plus

the qualitative data collected from instructors within the department who teach beyond

the initial credit-level Writing class. Monitoring success on the pedagogical level is

informed by knowledge gained from the other levels but most importantly by qualitative

data from those who teach BW and the initial credit-level Writing class. Monitoring may

occur both from the inside as well as the outside by bringing peer faculty from other

institutions and working the ideas that emerge for improvement. More discoveries and

developments will occur, so schools should be curious to try new pedagogical, curricular,

and structural models. I encourage schools to follow theory into practice, like CCBC in

the early 2000s. The guidelines of whole student first, backwards design, and contextual

learning will help further develop BW.

Safety Nets

Add safety nets to support students and manage obstacles that cause friction.

- Perceived obstacles and safety nets should be closely and collaboratively
  examined.

- Some safety nets may be confused as obstacles that cause friction. Not all friction
  is bad.

- Technology should be leveraged to help implement safety nets and overcome obstacles.

One of the issues that I faced in this study is that "success" was so difficult to pin down. This is in part due the fact that different roles in the college (as well as the outside stakeholders) had different perspectives for defining "success." A final suggestion I include also centers around such sundry perspectives. Like the idea of success varying, the idea of how to support students also varies depending on perspective.

Safety nets may look like obstacles that cause friction to some stakeholders. Perceived obstacles and safety nets should be closely and collaboratively examined. For example, the shortening of time to earn credit is the central aspect of A-100. There was a friction in time to earn credit for the student, and that friction was removed. There was a friction in enrolling in another class and another semester – that was removed. My study highlights that that implementation of A-100 helped relieve multiple friction points. RSCC removed the friction of having a schedule that resembled two different classes and created the 2-hour BW class that was scheduled on Tuesdays and Thursdays at the same time the ENGL 1010 class was scheduled on Monday, Wednesday, and Friday. VSCC scheduled ENGL 1010 and ENGL 0810 back-to-back and in the same classroom if possible to take away the friction of having to relocate to a different room and/or wait hours between the supporting BW class and the credit-level Writing class. Other schools wanted to make sure that classes were scheduled back-to-back but in different classrooms so that students could capture the feeling of being in a different class and not completely conflating the two. Several schools spoke about removing friction, although they may not have used such language, and some schools saw some obstacles that cause friction as

necessary where others saw them as detrimental obstacles as noted from the example above. Removing friction for students may cause more work for faculty, staff, and administrators, but this constant evaluation is at the center of improvements for students.

Remembering that the safety net supports students also means that student support should be kept in mind. All nets work together to keep students safe and deliver them to graduation. This includes installing friction at necessary places – no reason to make it easy for a student to drop out as soon as they encounter the first difficulty. BW students cannot drop 0810 (BW) or 1010 (credit-level Writing) most of the time in the TBR. Through leveraging technology, many schools disable the student's ability to drop the classes online from the schedule. This design is to help them push through the hard times and be in a growth state, one of slight discomfort. If they need to drop the course and are counseled on the decision, a student can proceed to make an informed decision.

Teachers are able to evaluate current practices through their personal insights from each class and make adjustments to safety nets and friction from those insights. That teacher is the engagement specialist, able to monitor and respond suddenly. Developed safety features from structural, curricular, and pedagogical areas can reduce the friction for the student in completing the class successfully. The teacher facilitates that completion, but the teacher should also be the person who monitors and adjusts the system on the individual level despite possible redundant safeguards.

I mention redundancies because safeguards can be built into several levels of accelerated and mainstreamed classes. Understanding and leveraging technology only enhances incorporating safety nets as well as reducing friction. A student should not be allowed to register for one class without registering for the corequisite class at the same

time. While advisors and admissions specialists may tell students this, the registration system should be set up to assure corequisite enrollment occur. Automations go beyond just this. In some cases, a student should not be able to submit a 1010 assignment until it has been reviewed in their BW class. This can be established through LMS safeguards. When a student misses so many classes or assignments, the teacher and a support team should be notified. While the teacher may already be paying attention to the life problems of a student, notifying a support team upon recognizing problems that could negatively affect attendance or completion of assignments, can only help. Safeguards and redundancies do not stop at these examples alone.

Data from A-100 implementation have shown that the program increases the chances of student success on a variety of fronts. Implementation should reduce friction while increasing the strength of the safety net surrounding students. This safety net does not mean that a teacher should lose autonomy over the classroom any more than a commercial airline pilot loses control of the plane; the redundancy is there for safety. The individual is to stay in control, but with the right safeguards in place, the individual does not need to maintain the constant engagement like was needed in the past. Upcoming technologies and developments can positively affect the situation surrounding support for Basic Writing. With the guiding principles of creating support, reducing friction, and deploying teamwork and technology to help students achieve their goals, BW will continue to develop.

Picking the Low-Hanging Fruit

Some areas of ALP-like implementation are easier than others. Changing the name of a class or focusing on contextual learning will not be accomplished overnight

despite these examples seeming like low-hanging fruit. I see low-Fhanging fruit to be education on current BW theory and communication to others because current BW theory aligns closely with what so many other parts of the community college are doing; taking care of the whole student serves not only as the foundation to BW theory but also is central to the goal of student services. Establishing allies through education and communication is the common step of all institutions.

As I have already mentioned, every institution is going to be different. Along with that, every group of faculty, every group of administration, and every group of support services will also be different. Green-lighters, regardless of their group, need to look for low-hanging fruit in order to establish some traction. Faculty should look to establish contextual learning and adjust writing topics to those secondary sources of student growth as discussed earlier. Administrators should look to locate classes where students can have the most support (i.e. within the same vicinity as the writing center, other academic support services, and/or community building services). Support services like advising also can play a green-lighting role by scheduling students in cohorts for classes and heterogeneously balancing sections.

Edgecombe's divisions of pedagogical, curricular, and structural levels are a good way of helping to navigate the changes that can occur easily as well as the changes that need scaffolding to come to fruition. Hern and Snell's five guidelines of just-in-time remediation; low stakes collaborative practice; intentional support for students' affective needs; backwards design; and relevant, thinking oriented curriculum provide direction for BW faculty pushing for change. All but intentional support for student affective needs should be driven by faculty on pedagogical and curricular levels. Faculty must take the

reins for pedagogical and curricular change. The only feature that faculty alone can implement fully is contextual learning. That is also the easiest feature to be implemented by a singular group or person.

The features of attention to behavioral issues and attention to life problems can enter the curriculum and gain support on the pedagogical level from faculty or these features can be structurally built by administration, but the greatest success will come when faculty and administration integrate these systems through pedagogy, curriculum, and structure. Likewise, cooperation for implementation is needed by both groups for cohorted leaning, heterogeneous grouping, small class size, mainstreaming, and acceleration. Outside small class size, which may be heavily disputed by administration, the most important of these are mainstreaming and cohorted learning – both central to having a sense of belonging. I see this sense of belonging as central to the success of BW students. I see making changes to provide this sense on the individual level as guidance for low-hanging fruit that should be grabbed. This sense of belonging is tied to all other features. Mainstreaming, attention to affective needs, cohorted learning, and contextual learning are central to showing that students belong and all stakeholders want to see student success.

What Could Be

The reactions to COVID-19 have forced educators to make changes and reevaluate what changes work and what changes still need to improve. Basic Writing is no exception to this. I have vocally objected to putting BW classes online and asynchronous at institutions where I have been associated. I saw no reason for the most at-risk students to be forced to learn a new medium of learning alone – or even feel

obligated to learn a new medium of delivery to move more quickly to a credit-bearing Writing course. Like objections to mainstreaming, the risk to the students can be seen as too great. The discipline needed for success in an asynchronous class is often too much to ask of a student. And yet, the pandemic forced BW to become an online class. The best online instruction and the best BW instruction must meet to provide students with the support needed. This, too, is an equity issue. Although classes may be harder for both teacher and student, BW classes need to move forward with developing and understanding the best engagement and support online. Instructors may feel taxed and overwhelmed as they did with A-100 implementation, but proactively exploring and developing online BW classes will open access to more potential students. Online BW classes need to facilitate more support and community through belonging than has been provided so far. This is more easily completed in synchronous classes than asynchronous, so I encourage synchronous online classes over asynchronous (at least until a better support system can be developed and implemented).

Growth and the Future

Future studies should isolate individual features. While I am aware that rarely will a clean break occur to study the features of ALP, I strongly encourage studies that isolate BW features as well as studies on additions to the established features analyzed in my study. Such assessments can help a school see what the most important features for that individual institution may be. Isolating the feature of small class size can provide much more insight into important features that are best facilitated by small classes.

Longer studies are needed. In order to better understand what "success" looks like, since as I explained earlier that slippery term has different definitions for different

groups, subsequent passing of ENGL 1020 (and completion of college level English/Core Curriculum) should be studied for BW students. Also, examining 2-year, 3-year, and 4-year graduation rates over extended periods can help show more nuanced results from implementation. Comparing markers of success between smaller institutions and larger institutions over time can also paint a more complete picture of differences dependent on institutional size.

As well, comparisons will need to be made regarding qualitative data over time. Although the quantitative data mark success in a cleaner way and may be easier to capture than the qualitative data, the qualitative perceptions of the people who implement programs like ALP should be measured as a comparative to their past recordings as well as past and current quantitative data. Changing perceptions may help strengthen BW outcomes measured by quantitative means, putting an emphasis on how implementers understand and appreciate measurable improvements. More directly: new, future research needs to be informed by the statistical, quantitative data but should also consider the qualitative data of perceptions from those around BW. The stories of implementation can give more insight into how to improve the numbers measuring success (i.e., retention, completion, and graduating) even more. Future research should examine the connections between pedagogical, curricular, and structural changes and how the people in charge of implementation best manage these interactions, for asking the question of how these pieces interact to best support students is essential to many different measures of success.

Further developed studies should not focus solely on quantitative data, although that is important. Researchers should be guided by questions like how does perception of improvement interact with quantitative findings for improvement. Future work needs to

be done to understand what the secondary effects of ALP are. Researchers should look at how much non-cognitive needs matter for Basic Writing students and how to best provide for those needs. Below I share some other areas that I see need examination.

Secondary Effects from ALP

Data (from Cho et al.) give insight that students who have performed at higher levels of credit-level Writing do not perform as well when mixed with BW students, and this may have something to do with the demographics of those students. There may be several reasons for this data to offer support, but these collateral effects should be investigated. The data brought forward looked at grades for the semester and grades in the next class. Data on longer term goals like graduation and time to graduation can give more insight and may help show the relevance of the short-term data. I see heterogeneous grouping doing more good than harm for students, but being able to figure out the cause of the harm may help isolate and mitigate this factor.

Pay, and Not Just Money

As I positioned earlier in this chapter, spending money shows that an institution cares. I am very curious how a state like Tennessee compares in improvement to a state like Connecticut, a state that also undertook a remediation redesign similar to A-100 in its Public Act 12-40 a few years later. In Connecticut, an adjunct is paid roughly three times the amount per class that an adjunct in Tennessee is paid. Living expenses aside, the difference is stark and support for non-contingent faculty is apparent. With enough implementation data, controls can be established to show how much difference pay to an adjunct makes in caring for individual students.

Adjusting Focus

Outside of the ALP features as outlined by Adams et al., other changes make differences as well. Other changes surrounding ALP, like student labels and condensing BW enrollment to focus on the most at-risk students, should be examined. Through further investigation of these differences, institutions can discover what works best in their individual case. Full time faculty and part time faculty probably have different success as BW instructors, but what the variance is and how much training plays into that variance should be examined more closely. Understanding how smaller percentages of students taking BW translates to possible higher completion rates, like at Dyersburg State, can give insights for how entry into BW may have overlooked consequences on the students who successfully complete BW and the total number of students who successfully complete credit-level Writing. I see a strong possibility that the higher pass rates tie directly to how students see themselves when given the BW label. Understanding, then, how students perform when BW is presented as support (through advising and other touchpoints) can give helpful information about how communicating to students establishes confidence and support that carries into classroom success.

Continual Revision

Composition has seen several shifts and redesigns over the past century. I can only speculate to how this BW redesign can give new perspective to Composition as a whole. I do feel confident that one insight has to do with the BW label and how BW (as well as Composition) is seen by the rest of the institution. This revisioning can certainly help secondary schools understand areas where they can more effectively and efficiently help students grow in written communication skills. Of course, the challenge is

conveying what the research suggests to these teachers who largely aren't trained in Writing Studies theory. Again, this revisioning relates to the view of placement testing going away and less segregation of students taking place which means improved inclusion and belonging.

Social Implications (Minority Gap and Retention Effect)

The early TBR study on the corequisite system showed differences in minority and non-minority changes, but it never gave any reason for these changes. I am not faulting the study, for I only speculate a little on the differences. There is something that causes social differences, for example, in retention rates. Isolation of the differences between minority and non-minority changes needs to be made so that clearer understanding and support can follow to help eliminate the equity gap. I see BW's elimination of the equity gap aligned with eliminating the systemic racism within BW. As much as I want to gravitate towards the answer surrounding inclusion and the hope factor I discussed earlier, I very much want to see data that clearly supports this. From experience, I know student attitude can affect an entire class and propel all members towards success. The idea of hope, however, is more individual and is an internal force that will be difficult to quantify. Individual attention to students can develop and promote this internal force. This individual attention should be central to all change.

Basic Writing must Continue Moving Forward

Basic Writing may not have been built to help people feel included, but it needs to be rebuilt that way. This goes beyond inclusion for students. Teachers, administrators, and other stakeholders must communicate and work together, for all their perspectives are valuable. Everyone must be open to change. Teachers must try new approaches, for

the classroom is a lab for grassroot changes through pedagogical innovations. Administrators need to support teachers by giving autonomy, providing opportunities for professional development, and ensuring representation in the decision-making process. Legislatures have a responsibility to maintain progress forward for policy, just as administrators do, but need to listen to all voices and allow institutions a certain amount of autonomy. Legislatures and administrators have the responsibility to make sure that funding is present to support the most at-risk students. All parties must monitor and adjust accordingly, but faculty must serve first on these lines. All parties should use both qualitative and quantitative input collaboratively to assure equity for the most at-risk students and improve Basic Writing.

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APPENDICES

APPENDIX A: KEYS TO DATA PROVIDED BY THE TBR

Learning Support Writing Table fields as provided by the TBR:

Field	Description
TERM_CODE	Identifies the year and term that represent the cohort. For example, 201380 = students enrolled in learning support writing in fall 2013. Fall 201480 = fall 2014, etc..
SCHOOL_CODE	The two-digit code used to identify a specific school in the TBR system.
SCHOOL_CODE_DESC	The full school name for a specific school in the TBR system.
BAN_ID	A generic ID generated for each student in the TBR system. Used in lieu of social security number or other identifying value.
FTF_FLAG	First-time freshmen students are flagged with a "1" in this field. Students with a "0" are not first-time freshmen in the term given.
TBR_RACE_CODE	1 = Asian, 2 = Alaskan Native, 3 = Black, 4 = Hispanic, 5 = White, 6 = Unknown, 7 = American Indian, 8 = Multiracial, 9 = Pacific Islander
GENDER	M = Male, F= Female
ATTEMPT_LSW	Students attempting learning support writing are flagged as "1". **Since this table is exclusively for learning support writing students, all values will be "1".**
COMPLETE_LSW_1TERM	Flags with "1" a student successfully completing learning support writing in the fall term (term 1).
COMPLETE_LSW_2TERM	Flags with "1" a student successfully completing learning support writing in the following spring term (term 2).
COMPLETE_CLW_1TERM	Flags with "1" a student successfully college level writing (Composition I) in the fall term (term 1).
COMPLETE_CLW_2TERM	Flags with "1" a student successfully college level writing (Composition I) in the following spring term (term 2).

First-Time Freshmen tables as provided by the TBR:

Field	Description
TERM_CODE	Identifies the year and term that represent the cohort. For example, 201380 = students enrolled as first-time freshmen in fall 2013. 201480 = fall 2014, etc.
SCHOOL_CODE	The two-digit code used to identify a specific school in the TBR system.
SCHOOL_CODE_DESC	The full school name for a specific school in the TBR system.
BAN_ID	A generic ID generated for each student in the TBR system. Used in lieu of social security number or other identifying value.
FTF_FLAG	First-time freshmen students are flagged with a "1" in this field. **Since this table is exclusively first-time freshmen (in order to calculate retention and graduation rates), all values will be "1".**
TBR_RACE_CODE	1 = Asian, 2 = Alaskan Native, 3 = Black, 4 = Hispanic, 5 = White, 6 = Unknown, 7 = American Indian, 8 = Multiracial, 9 = Pacific Islander
GENDER	M = Male, F= Female
ATTEMPT_LSW	Students attempting learning support writing are flagged as "1". Those students not requiring learning support are identified with "0". **Use this field to determine LSW retention and graduation compared to overall retention and graduation.**

Field	Description
FF_RETAINED	Students retained to the next fall (fall-to-fall retention) are flagged with "1". Retention is the number of students with "1" divided by the total number of students.
2Y_GRAD	Students graduating within two years (2-Year Grad Rate) are flagged with "1". The 2-year grad rate is the number of students with "1" divided by the total number of students. Note this field will be null once the number of terms available is not sufficient to make the calculation.
3Y_GRAD	Students graduating within three years (3-Year Grad Rate) are flagged with "1". The 3-year grad rate is the number of students with "1" divided by the total number of students. Note this field will be null once the number of terms available is not sufficient to make the calculation.
4Y_GRAD	Students graduating within four years (4-Year Grad Rate) are flagged with "1". The 4-year grad rate is the number of students with "1" divided by the total number of students. Note this field will be null once the number of terms available is not sufficient to make the calculation.
AWARD_TERM	If the student graduated by the end of summer 2018 (the last term available), the term of graduation will be in this field. Otherwise, the field will be null. The first four digits are the year and the last two digits are the term, where 10 = spring, 50 = summer, and fall = 80. For example, 201510 = spring 2015.

APPENDIX B: QUALTRICS FIELDS AND QUESTIONS POSED

- Name

- Age (as part of consent)

- (Consent)

- (Signature)

- Institution and role

- How are students placed in learning support? What is the placement process with respect to ACT scores and/or other measures?

- What is the size of your institution's 1010 class? How many are learning support students and how many are non-learning support in a 1010 class?

- How are your learning support classes and 1010 classes combined with students? Please give a brief explanation of what the English co-requisite model looks like for your institution. Please include contact hours (and format which they occur), the space in which student contact occurs, and who has the contact with the student and in what capacity.

- What is the ratio of part time to full time teachers with respect to student contact hours in ENGL 1010?

- What is the ratio of part time to full time teachers with respect to student contact hours in the learning support class?

- What student-to-student contact occurs in 1010 class? What contact occurs in an English learning support class?

- What student engagement with technology occurs in the 1010 class? What student engagement with technology occurs in the learning support class? About how much of this occurs in each? What does this typically look like? – please give an example or two.

- Who [in what position did the person(s) serve] was in charge of ENG 1010 co-requisite implementation for the department? Who supported this person(s)? In what capacity was that support given?

APPENDIX C: FOLLOW-UP QUESTIONS POSED

For some representatives, I asked clarification questions specific to their institution. Examples of those questions include clarification about where statistical data came from, why staffing the Basic Writing class would be a certain way, and what assignments occur in a BW class.

Following those questions, I asked these questions for everyone:

- Do you think that [the Basic Writing class] provides an atmosphere where instructors pay attention to behavioral issues? Please explain what influences your perception.

- Do you think that [the Basic Writing class] allows instructors to pay attention to student life problems? Please explain what influences your perception.

- Please share any stories of implementation and change specifically dealing with TBR within the local context. This, again, is about perception. These stories will remain anonymous.

APPENDIX D: FURTHER STATEWIDE DATA AND STATISTICS

Appendix Table 1: *Completion of BW in Fall Semester*

	2013	2014	2015	2016	2017
Total	4368	4267	4706	4357	4632
Percentage of Attempt Statewide	64.35%	62.07%	63.67%	62.86%	61.00%
Ins Avg of % Complete	63.24%	62.10%	64.23%	65.24%	64.92%
Std Dev of % Complete	8.79	7.51	8.17	8.05	8.95
FTF Total	3375	3301	4033	3696	3858
FTF attempting % Complete	66.44%	62.74%	63.85%	62.83%	60.68%
Ins Avg FTF attempting % Complete	65.08%	62.75%	65.09%	65.52%	64.74%
Std Dev FTF attempting %	8.45	7.71	9.16	8.39	9.45

Appendix Table 2: *Difference in First-time Freshmen Graduation Rates in BW and non-BW Students*

	2013	2014	2015	2016
2-year Graduation Rate	8.97%	10.36%	11.96%	13.25%
3-year Graduation Rate	4.47%	5.17%	3.65%	N/A
4-year Graduation Rate	1.53%	0.77%	N/A	N/A
Cumulative (for given data)	14.97%	16.30%	15.61%	13.25%

Appendix Table 3: *Percent Increase in Graduation Rates*

	2013 to 2014	2014 to 2015	2015 to 2016
2-year grad rate difference non-BW	22.07%	17.66%	8.32%
2-year grad rate difference BW	56.89%	26.34%	(0.30%)
3-year grad rate difference non-BW	2.94%	4.46%	N/A
3-year grad rate difference BW	(6.69%)	36.58%	N/A
4-year grad rate difference non-BW	(8.09%)	N/A	N/A
4-year grad rate difference BW	11.91%	N/A	N/A

APPENDIX E: INDIVIDUAL SCHOOL DATA AND OBSERVATIONS

Chattanooga State Community College

IPEDS Data

Campus setting: City: Midsize

Unduplicated 12-month headcount: 10,770

Total FTE: 5382

Full-time instructional staff: 239

Part-time instructional staff: 330

2019-2020 College Catalog Course Descriptions

- ENGL 0810 – Learning Support Writing:

  (3 credit hours) Continued study and application to achieve writing skills needed

  for college; students will write unified, coherent paragraphs and essays in

  acceptable, standard form; will also produce a research essay.

  Prereq(s): ACT English 13-17 or COMPASS Writing 36-76 placement Coreq(s):

  ENGL 1010 [E]

- READ 0810 – Learning Support Reading

  (3 credit hours) This course is designed to improve a student's overall reading

  skills to college level. Emphasis will be placed on reasoning skills, analysis of

  materials for bias and point of view, and increasing flexibility and efficiency in

  reading rate.

  Prereq(s): ACT Reading 13-18 or COMPASS Reading 61-82 Placement

  Coreq(s): ENGL 1010 [E]

- ENGL 0900 – Integrated LS Writing and Reading:

  (3 credit hours) This course is designed to improve a student's overall reading and writing skills to college level. Emphasis will be placed on reasoning skills, reading comprehension, the writing process, grammar review, and basic research skills. Contact hours: 3.

  Coreq(s): ENGL 1010 [F,S,Su] Note(s): Allow for the student to be below college level in Reading, English and Math.

- ENGL 1010 – Composition 1

  (3 credit hours) Research projects required. Focus on exposition and argument; process and development using various rhetorical patterns. Prereq(s): Placement per TBR specifications.

  Concurrent: ENGL 0810 and/or READ 0810 [S] Note(s): Fulfills a General Education requirement. ►Common Tennessee Public University Transfer Course.

ENGL 0900 seems to be a replacement for READ 0810 and is new in the 2019-2020 catalog; although, there were no ENGL 0900 sections offered in either fall 2019 or spring 2020, there was one section in fall 2018. The move towards Integrated Reading and Writing is one that CCBC adopted as well. The first Composition course has Reading and Writing integrated. The modification to the catalog and thus to the curriculum of the college demonstrates that Chattanooga State is still working towards improving the experience of students who tested as not college ready at first. Merging ENGL 0810 and READ 0810 (6 total credits) into one class (3 credits) may save students both time and money. The note after ENGL 0900 description of "[a]llow for the student to be below

college level in Reading, English and Math" also supports the notion of curriculum being designed to best support the student.

Clarification from Chattanooga State faculty providing the "TBR: Flash Corequisite Model" explains "ENGL 0900 combines Learning Support Reading and Writing and targets students with a *Writing Accuplacer 230-239 or ACT 12-15 score (or equivalent test scores)*. ENGL 0900 is designed to smoothly align reading and writing assignments, serving students who score in a mid-range of Learning Support scores. Students in this score range will enroll in both ENGL 0900 and ENGL 1010." (Emphasis not added.) This class is to be taken with ENGL 1010 (3 credits) to make a total of 6 credit hours. The document also explains "Corequisite ENGL 1010 (embedded Learning Support Reading and Writing – 2 total credit hours)" as a course "strategically designed for students who place into the upper range of Learning Support test scores in Writing Accuplacer 240-249 score or ACT 16-17 (or equivalent test scores)," and "concisely [embedding] Learning Support reading and writing skills into one ENGL 1010 course and serves students who are academically prepared to move at a more challenging pace in ENGL 1010."

With the prerequisites marked for ENGL 0810 and READ 0810 but not for ENGL 0900, it appears that the college may be moving away from having a floor score for students, at least moving away from communicating it in the course descriptions. I have seen that when institutions do not publicize such scores, the institution allows more flexibility for the entrance of people with low scores. Chattanooga State does not appear to be doing this if the "Flash Corequisite Model" paper is taken into account. ENGL 0810 and READ 0810 are uniquely designed for students "with a Writing Accuplacer 200-229

or ACT 1-11 score (or equivalent test score)." In their "Flash Model" paper, Chattanooga State cites challenges faced in Corequisite Model as two-fold:

- Scheduling, BANNER Support/Placement, Instructor Assignments, and

- Expectations: "The Corerequisite model must continue to evaluate the needs of our 'at risk' LS students before they're placed into curriculum courses and make adjustments of design and curriculum (as needed)."

Scheduling Details from the Fall 2019 and Spring 2020 Semesters

- ENG 0810 in the SP 2020 schedule had up to 27 seats per section and is not tied to any individual 1010 section.

- READ 0810 in the SP 2020 schedule had up to 25 seats per section.

- ENGL 0900 had no courses in the SP 2020 schedule. Had one section in FA 2018 and 12/15 seats occupied.

- ENGL 1010 in the SP 2020 schedule had up to 22 seats per section. These sections are not listed as being tied with any ENGL 0810, READ 0810, or ENGL 0900 section.

The larger size of ENGL 0810 classes with up to 27 students per section is not keeping with the smaller class size that create bonds through low instructor to student ratio. The larger class size does not lend itself to an atmosphere where instructors can pay close attention to behavioral issues or to life problems. If contextual learning takes place in ENGL 0810, this is done on a student-by-student basis since the ENGL 0810 students will not all have the same, cohorted ENGL 1010 sections.

The ENGL 1010 sections do not appear to have a set mixture to assure an established heterogeneous grouping. Students who register for any ENGL 0810 section can register

for any ENGL 1010 section. This appears to be this way since the only corequisite for READ 0810 is also ENGL 1010, and some students may need ENGL 0810, READ 0810, and ENGL 1010. Combining these 9 credits together in a student schedule can create more problems if the class times are not flexible for each individual student, and such inflexibility by tying the sections together means that the model would not easily be scalable. The new ENGL 0900 class implementation allows students needing ENGL 0810 and READ 0810 to have a 3 credit-hour option, and this model becomes much more scalable.

Chattanooga State mentioned three items within their Flash presentation that were working with the Coreq model:

- "Designated LS Classrooms strategically placed beside Writing Center,"

- "Freedom of course design and redesign," and

- "Administrative Support [English Department (chair and faculty) and TBR]"

These items provide some insight into the Chattanooga State experience with A-100 implementation, but these items also come from a document whose audience was TBR administrators. The takeaway is that Chattanooga State and the TBR were still looking at ways (on a local level) to improve what was working.

TBR DATA

Table Chatt1: Total First-time Freshmen and Percent Attempting BW: Chattanooga State

	2013	2014	2015	2016	2017
Total First-time Freshmen	1715	1599	1967	1733	1742
Percentage Attempting BW	29.04%	28.58%	30.96%	28.85%	25.37%

Table Chatt2: Completion of BW in Fall Semester: Chattanooga State

	2013	2014	2015	2016	2017
Total	304	312	479	479	328
Percentage of Attempt	43.99%	50.65%	66.43%	66.53%	64.06%
Total FTF Attempt	240	232	411	347	283
Percentage of FTF Attempt	48.19%	50.77%	67.49%	69.4%	64.03%

Noteworthy in Table Chatt2 is the difference from 2014 to 2015 in percent

passing. Even if considering 2013 percentage instead of 2014 because the percentage of

people who passed from those attempting the class went down by 8.18 points. The

increase to 2015 of 15.78 points is 13.65 points greater than the average change of all

TBR schools between 2014 and 2015. This change shows that A-100 implementation

affected Chattanooga State more significantly than the rest of the state in general while

not positively affecting Basic Writing students who were not first-time freshmen.

Table Chatt3: Basic Writing First-Time Freshmen's Completion of Credit-level
Writing in First and Second Semesters: Chattanooga State

	2013	2014	2015	2016	2017
1st semester: Total	0	12	306	283	224
1st semester Percentage	0%	1.86%	50.25%	56.60%	50.68%
2nd semester Total	130	104	18	9	16
2nd semester Percentage	26.10%	24.47%	3.66%	0.84%	5.26%

Chattanooga State's percentages are in keeping with state averages, even if

slightly lower than average.

Table Chatt4: Fall-to-fall Retention Rates All First-time Freshmen vs. Attempting BW:
Chattanooga State

	2013	2014	2015	2016	2017
All First-time Freshmen	53.29%	44.59%	46.82%	49.62%	48.45%
FTF Attempting BW	37.55%	35.01%	37.93%	41.8%	35.29%

Chattanooga State's fall-to-fall retention rates for those attempting Basic Writing

was slightly lower than the TBR average in each year. The difference was typically

between under 10 percentage points except for 2013 when it was 15.74 and 2017 when it

was 13.16 percentage points.

Table Chatt5: Graduation Rates (Associate Degree) per Freshman Year: Chattanooga State

	2013	2014	2015	2016
2-year Graduation Rate	3.27%	4.82%	7.37%	8.71%
3-year Graduation Rate	7.23%	7.69%	18.10%	N/A
4-year Graduation Rate	4.14%	4.13%	N/A	N/A

Table Chatt6: Graduation Rates (Associate Degree) per Year, First-time Freshmen Needing
Basic Writing: Chattanooga State

	2013	2014	2015	2016
2-year Graduation Rate	0.80%	0.66%	1.31%	1.4%
3-year Graduation Rate	3.01%	2.84%	6.40%	N/A
4-year Graduation Rate	2.21%	3.28%	N/A	N/A
Cumulative (for given data)	6.02%	6.78%	7.71%	1.4%

Chattanooga State's graduation rates, for one reason or another, have been much

lower than the average TBR community college graduation rates. There are no

statistically noteworthy increases for Basic Writing students, nor were there any statistically noteworthy differences between Basic Writing students and all first-time freshmen when compared to TBR averages.

Cleveland State Community College

IPEDS Data

Campus setting: City: Small

Unduplicated 12-month headcount: 3,883

Total FTE: 2,021

Full-time instructional staff: 73

Part-time instructional staff: 134

2019-2020 College Catalog Course Descriptions

The Cleveland State catalog has the following disclaimer: "Prior to enrollment in any college-level English course, students must first complete any applicable learning support writing and/or reading requirements indicated by placement testing assessment. (See Admission Requirements from catalog)" The linked "Admission Requirements" does not, however, include information about placement or continuation for transferable English classes.

- ENGL 0900 – Writer's Workshop

  (3 credit hours) This course provides intensive instruction and practice in writing coherent paragraphs and essays for specific audiences. The course includes the process of drafting, revising, and editing as well as instruction in grammar, mechanics, and usage. Three hours lecture per week. (Corequisite(s): ENGL 1010.)

- ENGL 1010 – English Composition I

  (3 credit hours) ♦ Writing with emphasis on the expository and argumentative

  essay. Three hours lecture per week.

  With minimal course descriptions, which appear to be the case for most of the

Cleveland State catalog, not a great deal of insight can be gained from the course

description alone. The ENGL 0900 course does not appear to directly support the

curriculum designed for contextual learning. Without a statement of how 0900 directly

supports ENGL 1010, ENGL 0900 appears to be little more than a class required to be

taken at the same time as ENGL 1010 for students who have not been deemed College

English ready.

A Cleveland State English teacher reported that placement into ENGL 0900 was

based on ACT and AccuPlacer scores. While other schools often list such scores in the

course description, Cleveland State does not do this. Instead, the teacher confirmed that

they use the placement standards set by TBR. I, however, am not sure if there are ways of

getting around these standards, and no one has willingly shared such workarounds, for I

have seen that this is the case for some states like Maryland where the standard

agreement between community colleges has no established repercussions when not

followed.

Scheduling Details from the Fall 2019 and Spring 2020 Semesters

Since ENGL 0900 in Spring 2020 semester only had 20 seats per section and no

section was linked to a corresponding ENGL 1010 section, the requirement for a cohorted

learning community does not exist within the structure. The Cleveland State teacher

confirmed that ENGL 101 has 25 seats and the school does not "limit or manage the

number of learning support or non-learning support students in a classroom." The class

size for 0900 is not small, but the ENGL 0900 sections are smaller than the 25 seat

ENGL 1010 sections and some other TBR schools' Basic Writing sections. There is

nothing in place that limits a certain percentage of 0900 students in any 1010 section.

According to a Cleveland State representative, ENGL 1010 "is available fully in the

classroom, hybrid, and online. ENGL 0900 Writer's Workshop (learning support) is a

separate course available in the classroom or online [format]. We encourage students to

be in the classroom but offer the online version for scheduling." Although the instructor

has one-on-one time with the ENGL 0900 students, the learning is not always

contextualized: "In 0900, instructors usually assign group work at least once per week to

complete a lesson on the assigned topic. This could be classwork, group writing, or group

discussion."

TBR DATA

Table Cleve1: Total First-time Freshmen and Percent Attempting BW: Cleveland State

	2013	2014	2015	2016	2017
Total First-time Freshmen	744	749	820	787	662
Percentage Attempting BW	22.58%	29.77%	29.63%	32.40%	29.59%

Table Cleve2: Completion of BW in Fall Semester: Cleveland State

	2013	2014	2015	2016	2017
Total	101	139	184	167	174
Percentage of Attempt	47.20%	51.10%	59.74%	58.80%	67.97%
Total FTF Attempt	82	109	158	153	144
Percentage of FTF Attempt	48.81%	48.88%	65.02%	60.0%	67.29%

First-time freshmen who attempted Basic Writing at Cleveland State experienced

a significantly higher pass rate percentage after implementation of A-100. The increase

from 2014 to 2015 of 16.14 percentage points is 13.81 percentage points higher than the

increase in TBR schools on average. While 2013 and 2014 were 16.28 and 13.97

percentage points lower than the TBR schools' average respectively (65.09% and

62.75%), the difference between Cleveland State and TBR schools' average was only

0.06% and 5.52% for 2015 and 2016. In 2017 Cleveland State saw a higher rate than the

TBR average, 6.62 percentage points higher. This data point signifying a turnaround

should be explored further. It is possible that Cleveland State made a change in 2017 that

was not only significant but also was reflected over the next few years. It is also possible

that a Hope factor (where students were encouraged by a better hope for passing and

graduated) was built at Cleveland State.

Table Cleve3: Basic Writing First-Time Freshmen's Completion of Credit-level
Writing in First and Second Semesters: Cleveland State

	2013	2014	2015	2016	2017
1st semester: Total	0	54	158	134	127
1st semester Percentage	0%	24.22%	65.02%	52.55%	59.35%
2nd semester Total	56	43	1	8	9
2nd semester Percentage	33.33%	19.28%	0.41%	3.14%	4.21%

Cleveland State did see higher than state averages in students who completed the

credit-level Writing within the first year for 2014 and 2015. With the 2014 1st semester

credit-level completion above the standard deviation for institutional averages and the

2015 1st semester credit-level completion above the institutional averages, Cleveland

State appears to have implemented earlier than other TBR institutions and had much

greater success early in implementation.

Table Cleve4: Fall-to-fall Retention Rates All First-time Freshmen vs. Attempting BW: Cleveland State

	2013	2014	2015	2016	2017
All First-time Freshmen	53.63%	49.67%	41.95%	52.73%	53.47%
FTF Attempting BW	47.02%	40.36%	37.04%	40.78%	40.19%

Table Cleve5: Graduation Rates (Associate Degree) per Freshman Year: Cleveland State

	2013	2014	2015	2016
2-year Graduation Rate	11.96%	10.28%	15.37%	21.09%
3-year Graduation Rate	7.93%	8.14%	9.88%	N/A
4-year Graduation Rate	4.03%	4.67%	N/A	N/A

Table Cleve6: Graduation Rates (Associate Degree) per Year, First-time Freshmen Needing Basic Writing: Cleveland State

	2013	2014	2015	2016
2-year Graduation Rate	1.79%	3.14%	7.00%	6.75%
3-year Graduation Rate	7.14%	5.83%	10.70%	N/A
4-year Graduation Rate	2.98%	5.23%	N/A	N/A
Cumulative (for given data)	11.90%	14.35%	17.7%	6.75%

What stands out in Table Cleve5 is the 2015 and 2016 2-year graduation rates for

those needing Basic Writing. This is not so significant when taking into account

Cleveland State's 2-year graduation rate increases for all students during that time. While

the increase is noteworthy, the curricular redesign of Basic Writing does not seem to be

the driving factor in the increase when taking all graduation rates into account. The 2016

2-year graduation rate for all students and for those needing BW are both above the standard deviation for all institutions. The 2015 2-year and 3-year rates, however, are only outside standard deviation (1.12 and 0.62 respectively) for the cohort who needed BW. The 2015 data around graduation rates for these students are significant.

Columbia State Community College

IPEDS Data

Campus setting: Town: Distant

Unduplicated 12-month headcount: 7,703

Total FTE: 3,983

Full-time instructional staff: 106

Part-time instructional staff: 229

2019-2020 College Catalog Course Descriptions

- ENGL 0802 – Learning Support Writing

  (2 credit hours) This course allows students to complete writing competencies to exit Learning Support Writing. Students are required to attend a two (2) hour class that provides remediation to support projects and assignments in English 1010. Students will learn about the writing process: outlining, constructing arguments, conducting research, and documenting sources. The course emphasizes the process of revision as the main method of improving writing. Demonstration of mastery of Learning Support Writing Competencies 1 and 2 is required for successful completion. Upon successful completion of English 0802, the student receives two (2) institutional credits. Students enrolled in this course are also required to co-enroll in ENGL 1010.

Prerequisite(s): ACT English below 18 or equivalent

Corequisite(s): ENGL 1010

- READ 0802 – Learning Support Reading

(2 credit hours) This Reading co-requisite is linked with ENGL 1010 and focuses on students mastering Tennessee Board of Regents approved reading competencies that address essential topics such as: vocabulary development, main ideas, major and minor supporting details, inferential reading, critical/logical reading, and strategic reading. Students' reading assignments will be based on diagnostic reading assessments and ENGL 1010 reading assignments. This course incorporates online exercises that supplement classroom instruction to support reading projects and assignments in ENGL 1010. Upon completion of READ 0802, the student receives two (2) institutional credits.

Prerequisite(s): ACT Reading below 19 or equivalent

Corequisite(s): ENGL 1010

- ENGL 1010 – English Composition I

(3 credit hours) The ENGL 1010 course introduces students to writing and evaluating argumentative essays; developing awareness of rhetorical techniques used in persuasive writing; and applying argumentative elements and research in assigned papers. Students must take this course as a degree requirement.

(T[ransferable credit])

Prerequisite(s): satisfactory ACT or satisfactory placement test scores or completion of all Competencies in Learning Support Reading and Writing

Corequisite(s): READ 0802, ENGL 0802

The course description for ENGL 0802 at Columbia State states that the course "provides remediation to support projects and assignments in English 1010." This in combination with stating that the course focuses revision being the main method of improving writing, points to ENGL 0802 being designed for contextual learning to provide direct support for ENGL 1010 assignments. ENGL 0802 and READ 0802 consider the TBR approved competencies in order to pass each class, so passing each class is independent of passing ENGL 1010.

Scheduling Details from the Fall 2019 and Spring 2020 Semesters

ENGL 0802 has 20 seats per section and is not specifically linked section of ENGL 1010. Due to the requirements to take ENGL 1010 as a corequisite for both READ 0802 and ENGL 0802, the cohorted community structure becomes more difficult to scale with linked sections. There are no structurally established cohorted learning communities, and the class size is larger than the CCBC recommendation; however, the size of 20 seats in ENGL 0802 is still smaller than the 25 seats in ENGL 1010 as is the case with Cleveland State. The smaller class size allows for more individualized instruction in ENGL 0802.

TBR DATA

Table Colum1: Total First-time Freshmen and Percent Attempting BW: Columbia State

	2013	2014	2015	2016	2017
Total	986	998	1491	1504	1612
Percentage Attempting BW	22.11%	18.64%	24.88%	23.54%	24.69%

Interestingly here, the percent of students attempting Basic Writing at Columbia

State is 4 to 13 percentage points lower than TBR averages from 2013-2017. The

percentage attempting is lower than the standard deviation for the first two years but falls

within the standard deviation from 2015-2017. This could be due to the requirements in

taking Basic Writing, the quality of the secondary schooling, something else entirely, or

some combination thereof.

Table Colum2: Completion of BW in Fall Semester: Columbia State

	2013	2014	2015	2016	2017
Total	207	180	230	204	300
Percentage of Attempt	70.41%	66.67%	53.00%	52.44%	65.93%
Total FTF Attempt	157	130	192	186	257
Percentage of FTF Attempt	72.02%	69.89%	51.75%	52.54%	64.57%

Table Colum3: Basic Writing Students' Completion of Credit-level Writing in First
and Second Semesters: Columbia State

	2013	2014	2015	2016	2017
1st semester: Total	0	22	178	211	248
1st semester Percentage	0%	11.83%	47.98%	59.60%	62.31%
2nd semester Total	81	71	7	9	10
2nd semester Percentage	37.16%	38.17%	1.89%	2.54%	2.51%

Credit-level completion totals for 2015, 2016, and 2017 increase every year.

When taken into consideration with the decline in the percentage of total students passing

Basic Writing at the beginning of implementation, this does not indicate a bubble effect

in 2015 like data analysis shows for TBR institutions on average. This does, however,

point towards consistent and constant improvement after implementation that should be

investigated further.

Table Colum4: Fall-to-fall Retention Rates All First-time Freshmen vs. Attempting
BW: Columbia State

	2013	2014	2015	2016	2017
All First-time Freshmen	54.26%	56.31%	49.90%	53.72%	51.61%
FTF Attempting BW	47.71%	39.25%	34.23%	44.07%	41.46%

Fall-to-fall retention rates for all first-time freshmen and for first-time freshmen

attempting Basic Writing vary from TBR averages (Table 9). With negative differences

in 2015 followed by closer alignment to averages in 2016 and 2017, this could be some

sort of anomaly, but Columbia State may have had a retention problem in 2015.

Table Colum5: Graduation Rates (Associate Degree) per Freshman Year: Columbia State

	2013	2014	2015	2016
2-year Graduation Rate	8.52%	10.72%	11.54%	15.03%
3-year Graduation Rate	10.75%	11.32%	10.06%	N/A
4-year Graduation Rate	4.36%	3.91%	N/A	N/A

Table Colum6: Graduation Rates (Associate Degree) per Year, First-time Freshmen Needing
Basic Writing: Columbia State

	2013	2014	2015	2016
2-year Graduation Rate	1.84%	1.61%	2.43%	3.39%
3-year Graduation Rate	6.42%	7.53%	6.47%	N/A
4-year Graduation Rate	2.29%	3.23%	N/A	N/A
Cumulative (for given data)	10.55%	12.37%	8.89%	3.39%

Nothing statistically significant is found in these graduation rate differences in comparison to TBR averages.

Dyersburg State Community College

IPEDS Data

Campus setting: Town: Distant

Unduplicated 12-month headcount: 3,493

Total FTE: 1,661

Full-time instructional staff: 53

Part-time instructional staff: 77

2019-2020 College Catalog Course Descriptions

- ENGL 0810 – Learning Support Writing

  (3 credit hours) This course includes a comprehensive review of grammar, spelling, diction and punctuation. Students will study the writing process for the development of rhetorical paragraphs and essays. Thinking, reading and writing will be emphasized.

  Prerequisites: ACT English subscore below 18 OR a COMPASS writing score below 77 OR successful completion of DSPW 0700 OR a Classic Accuplacer score between 20-91 OR a Next Generation Accuplacer score under 250.

  Co-requisites: ENGL 1010

  ENGL 0810 will not fulfill an English requirement for graduation.

- READ 0810 – Learning Support Reading

(3 credit hours) This course will improve comprehension of textbooks and other materials, teach critical thinking skills related to reading, increase vocabulary, improve reading rate and foster enjoyment of reading. 3 hours lecture.

Prerequisites: ACT Reading subscore under 19 OR COMPASS Reading score below 83 OR DSPR 0700 OR a Classic Accuplacer score between 20-84 OR a Next Generation Accuplacer score under 250.

READ 0810 will not fulfill any requirement for graduation.

- ENGL 1010 – English Composition

  (3 credit hours) This course focuses on writing, revising, intensive reading for meaning and ways of expressing meaning; writing with emphasis on paragraph and essay organization, structure and style; attention to grammar and mechanics; and the further use of critical thinking skills in the application of rhetorical modes. 3 hours lecture.

  Prerequisites: ENGL 0810, READ 0810 - ENGL 0810 and READ 0810 may be taken concurrently with permission.

READ 0810 does not have a corequisite of ENGL 1010, but ENGL 1010 has a prerequisite of both ENGL 0810 and READ 0810 or concurrent enrollment in what is needed of the two. This provides more flexibility in student scheduling and provides a slightly more scalable approach. The course descriptions nor the syllabi support contextual learning though it may occur in some individual sections. Syllabi reflect Learning Competency mastery for ENGL 0810 and READ 0810. The syllabus for READ 0810 says there is a corequisite of ORN 1010 – Orientation: Learning to Succeed, a 3-credit class; however, this is not in the catalog description.

Scheduling Details from the Fall 2019 and Spring 2020 Semesters

When looking at the scheduling details, flexibility in student scheduling seems to come into play but not dominate the structure of a Learning Support type of Basic Writing integration. Class sizes are 20 seats per ENGL 0810 class, 24 per READ 0810, and 20-22 per ENGL 1010 class. The READ 0810 syllabus has ORN 1010 listed as a corequisite as noted above, but the Spring 2020 schedule has COMM 2025 – Fundamentals of Communication as the corequisite for READ 0810.

ENGL 0810 [syllabus] has 20 students per section which is not as notable as the fact that some sections in Spring 2020 are directly linked to ENGL 1010 sections at a one-to-one rate instead of creating a heterogeneous grouping. This does, however, create cohorted learning communities for students in those ENGL 0810 and ENGL 1010 sections

ENGL 1010 [syllabus] has 20-22 students in the SP 2020 schedule. Some classes are linked only with ENGL 0810 classes while others are free flowing to all students. This flexibility appears to give more ease in scalability during implementation even though it is an inconsistent student experience.

TBR DATA

Table Dyers1: Total First-time Freshmen and Percent Attempting BW: Dyersburg State

	2013	2014	2015	2016	2017
Total First-time Freshmen	628	533	612	604	573
Percentage Attempting BW	30.73%	27.95%	32.03%	24.01%	12.39%

The percentage attempting Basic Writing classes plummeted from 2015 to 2017. In 2017, the percentage was less than half of the TBR institutional average (30.10%) for first-time freshmen attempting Basic Writing and 3.34 percentage points below the standard deviation. The TBR numbers hover around 29% per year, but the Dyersburg State numbers dropped significantly from 2015 to 2017. As mentioned with Columbia State, this could be due to the requirements in taking Basic Writing, the quality of secondary schools, something else entirely, or some combination thereof. This theme occurs slightly more in smaller schools – a claim that is supported by the fact that from 2012-2017 the average of institutional averages for this number is slightly lower than the average for all TBR students.

Table Dyers2: Completion of BW in Fall Semester: Dyersburg State

	2013	2014	2015	2016	2017
Total	167	117	136	127	69
Percentage of Attempt	67.89%	61.90%	60.99%	78.40%	78.41%
Total FTF Attempt	134	95	120	113	58
Percentage of FTF Attempt	69.43%	63.76%	61.22%	77.93%	81.69%

DSCC percentages for the completion of Basic Writing in 2016 and 2017 also grew significantly for all students attempting and for first-time freshmen attempting. Both groups are above the standard deviation for each year. This could have been because of the smaller, more manageable number of students or possibly because DSCC may have changed its approach to ensure better success – not that this is an either/or situation, and other factors may have contributed.

Table Dyers3: Basic Writing Students' Completion of Credit-level Writing in First and Second Semesters: Dyersburg State

	2013	2014	2015	2016	2017
1st semester: Total	0	15	40	80	57
1st semester Percentage	0%	10.07%	20.41%	55.17%	80.28%
2nd semester Total	69	54	44	20	1
2nd semester Percentage	35.75%	36.24%	22.45%	13.79%	1.41%

Dyersburg saw increases in 1st semester completion percentages from 2015 to 2017 that are not reflected in TBR averages. 2015 1st semester percentages were 22.51 points below the standard deviation of statewide institutional averages (37.29 below average). While 2016 was only 3.79 points below the statewide institutional average, 2017 was 8.03 points above the standard deviation (20.06 above average). More information is needed in order to understand why the percentage of students needing Basic Writing declined so precipitously and the percentage of BW students passing credit-level Writing increased so rapidly after an abysmal start at the A-100 implementation date.

Table Dyers4: Fall-to-fall Retention Rates All First-time Freshmen vs. Attempting BW: Dyersburg State

	2013	2014	2015	2016	2017
All First-time Freshmen	44.27%	46.53%	47.06%	49.17%	46.77%
FTF Attempting BW	41.97%	49.30%	31.63%	44.83%	49.30%

The students who attempted Basic Writing in 2017 had higher retention rates than regular students, another data point that begs more information of what was happening at

DSCC for the 2017 academic year. This direction, however, is cooled when noticing the

2014 data, for Basic Writing student retention was also better than students not taking

Basic Writing before A-100 implementation. A possible conclusion is that the data set is

so small for DSCC that these variances may occur somewhat regularly.

Table Dyers5: Graduation Rates (Associate Degree) per Freshman Year: Dyersburg State

	2013	2014	2015	2016
2-year Graduation Rate	5.10%	7.88%	10.95%	12.42%
3-year Graduation Rate	7.48%	7.13%	10.95%	N/A
4-year Graduation Rate	4.14%	4.5%	N/A	N/A

Table Dyers6: Graduation Rates (Associate Degree) per Year, First-time Freshmen Needing
Basic Writing: Dyersburg State

	2013	2014	2015	2016
2-year Graduation Rate	1.04%	4.70%	1.53%	5.52%
3-year Graduation Rate	7.25%	6.71%	7.65%	N/A
4-year Graduation Rate	5.18%	3.36%	N/A	N/A
Cumulative (for given data)	13.47%	14.77%	9.18%	5.52%

Although the first-time Freshman 2-year rate for 2014 is 0.57 higher and 4-year

graduation rate for 2013 is 1.04 higher than state institutional averages, the differences in

DSCC graduation rates and TBR average rates are not statistically significant when

considering the smaller number of students and variations that occur with other DSCC

data. So many variations seem to point to the small number of students changing the data

or the positive, albeit irregular, affect that DSCC had on Basic Writing students.

Jackson State Community College

IPEDS Data

Campus setting: City: Small

Unduplicated 12-month headcount: 6, 263

Total FTE: 2,953

Full-time instructional staff: 94

Part-time instructional staff: 156

2019-2020 College Catalog Course Descriptions

- ENGL 0010 – Lab for ENGL 1010

  (3 credit hours) Co-requisite English lab for students with English ACT scores 15-17 enrolling in ENGL 1010. Completion will satisfy the Tennessee Board of Regents learning support writing competencies. This course does not meet English requirements for graduation or elective credits for graduation.

  Pre-Req: Placement by testing

  Co-Req: ENGL 1010

- ENGL 0899 – Writing Preparation

  (3 credit hours) ENGL 0899 is a three-credit course allowing students who do not need a college-level ENGL course to complete learning support requirements or for students who score a 14 and below on the ACT while enrolling in the co-req ENGL 1010 class. Completion will satisfy the Tennessee Board of Regents learning support writing competencies. This course does not meet English requirements for graduation or elective credits for graduation.

  Pre-Req: Placement by testing

Co-Req: None

- ENGL 1010 – English Composition I

  (3Credit hours) A course designed to emphasize the development of writing skills applied to different purposes with emphasis on logic, organization, levels of usage, information gathering, and audience awareness. Familiarity with basic essay form and outlining techniques is assumed.

  Pre-Req: ACT ENGL 18 (ACT ENGL 15 and ACT READ 15 if taken with LS co-requisite lab)

  Co-Req: None

Jackson State's curriculum accounts for students whose English skills have been deemed deficient, but the student is in a program that does not require ENGL 1010. ENGL 0899 also allows for students who are on the lowest levels of English skills to take ENG 1010 in the same semester. The description of the ENGL 0899 course alludes to the competencies that drove the TBR remedial ENGL system before implementation of A-100. The ENGL 0010 course description presents a course established to directly support the ENGL 1010 class. ENGL 0899 does not seem to be set up that way since some ENGL 0899 students are not in ENGL 1010 and do not plan to take ENGL 1010. ENGL 1010 has the prerequisite "ACT ENGL 18 (ACT ENGL 15 and ACT READ 15 if taken with LS co-requisite lab)" which does not account for the notion of those below those scores. ENGL 0899 has the corequisite and prerequisite information built into the course description.

Scheduling Details from the Fall 2019 and Spring 2020 Semesters

Corequisite classes are not designed for cohorted students. Savannah campus in Spring 2020 exemplifies this where two different instructors split ENGL 1010 and ENGL 0010 at two different blocks of time on two different offsetting schedules with only five students in ENGL 1010 and six in ENGL 0010.

Most sections of ENGL 1010 have 23 seats total: 12 seats for students not needing a corequisite class, 7 seats for students needing ENGL 0010, and 4 seats for students needing ENGL 0899. Some sections of 1010 do not have this balance for one reason or another – most likely due to ease of scalability. Section 09/809/909 of ENGL 1010 had 8 students not needing a corequisite class, 7 students from ENGL 0010 sections, and 9 students from ENGL 0899 sections. While there are mainly heterogenous mixtures of students, some sections will allow overrides so that more students of one type may enter the class. This can disrupt the ratio of students, but the established ratio of 12:7:4 is built into the system.

ENGL 1010 is set to have 23 students per section with the 12:7:4 ratio as mentioned above. ENGL 0899 and ENGL 0010 do not have set student cohorts with their limit of 20 students per section. Students may register for whatever ENGL 1010 section they choose, making this approach more scalable, of which JSCC seems to be mindful.

TBR DATA

Table Jack1: Total First-time Freshmen and Percent Attempting BW: Jackson State

	2013	2014	2015	2016	2017
Total First-time Freshmen	874	933	1094	1066	1028

Table Jack1: Total First-time Freshmen and Percent Attempting BW: Jackson State

	2013	2014	2015	2016	2017
Percentage Attempting BW	37.19%	30.12%	39.12%	36.96%	38.33%

Table Jack2: Completion of BW in Fall Semester: Jackson State

	2013	2014	2015	2016	2017
Total	233	242	264	284	304
Percentage of Attempt	59.74%	69.14%	55.00%	58.92%	59.38%
Total FTF Attempt	199	193	232	228	238
Percentage of FTF Attempt	61.23%	68.68%	54.21%	57.87%	60.41%

Table Jack3: Basic Writing Students' Completion of Credit-level Writing in First and Second Semesters: Jackson State

	2013	2014	2015	2016	2017
1st semester: Total	0	11	208	109	153
1st semester Percentage	0%	3.91%	48.60%	27.66%	38.83%
2nd semester Total	94	79	28	59	37
2nd semester Percentage	28.92%	28.11%	6.54%	14.97%	9.39%

The 2015 bump in first semester completion of the credit-level Writing creates curiosity. While all of first semester completion percentages are lower than the average for TBR institutions, only the 2016 and 2017 percentages are lower than standard deviation (by 19.20 and 9.35 respectively). The second semester percentages fall within standard deviation except for 2016 and 2017, where pass levels are higher than standard deviation (8.94 and 5.52 respectively). With completion rates for Basic Writing classes on par with the rest of TBR, rates for second semester completion of credit-level courses being higher after A-100 implementation, and rates for first semester completion of credit-level course being significantly lower than TBR averages, data indicates the

possibility of a culture similar to one where Basic Writing students are caught in a longer

pipeline that increases attrition before becoming eligible for the credit-level class. This,

however, is not necessarily supported by the fall-to-fall retention rate differences or the

graduation rates, whose variance is not outside the standard deviation.

Table Jack4: Fall-to-fall Retention Rates All First-time Freshmen vs. Attempting BW: Jackson State

	2013	2014	2015	2016	2017
All First-time Freshmen	45.88%	48.12%	51.74%	50.56%	51.36%
FTF Attempting BW	34.77%	43.06%	38.08%	41.88%	41.12%

Table Jack5: Graduation Rates (Associate Degree) per Freshman Year: Jackson State

	2013	2014	2015	2016
2-year Graduation Rate	6.75%	9.54%	13.89%	12.57%
3-year Graduation Rate	6.86%	7.50%	9.23%	N/A
4-year Graduation Rate	5.26%	4.18%	N/A	N/A

Table Jack6: Graduation Rates (Associate Degree) per Year, First-time Freshmen Needing Basic Writing: Jackson State

	2013	2014	2015	2016
2-year Graduation Rate	3.38%	3.20%	3.50%	2.28%
3-year Graduation Rate	2.77%	4.27%	7.24%	N/A
4-year Graduation Rate	3.08%	3.56%	N/A	N/A
Cumulative (for given data)	9.23%	11.03%	10.75%	2.28%

Jackson State has had historically high 2-year graduation rates for BW students.

Motlow State Community College

IPEDS Data

Campus setting: Rural: Fringe

Unduplicated 12-month headcount: 8,014

Total FTE: 4,340

Full-time instructional staff: 96

Part-time instructional staff: 248

2019-2020 College Catalog Course Descriptions

- ENGL 0810 – Learning Support Writing

  (3 credit hours) This course emphasizes the development and use of writing skills within the context of collegiate-level courses and employs computerized, self-paced study plans. Upon completion, students will demonstrate adequate competency in writing expository essays.

  - Students enrolled in ENGL 0810 must also be enrolled in an ENGL 1010 course during the same semester and having the same starting and ending dates as the 0810 course. Any degree seeking student enrolled in a Learning Support course must also enroll in MSCC 1300 during his or her first semester.

  - Students who do not complete MSCC 1300 successfully in the first semester and still have unsatisfied Learning Support requirements must retake MSCC 1300 while enrolled in Learning Support courses.

- ENGL 1010 – English Composition

(3 credit hours) This course focuses on essay writing using a variety of expository patterns and emphasizes critical reading and discussion of selected essays, logical thinking, and an introduction to incorporation and documentation of material from primary sources.

Selected sections of ENGL 1010 and ENGL 1020 Composition I and II are taught using word processing. Students should check each semester's Schedule of Classes for the designation of these sections. Word processing and keyboarding experience are not required for enrollment in these designated sections but are assets.

Prerequisite: Exemption from ENGL 0810 or concurrent enrollment in ENGL 0810

- MSCC 1300 – First Year Experience

(3 credit hours) This course is designed to empower students to reach their educational and career goals. Students will become familiar with college resources, policies, and procedures while also improving their time management, study, research, and technology skills. Collaborative learning opportunities are designed to improve critical thinking, problem solving, and reading comprehension abilities.

Corequisite: This course is also mandatory in the first semester of enrollment for any student required to complete ENGL 0810, MATH 0101, MATH 0530, MATH 0630, MATH 0810, or READ 0810.

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Students who do not complete this course successfully in the first semester and

still have unsatisfied Learning Support requirements must retake the course while

enrolled in Learning Support courses.

*Students who have earned 24 college credit hours and have a college GPA of 2.0

or higher prior to enrollment in MSCC 1300 are exempt from this course

requirement.

Motlow State's most noticeable feature in its Basic Writing structure is the

requirement of the 3-credit hour MSCC1300, First Year Experience course. The course

description for ENGL 0810 says "[t]his course emphasizes the development and use of

writing skills within the context of collegiate-level courses" stating inclusion of

contextual learning. The line continues, "and employs computerized, self-paced study

plans" which points to non-contextualized, individualized learning through set,

computerized modules. The computerized modules ended in Spring 2020.

Scheduling Details from the Fall 2019 and Spring 2020 Semesters

With 24 seats per section of ENGL 0810 and ENGL 1010, MSCC does not have

small sections of Basic Writing. Although sections for both classes have 24 seats each,

these sections are not linked in order to form cohorted learning communities. This is not

the case with asynchronous online classes where 0810 and 1010 sections are linked, as

explained below. ENGL 0810 students can take whatever ENGL 1010 section best fits

their schedule and demands. As one Motlow representative pointed out "one of my

ENGL 1010 classes last semester had 4 learning support students, and one of my

colleague's classes had many more." ENGL 0810 classes are to have an embedded tutor

although that does not always work out as the same instructor observed: "In each of the

by 0.06. This statistic rises curiosity, but like other schools regarding percentage of students completing Basic Writing, there are a variety of possibilities for the deviance from the state average.

Table Motl2: Completion of BW in Fall Semester: Motlow State

	2013	2014	2015	2016	2017
Total	191	204	348	378	378
Percentage of Attempt	58.77%	72.08%	69.88%	69.61%	57.36%
Total FTF Attempt	163	171	323	330	343
Percentage of FTF Attempt	62.21%	71.55%	70.07%	68.61%	57.07%

MSCC completion rates for BW are more volatile than other TBR institutions with the highest completion rates in 2014-2016. While only the percentage for total completers in 2014 was outside standard deviation by being slightly (2.46) higher, 2013 and 2017 percentages were low and 2014-2016 percentages were high in comparison to other TBR institutions.

Table Motl3: Basic Writing Students' Completion of Credit-level Writing in First and Second Semesters: Motlow State

	2013	2014	2015	2016	2017
1st semester: Total	10	52	342	323	409
1st semester Percentage	3.82%	21.76%	74.19%	67.15%	68.05%
2nd semester Total	83	71	9	5	11
2nd semester Percentage	31.68%	29.71%	1.95%	1.04%	1.83%

MSCC's credit-level completion rates were significantly higher than TBR averages for the five-year span. First semester completion percentages for 2014 and 2015 were each above the standard deviation for the average from all institutions (0.38 and 2.71 respectively). These positive differences are significant and reflect something that appears to be working at MSCC during just before and after A-100 implementation.

Table Motl4: Fall-to-fall Retention Rates All First-time Freshmen vs. Attempting BW: Motlow State

	2013	2014	2015	2016	2017
All First-time Freshmen	53.89%	55.47%	57.50%	57.82%	52.09%
FTF Attempting BW	45.04%	45.19%	48.16%	44.91%	38.94%

While the fall-to-fall retention rates for students completing Basic Writing are higher for MSCC than the TBR averages from 2013 to 2015, there is a turn to dip below institutional averages for the TBR in 2016 and 2017. Only 2014 is above standard deviation (by 0.66). The retention rates for all first-time freshmen at MSCC are also higher than TBR averages, with 2014-2016 above the standard deviation. This carries through to graduation rates, where almost all rates are significantly higher than the TBR averages for all first-time freshmen and those needing Basic Writing. For both groups all 2-year graduation rates and the 2014 3-year and 4-year rates were above the respective standards deviations. The only variance was the 2013 3-year graduation rate for those needing Basic Writing were above the standard deviation when the same point for those not needing BW was within the standard deviation.

Table Motl5: Graduation Rates (Associate Degree) per Freshman Year: Motlow State

	2013	2014	2015	2016
2-year Graduation Rate	15.81%	16.62%	19.89%	22.42%
3-year Graduation Rate	9.78%	12.29%	11.85%	N/A
4-year Graduation Rate	4.10%	5.60%	N/A	N/A

Table Motl6: Graduation Rates (Associate Degree) per Year, First-time Freshmen Needing Basic Writing: Motlow State

	2013	2014	2015	2016
2-year Graduation Rate	2.67%	4.60%	6.51%	6.86%
3-year Graduation Rate	8.40%	12.13%	9.11%	N/A
4-year Graduation Rate	4.20%	5.86%	N/A	N/A
Cumulative (for given data)	15.27%	22.59%	15.62%	6.86%

While I did teach Composition classes for MSCC in the 2020-2021 school year, my focus was on the online (asynchronous and synchronous) adaptability of the classes.

Nashville State Community College

IPEDS Data

Campus setting: City: Large

Unduplicated 12-month headcount: 11,197

Total FTE: 5,234

Full-time instructional staff: 147

Part-time instructional staff: 296

2019-2020 College Catalog Course Descriptions

- ENGL 0810 – Learning Support English I

Focuses on the writing process with concentration on drafting effective introductions, conclusions, body paragraphs, theses, and supporting details as well as effective use of language, grammar, and mechanics.

Prerequisite(s): Level 1 placement in English.

Note: Enrollment available only to students enrolled in a technical certificate program that requires learning support competency in English but does not require ENGL 1010.

- ENGL 0815 – Writing Support

  (3 credit hours) This course accompanies ENGL 1010 - English Composition I and helps students to improve English and writing skills for this and other college-level classes. Successful completion of this course and ENGL 1010 prepares students for the writing they will do in subsequent college courses. This course cannot be taken by itself and must be completed with an on-ground section of ENGL 1010.

  Prerequisite(s): Level 1 placement in English.

  Co-requisite(s): ENGL 1010.

- ENGL 1010 – English Composition I

  (3 credit hours) A study of style, syntax, and basic organizational patterns. Topics include various rhetorical patterns, audience, purpose, diverse perspectives, writing, revising, and editing. Documented research paper required.

  Prerequisite(s): Level 2 placement in English or Level 1 placement in English with concurrent enrollment in ENGL 0815; Reading: Level 2 placement in Reading or concurrent enrollment in READ 0815.

Like Jackson State, Nashville State also has a class, ENGL 0810 at NSCC, that allows for students who need ENGL competency without needing the ENGL 1010 credits to complete the competency for technical certificate programs. This is more in theory than practice when digging deeper into past schedules. According to past schedules, only twice since fall 2016 has ENGL 0810 been offered: spring 2018 and fall 2018. Each of those classes only had one student at the end of the semester.

The syllabus for ENGL 0810 and the syllabus for ENGL 0815 as found on the NSCC website are the same. A line early in the heading of the syllabus says "ENGL0815/0810 Writing Learning Support." The 2019 Master Course Syllabus has different information than the 2019-2020 catalog:

> **Course Description:** Focus on the writing process with concentration on drafting effective introductions, conclusions, body paragraphs, theses, and supporting details as well as effective use of language, grammar, and mechanics.
>
> **Prerequisite(s):** Level 1 placement in English (Accuplacer score of 249 or below, ACT English score of 17 or below, COMPASS Writing Skills score of 76 or below, or SAT Critical Reading of 440 or below).
>
> **ENGL 0815** accompanies ENGL 1010 - English Composition I - and helps students to improve English and writing skills for this and other college-level classes. Successful completion of this course and ENGL 1010 prepares students for the writing they will do in subsequent college courses. This course cannot be taken by itself and must be completed with an on-ground section of ENGL 1010. Co-requisite(s): ENGL 1010.

ENGL 0810 enrollment is available only to students enrolled in a technical

certificate program that requires learning support competency in English but does

not require ENGL 1010

With the 2016 Master Course [Syllabus](#) also being a document combining the two classes,

the course descriptions read a little differently:

ENGL 0815: This course accompanies ENGL 1010 – Composition I and helps

students to improve English and writing skills for this and other college-level

classes. Successful completion of this course and ENGL 1010 prepares students

for the writing they will do in subsequent college courses. This course cannot be

taken by itself and must be completed with an on-ground section of ENGL 1010.

Prerequisite: Level 1 placement in English (ACT English score of 17 or below,

COMPASS Writing Skills score of 76 or below, or SAT Critical Reading of 440

or below).

ENGL 0810: Focuses on the writing process with concentration on drafting

effective introductions, conclusions, body paragraphs, theses, and supporting

details, as well as effective use of language, grammar, and mechanics.

Prerequisite: Level 1 placement in English.

While both course descriptions show variation from 2016 to 2019 (and the fact that the

2019-2020 catalog reflects the 2016 course descriptions more closely), the change that

takes place by the 2019 syllabus reflects contextual learning occurring. The 2019 syllabus

also has the section entitled "Course Assessments" which directly shows a contextual

learning approach: "Composition Lab is a required weekly writing lab and worth 25% of

the final grade. During Composition Lab, students write, applying ENGL 0815 lessons to

ENGL 1010 drafts and getting additional feedback. Students are expected to bring materials (notes, drafts, readings) from ENGL 1010 to work on. Other course assessments are at instructors' discretion." The merger of these classes seems unclear from the syllabus, the course descriptions, and the past schedules. Curiously on the schedule for ENGL 0810 and ENGL 0815 is the marking of "Learning Communities Stu Type" under "Attributes."

Scheduling Details from the Fall 2019 and Spring 2020 Semesters

Scheduling details for ENGL 0815 and ENGL 1010 do not point to smaller class size since each section had 24-25 seats. ENGL 0815 sections were also not tied together with a specific ENGL 1010 section, allowing the students to register for whatever sections worked best for their schedule. While this setup does allow for easier scalability, the unspecified heterogeneous grouping may not facilitate an even distribution of student strengths.

An instructor from Nashville State offered further clarification about what occurs in the support class: "Writing Support is a 3-hour class, with instruction (writing process, grammar, and research) on one day and 'Composition lab' on the other day. During lab, students apply Writing Support lessons directly to their 1010 papers. Most of our support classes are taught in computer labs. Instructors work with students one-on-one and in small groups during lab days." This information underscores the contextualized learning from ENGL 0810. In another statement, the instructor also mentioned that 60% of NSCC students place into Learning Support. When offered to clarify since TBR numbers did not show that, she said she would have to look further into this and that the TBR numbers seems low, but she was not sure what accounted for the discrepancy. The discrepancy

could have been that she was citing the number of students who needed Learning Support

from English, Math, or Reading. While there may be a discrepancy in the numbers, her

statement shows a disagreement in perception between how a faculty member who

teaches these students feels and the numbers in general. The same instructor also

provided details about the contextuality surrounding the ENGL 0815/0810 redesign in

fall 2018:

> In Fall 2018, we revised the course again so that it linked to ENGL 1010 more intentionally. ENGL 0815 now includes a lab component and is organized around five modules that help scaffold ENGL 1010 assignments: Habits of Mind, Outlining, Writing about Sources, Integrating Sources, Reflection.
>
> The revised course works better because the lab allows ENGL 0815 instructors to teach writing process strategies and grammar in the context of students' college-level writing. The lab also means instructors can individualize learning for a wide range of skills and focus on how to transfer skills.

The sense of pride about their redesigned method on contextual learning and transferable

skills comes through in her quotation.

My personal experience with NSCC also supports that they were willing to adapt

and improve Basic Writing classes. In my experience Nashville State's setup allowed for

students to pass a Basic Writing class fairly easily before A-100; however, not everyone

passed. I taught developmental classes at NSCC in Fall 2011 and Spring 2012 when they

were called Developmental Studies Writing classes and divided into DSPW 0700 and

DSPW 0800, both 3-credit hour courses. Although the completion rates for those who

passed these classes in the Fall semesters of 2013 and 2014 are higher than TBR averages

(with 2014 over the standard deviation), there were students who were caught in the

carousal of Basic Writing. One student whom I had, bragged during the first class session

that this was his third attempt at DSPW 0800. When I received everyone's handwritten

first assignment, an in-class writing on some prompt vague enough to produce some

thought while not being specific enough to pigeon-hole the students, I quickly saw that

the student had some significant learning disabilities that were not diagnosed earlier in

high school. That student had a scholarship from a local law enforcement group so that he

could become a police officer. Because the system was set up like it was, with the time

constraints the student was given, he was not able to figure out a plan to become

successful. The system had stretched out his plan for success and not helped him

diagnose the problems he faced so that he could still negotiate a path to his success.

TBR DATA

Table Nash1: Total First-time Freshmen and Percent Attempting BW: Nashville State

	2013	2014	2015	2016	2017
Total First-time Freshmen	1600	1644	2455	2100	1540
Percentage Attempting BW	39.25%	41.24%	35.32%	35.62%	44.94%

Table Nash2: Completion of BW in Fall Semester: Nashville State

	2013	2014	2015	2016	2017
Total	645	689	652	584	551
Percentage of Attempt	71.43%	72.68%	62.10%	61.73%	62.47%
Total FTF Attempt	471	494	537	455	412
Percentage of FTF Attempt	75.00%	72.86%	61.94%	60.83%	59.54%

My previous story illustrates how completion of Basic Writing may not be as
good of an indicator of student success as other data points can be like graduation rates.
Table Nash2 shows that a higher percentage of students (by about 10%) passed BW in
the two fall semesters prior to implementation than in 2015, 2016, and 2017. Table
Nash3, below, shows that completion of the credit-level Writing in the first year
increased from between 26.11%-27.07% in 2013 and 2014 to 52-61% in 2015-2017.

Table Nash3: Basic Writing Students' Completion of Credit-level Writing in First and Second Semesters: Nashville State

	2013	2014	2015	2016	2017
1st semester: Total	1	0	459	356	358
1st semester Percentage	0.16%	0%	55.94%	47.59%	51.73%
2nd semester Total	169	177	43	39	29
2nd semester Percentage	26.91%	26.11%	4.96%	5.2%	4.19%

The credit-level course completion rates in the first and second semester do not
vary significantly from TBR institutional averages. With the lack of variation in Table
Nash3 in combination with the variation of completion of a Basic Writing class for 2013
and 2014, NSCC appears to not have been helping students achieve a goal of completing
ENGL 1010 in the first year.

Table Nash4: Fall-to-fall Retention Rates All First-time Freshmen vs. Attempting BW: Nashville State

	2013	2014	2015	2016	2017
All First-time Freshmen	44.63%	47.75%	36.37%	40.19%	45.19%
FTF Attempting BW	41.56%	43.07%	35.29%	39.97%	38.44%

All fall-to-fall retention rates declined for NSCC (in comparison to TBR averages, see Table 9) at the time of A-100 implementation. This may or may not have anything to do with the A-100 implementation.

Table Nash5: Graduation Rates (Associate Degree) per Freshman Year: Nashville State

	2013	2014	2015	2016
2-year Graduation Rate	5.62%	8.64%	8.80%	7.81%
3-year Graduation Rate	5.56%	5.60%	4.60%	N/A
4-year Graduation Rate	2.25%	1.95%	N/A	N/A

Table Nash6: Graduation Rates (Associate Degree) per Year, First-time Freshmen Needing Basic Writing: Nashville State

	2013	2014	2015	2016
2-year Graduation Rate	1.75%	3.98%	3.11%	2.67%
3-year Graduation Rate	4.78%	3.39%	4.38%	N/A
4-year Graduation Rate	1.75%	2.36%	N/A	N/A
Cumulative (for given data)	8.28%	9.73%	7.49%	2.67%

Although a lower percentage of first-time freshmen graduated from NSCC than the TBR institutions' average for the years above, the 2013 and 2014 two-year graduation rates for students needing Basic Writing were slightly higher than the TBR average. All graduation rates for NSCC were lower than the TBR average except for these two data points and only for the two-year graduation rates for students needing Learning Support. This increase in two-year graduation rates for these students at this time may be directly influenced by motivation surrounding implementation of A-100. This increase may speak curricular and pedagogical support for the success of those students.

NSCC's change in ENGL 0815 and ENGL 0810 indicates a larger desire to

continue to improve by refining Basic Writing at the college. The insights gained from

one representative is telling in how the faculty and administration negotiated – maybe I

use this term too loosely here – in how to conform to A-100. The faculty member said

"We wanted to follow the cohort model from the ALP, which I believe was the model

TBR used for this initiative. Our administration told us that we would not be able to

cohort classes because the structure was too complex or labor intensive for Banner, and

because that limited scheduling would not work for our student populations." While some

schools like CCBC struggled to win over administration with smaller class sizes, faculty

at other schools like NSCC had to overcome labor-intensive IT issues, limiting

schedules/scalability, and the complexity of having full college support.

The frustration and continued drive to leverage best practices through successful

implementation that includes administrative buy-in comes through when optimistically

framing current practices for success as the faculty member reported:

> Overall, we have seen an increase in ENGL 1010 success rates (and
> ENGL 1020) since implementing the co-req. However, there are still
> challenges. Since we cannot cohort classes, some of our Writing Support
> classes have students that represent up to ten different ENGL 1010
> instructors. This means that faculty have to be flexible with the work
> students do during lab time, based on their different assignments or
> deadlines. The much broader range of skills is harder to address in both
> ENGL 1010 and 0815, and we lose many students. Lastly, many students'
> academic behaviors and academic mindsets are a challenge to address in a
> single semester [in the current setup].

NSCC faculty seem to capture the frustration of negotiating what is best for the students

within the terms set forward by the college administration. The faculty driven change

from A-100 implementation until Fall 2018 seems akin to moving a boulder slowly – a task without the administrative urgency put forward during initially conforming to A-100.

Northeast State Community College

IPEDS Data

Campus setting: Rural: Fringe

Unduplicated 12-month headcount: 7,407

Total FTE: 4,066

Full-time instructional staff: 124

Part-time instructional staff: 199

2019-2020 College Catalog Course Descriptions

- ENGL 0870 – Basic and Developmental Writing (Learning Support)

  (3 credit hours) Basic and Developmental Writing emphasizes the writing process, from grammar and diction, sentence control, the paragraph, the essay, the process of researched essays, topic choice and idea development, to the modes of written discourse. Coverage includes instruction in the fundamental principles of writing the essay, researching a topic, editing and revision of the essay, and the use of computers as a tool in writing.

- ENGL 1010 – English Composition I

  (3 credit hours) English Composition I introduces expository writing with particular emphasis on critical thinking and argumentation. Successful students master the entire writing process, including research techniques for the production of a formally documented paper.

Prerequisites: ACT English sub-score of 18 or higher and ACT Reading sub-score of 19 or higher, or appropriate college assessment score, or concurrent co-requisite enrollment in ENGL 0870 and/or READ 0870 if required.

- READ 0870 – Basic and Developmental Reading (Learning Support)

    (3 credit hours) Basic and Developmental Reading promotes the development of reading comprehension, vocabulary and speed through discussions, active reading and critical thinking exercises. The course emphasizes improving overall reading ability through applying basic skills to college-level material.

    Course descriptions for ENGL 0870 and ENGL 1010 do not give as much insight as the scheduling details. The course title for ENGL 870 is interesting in that "Developmental" is part of the title but "Learning Support" seems to be an afterthought put into parenthesis after the title. The course descriptions do not point to contextualized learning, but that may not necessarily be the case after looking at the class schedules. Feedback from a Northeast State faculty member regarding use of technology in ENGL 0870 further supports the absence of contextualized learning. He stated "[i]n learning support, students use Aplia exercises to brush-up on grammar." His continuation takes another direction though: "For Fall 2019, we are dumping MindTap and not using electronic tools except for writing and internet access. We are tired of teaching the technology instead of writing." Four years after A-100 implementation, Northeast State continues to develop its curriculum and pedagogy.

Scheduling Details from the Fall 2019 and Spring 2020 Semesters

Northeast State ties the ENGL 0870 section directly to the ENGL 1010 section which establishes cohorts in a scalable way. By also attempting to use the same room and

instructor for both classes, these cohorts more likely engage in contextual learning from the ENGL 1010 assignments. The sections are typically 23-25 students, and the direct tying together of sections does not allow for heterogeneous grouping. This is confirmed by both their scheduling as well as an English faculty member from Northeast State. The faculty member clarified and provided a bit more in a survey: "We link our learning support course (ENGL 0870) with a specific ENGL 1010 course. Learning support students are in both courses together. Both courses are 3 credit and class hours. The ENGL 1010 courses might be taught by adjuncts or full-timers; ENGL 0870 courses are taught by adjuncts. These are separate classes that take place in a computer lab." With a setup like this, an outsider may deduct that ENGL 0870 classes do not carry the prestige as ENGL 1010 for either the student or the faculty, but when asked to clarify further the faculty member said that this was a strictly pragmatic approach with a finite supply of adjuncts. SACSCOC, the accreditation agency for TBR schools, requires a master's degree in the subject or 18 graduate credit hours to be assigned to a transferrable, college credit-level course. To teach a Basic Writing (non-transferable) course, the adjunct only needs to have a bachelor's degree. Full-time instructors and adjuncts with master-level credentials are first put into the ENGL 1010 and other transferable, college credit-level course. The non-transferrable, non-college credit-level courses are then staffed by the adjuncts with only a bachelor's degree. For further clarification (and to capture the tone more), I include the end of the person's statement to clarify the process: "Even if we might hire someone full-time who is focused on 0870, they would probably be placed into college level courses. This isn't a condemnation of my dean; it's just pragmatism, and I would do the same thing."

Contextual learning clearly takes place at Northeast State. When asked about the curriculum for ENGL 0870, clarification was given by the surveyed Northeast English faculty member:

> The 0870 course focuses on grammar, sentence structure, paragraph development, and other needs that the instructors see during the semester (the 0870 course is linked to just the one 1010 course with the same students in both courses). For example, while my 1010 course is working on a Career Essay, the 0870 course is working on a resume, cover letter, and other career-related shorter writings. The 0870 instructor is also responsible for reviewing the essay drafts the students are working on in the ENGL 1010 course; the 1010 instructor is not supposed to accept a final version of an essay that has not been reviewed by the 0870 instructor.

This example of contextual learning, however, was prefaced with the focus on grammar, sentence structure, paragraph development, and then the "other needs that the instructors see during the semester." Framing the curricular interactions in this way shows how a school may gradually evolve to contextual learning from the older drills in grammar and sentence structure.

TBR DATA

Table NorthE1: Total First-time Freshmen and Percent Attempting BW: Northeast State

	2013	2014	2015	2016	2017
Total First-time Freshmen	1024	1274	1505	1516	1575
Percentage Attempting BW	22.85%	25.35%	24.92%	23.75%	29.90%

Table NorthE2: Completion of BW in Fall Semester: Northeast State

	2013	2014	2015	2016	2017
Total	215	205	250	296	330
Percentage of Attempt	64.18%	52.30%	56.82%	69.98%	60.00%

Table NorthE2: Completion of BW in Fall Semester: Northeast State

	2013	2014	2015	2016	2017
Total FTF Attempt	153	178	213	256	285
Percentage of FTF Attempt	65.38%	55.11%	56.80%	71.11%	60.51%

Table NorthE3: Basic Writing Students' Completion of Credit-level Writing in First and Second Semesters: Northeast State

	2013	2014	2015	2016	2017
1st semester: Total	0	0	222	253	296
1st semester Percentage	0%	0%	59.20%	70.28%	62.85%
2nd semester Total	81	103	9	5	9
2nd semester Percentage	34.62%	31.89%	2.40%	1.39%	1.91%

While the data were not unlike TBR averages for the most part, the sudden increase in first semester completion of the credit-level course helps frame one success of A-100 implementation. Northeast State students completed credit-level English faster and at a higher rate than before A-100, when no one deemed unready for credit ENGL passed a credit ENGL class in the first semester. With the total pass rate within the first year for first-time freshmen needing Basic Writing 31.89% in 2014 and jumping to above 60% for each of the following years, students had a clear path to attaining credit after A-100.

Table NorthE4: Fall-to-fall Retention Rates All First-time Freshmen vs. Attempting BW: Northeast State

	2013	2014	2015	2016	2017
All First-time Freshmen	56.64%	53.14%	56.88%	60.22%	54.73%
FTF Attempting BW	47.86%	46.44%	44.27%	54.17%	42.25%

Table NorthE5: Graduation Rates (Associate Degree) per Freshman Year: Northeast State

	2013	2014	2015	2016
2-year Graduation Rate	7.23%	10.13%	13.55%	13.72%
3-year Graduation Rate	12.70%	12.17%	14.62%	N/A
4-year Graduation Rate	6.54%	5.49%	N/A	N/A

Table NorthE6: Graduation Rates (Associate Degree) per Year, First-time Freshmen Needing Basic Writing: Northeast State

	2013	2014	2015	2016
2-year Graduation Rate	1.28%	1.55%	1.87%	3.33%
3-year Graduation Rate	6.84%	8.05%	9.60%	N/A
4-year Graduation Rate	3.85%	4.64%	N/A	N/A
Cumulative (for given data)	11.97%	14.24%	11.47%	3.33%

Pellissippi State Community College

IPEDS Data

Campus setting: Suburb: Large

Unduplicated 12-month headcount: 15,428

Total FTE: 7,121

Full-time instructional staff: 241

Part-time instructional staff: 328

2019-2020 College Catalog Course Descriptions

- ENGL 0920 – Composition Processes

  (2 credit hours) Study and practice of expository and persuasive writing with

  emphasis on process; grammar, style and mechanics; paragraph development and

  essay structure; and use and documentation of source material. Completion of

  ENGL 0920 satisfies the requirement for the TBR Writing Competencies I and II.

Corequisite(s): ENGL 1010

- ENGL 1010 – English Composition I

(3 credit hours) Study and practice of expository and persuasive writing. Topics include critical reading and writing essays, with emphasis on research, writing processes and effective formatting.

Prerequisite(s): Satisfactory test scores or completion of corequisite requirements

Having a two-credit Basic Writing class makes Pellissippi State a little different than the other TBR schools. Looking at the scheduling details helps explain how PSCC leverages the two classes. Much like some other TBR institutions' corequisite ENGL classes, Pellissippi State's corequisite classes do not have course descriptions that point to contextual learning, but the structure more easily allows for that contextual learning.

Scheduling Details from the Fall 2019 and Spring 2020 semesters

ENGL 0920 students seem to be segregated from the ENGL 1010 students not taking ENGL 0920. This segregation, while like a stretch method, is not extended and the students are not mainstreamed with other students, making the classes less heterogeneous. This system does allow for students to complete ENGL 1010 within the first semester in a cohorted way. The section sizes are not set up to be smaller than other 1010 classes; ENGL 0920 and corequisite ENGL 1010 sections have 20 seats each. ENGL 1010 sections that are not matched with ENGL 0920 sections have a capacity of 27 students. While still scalable, having ENGL 0920 as a 2-credit class allows for the cohorted students to meet five days a week: Monday, Wednesday, and Friday are ENGL 1010 days and Tuesday and Thursday (at the same time) are ENGL 0920 days. The schedule has meeting times, meeting places, and the teachers as constants for the

students. This, as is the case for Northeast State, points towards a facilitated support for contextual learning to occur.

A representative from Pellissippi State confirmed that in the Fall 2019 semester, there were 145 sections of ENGL 1010 students with only 33 sections being composed of corequisite students alone. The representative continued "[w]e structure our ENGL 0920/1010 sections as if they were one course even though there are 2 separate sections in Banner and in the LMS. For the most part, the sections meet 5 days per week; the LS section is 2 contact hours; the ENGL 1010 is 3. The same instructor teaches both, for a 5-hour load."

TBR DATA

Table Pelli1: Total First-time Freshmen and Percent Attempting BW: Pellissippi State

	2013	2014	2015	2016	2017
Total First-time Freshmen	2154	2156	2494	2410	2695
Percentage Attempting BW	29.85%	26.16%	28.19%	26.31%	24.79%

Table Pelli2: Completion of BW in Fall Semester: Pellissippi State

	2013	2014	2015	2016	2017
Total	567	456	494	454	490
Percentage of Attempt	70.35%	66.47%	60.32%	63.41%	59.25%
Total FTF Attempt	470	386	418	403	390
Percentage of FTF Attempt	73.09%	68.44%	59.46%	63.56%	58.38%

Although there are some variations that could be noteworthy in this data, too many variables and too little data is present for me to make a confident stance. The

increase in 2016 for completion of Basic Writing (Table Pelli2) is echoed in the

completion of credit-level Writing for the same time as recording below in Table Pelli3.

Table Pelli3: Basic Writing Students' Completion of Credit-level Writing in First and
Second Semesters: Pellissippi State

	2013	2014	2015	2016	2017
1st semester: Total	38	35	411	370	376
1st semester Percentage	5.91%	6.21%	58.46%	58.36%	56.29%
2nd semester Total	159	163	22	22	28
2nd semester Percentage	24.73%	28.90%	3.13%	3.47%	4.19%

Table Pelli4: Fall-to-fall Retention Rates All First-time Freshmen vs. Attempting BW:
Pellissippi State

	2013	2014	2015	2016	2017
All First-time Freshmen	53.06%	51.99%	52.29%	52.07%	45.57%
FTF Attempting BW	41.52%	43.79%	45.38%	42.11%	44.61%

Table Pelli5: Graduation Rates (Associate Degree) per Freshman Year: Pellissippi State

	2013	2014	2015	2016
2-year Graduation Rate	11.84%	13.78%	17.12%	12.24%
3-year Graduation Rate	11.47%	11.87%	11.35%	N/A
4-year Graduation Rate	4.78%	4.08%	N/A	N/A

Table Pelli6: Graduation Rates (Associate Degree) per Year, First-time Freshmen Needing
Basic Writing: Pellissippi State

	2013	2014	2015	2016
2-year Graduation Rate	3.27%	5.32%	7.25%	4.42%
3-year Graduation Rate	8.25%	9.04%	9.96%	N/A
4-year Graduation Rate	3.89%	4.61%	N/A	N/A
Cumulative (for given data)	15.40%	18.97%	17.21%	4.42%

Graduation rates for first-time freshmen needing Basic Writing at PSCC have historically been higher than TBR institutional averages, but so have all PSCC graduation rates. PSCC first-time freshmen needing BW 2-year graduation rates for 2013-2015 and 3-year graduation rates for 2013-2014 were higher than the standard deviation; however, the 2015 2-year rate and 2014 3-year rate for all was higher than the standard deviation. This supports the idea that PSCC had an established success for Basic Writing students graduating when A-100 was implemented.

Roane State Community College

IPEDS Data

Campus setting: Town: Distant

Unduplicated 12-month headcount:7,014

Total FTE: 3,514

Full-time instructional staff: 114

Part-time instructional staff: 258

2019-2020 College Catalog Course Descriptions

- ENGL 0510 – Writing Learning Support

  (3 credit hours) For students who have placed into Writing Learning Support (WLS). ENGL 0510 develops writing skills with special focus on the composing of essays assigned in ENGL 1010, the co-requisite writing class. The control of sentence-level features such as grammar, usage, punctuation, and spelling is emphasized, as is the development of vocabulary, reading comprehension, critical

thinking, and study skills. Instruction allows students to address discrete writing and grammatical skills while targeted small-group discussions, workshops, and conferences give primary focus to the writing of essays. Students who complete all Writing Learning Support competencies earn a passing grade in ENGL 0510. A passing grade in the co-requisite ENGL 1010 class will satisfy WLS requirements regardless of the grade earned in ENGL 0510. ENGL 0510 does not satisfy graduation requirements.

(Co-requisite: ENGL 1010)

- ENGL 1010 – Composition I

(3 credit hours) Composition I is designed to develop proficiency in essays based on several rhetorical modes of writing, such as narrative (personal experience) and expository (informative) essays. The majority of the essays are applicable to major fields of study and societal issues. Research paper required.

(Pre-requisite: Reading learning support classes must be completed prior to enrollment in this course.)

- READ 0562 – Reading Learning Support

(3 credit hours) For students who have placed into Reading Learning Support (RLS). READ 0562 is designed to develop college-level reading competence through instruction in comprehension skills, vocabulary development, reading study strategies, and the application of skills in the context of reading tasks associated with the required co-requisite course, HUM 262—Introduction to Humanities: Great Works or PSYC 1030: Introduction to Psychology. Discussion of reading passages in targeted small-group settings is a focus of the class, as is

writing about reading. Higher-order critical and creative thinking—the ability to interpret, analyze, synthesize, and evaluate—is consistently emphasized. Computerized instruction allows students to strengthen discrete reading skills. Students who successfully complete the READ 0562 course—or successfully complete the co-requisite course (HUM 262 or PSYC 1030)—earn a passing grade and also complete RLS requirements, making them eligible to register for other college-level classes with reading prerequisites. READ 0562 does not satisfy graduation requirements.

(Co-requisite: HUM 262 or PSYC 1030)

With the initial line of ENGL 0510 course description being "ENGL 0510 develops writing skills with special focus on the composing of essays assigned in ENGL 1010, the co-requisite writing class," the ENGL 0510 curriculum is clearly set for contextual learning surrounding ENGL 1010. Roane State goes further in its course description for ENGL 0510 by stating that a passing grade in ENGL 1010 fulfills all requirements of ENGL 0510. This class is designed to support completion of ENGL 1010. Unlike other TBR schools, Roane State has the prerequisite of Reading Learning Support competencies for ENGL 1010. This can push ENGL 1010 to be taken the second semester; although, Table Roane3 does not reflect this occurring on a large scale. READ 0562 has the corequisite of HUM 262 or PSYC 1030 (also MUS 1030 starting in fall 2020) and helps ensure successful completion of the corequisite class based on contextual learning of the readings for the credit-level class.

Scheduling Details from the Fall 2019 and Spring 2020 Semesters

Scheduling details for ENGL 1010 show that 11 seats per section are devoted to ENGL 0510 students and the remaining 12 (of 23 total) seats are dedicated to students not needing Basic Writing. While this model is more difficult to scale than some other models, it allows for a set heterogeneous mixture where non ENGL 0510 students are the majority of the class. Space is reserved for the ENGL 0510 students in ENGL 1010, but sections of ENGL 0510 and ENGL 1010 are not tied together to help create cohorted learning communities. ENGL 0510 sections of up to 22 seats do not account for smaller class size.

TBR DATA

Table Roane1: Total First-time Freshmen and Percent Attempting BW: Roane State

	2013	2014	2015	2016	2017
Total First-time Freshmen	1199	1226	1371	1381	1342
Percentage Attempting BW	32.28%	29.85%	11.82%	10.93%	16.17%

The percentage of Roane State first-time freshmen attempting Basic Writing in 2015 decreased sharply from earlier years. A drastic reduction like this was probably the result of redefining who fit into Basic Writing classes. Since first-time freshmen from 2014 to 2015 (as well as 2016 and 2017) did not increase at the same rate as other TBR schools, there is a possibility that Roane State implemented a mechanism excluding or redirecting some of the students who tested at the lowest levels and/or simply absorbed

some of the stronger students. Only 2015 and 2016 percentages fell below the standard

deviation range.

Table Roane2: Completion of BW in Fall Semester: Roane State

	2013	2014	2015	2016	2017
Total	327	270	154	156	181
Percentage of Attempt	68.27%	59.34%	72.99%	78.39%	64.64%
Total FTF Attempt	263	221	126	121	134
Percentage of FTF Attempt	67.96%	60.38%	77.78%	80.13%	61.75%

Something happened in 2015, the year of A-100 implementation, that provided a

bump in completion percentages for not only Basic Writing but also credit-level Writing.

The percentage of all students and the percentage of first-time freshmen students who

completed Basic Writing in 2015 and 2016 are higher than the range for standard

deviation for all TBR institutions.

Table Roane3: Basic Writing Students' Completion of Credit-level Writing in First and Second Semesters: Roane State

	2013	2014	2015	2016	2017
1st semester: Total	0	0	112	109	103
1st semester Percentage	0%	0%	69.14%	72.19%	47.47%
2nd semester Total	127	98	5	4	10
2nd semester Percentage	32.82%	26.78%	3.09%	2.65%	4.61%

Table Roane4: Fall-to-fall Retention Rates All First-time Freshmen vs. Attempting BW: Roane State

	2013	2014	2015	2016	2017
All First-time Freshmen	53.63%	53.83%	53.90%	53.22%	53.20%
FTF Attempting BW	44.19%	38.25%	45.06%	49.01%	37.79%

Table Roane5: Graduation Rates (Associate Degree) per Freshman Year: Roane State

	2013	2014	2015	2016
2-year Graduation Rate	8.92%	13.95%	15.17%	18.61%
3-year Graduation Rate	12.34%	9.95%	11.52%	N/A
4-year Graduation Rate	4.59%	4.89%	N/A	N/A

Table Roane6: Graduation Rates (Associate Degree) per Year, First-time Freshmen Needing Basic Writing: Roane State

	2013	2014	2015	2016
2-year Graduation Rate	1.29%	3.01%	6.17%	6.62%
3-year Graduation Rate	5.43%	4.37%	7.41%	N/A
4-year Graduation Rate	4.91%	3.83%	N/A	N/A
Cumulative (for given data)	11.63%	11.20%	13.58%	6.62%

The increases in graduation rates for BW students are not statistically significant when considering the increases in graduation rates for all first-time freshmen; although, these changes may be indicative of a deeper story. 2-year graduation rates for all first-time freshmen were above the standard deviation in 2014 and 2016. 3-year rates in 2013 and 4-year rates in 2013 and 2014 were also above the respective standard deviations. Only the 2015 2-year graduation rate for first-time freshmen needing Basic Writing was above standard deviation when the 2-year rate for all without controlling for the variable of needing Basic Writing fell within expected range.

Southwest Tennessee Community College

IPEDS Data

Campus setting: City: Large

Unduplicated 12-month headcount: 12,720

Total FTE: 6,112

Full-time instructional staff: 194

Part-time instructional staff: 283

2019-2020 College Catalog Course Descriptions

- ENGL 0810 – English Support

  (3 credit hours) This co-requisite course addresses the TBR-approved writitng [sic] competencies, including instruction in writing process, purpose, audience, organization, suppoet [sic], language skills, grammar, and punctuation. Final grades of P (passing) or F (failing) will be assigned. Co-requisite ENGL 101 [sic]. Prerequisite(s): ACT English subscore of 17 or below, or the equivalent. Corequisite(s): ENGL 1010

- ENGL 1010 – English Composition I

  (3 credit hours) Through writing compositions and reading critically, students are taught to organize and develop ideas using various rhetorical modes and editing techniques. The course focuses chiefly on improving the clarity and effectiveness of writing and includes an introduction to the research process. Prerequisite(s): READ 0810 and ENGL 0810, or the equivalent; or enrollment in the o-requisite [sic] ENGL 0810 and READ 0810; or satisfactory performance on the ACT or Compass test.

As is the case when reading student writing, what appear as careless mistakes make the reader question the thought and care put into the writing. The most noteworthy difference with other TBR schools in these course descriptions is the pass/fail grade given for ENGL 0810. The course description for ENGL 0810 does not point towards contextual learning occurring, but it may occur.

Scheduling Details from the Fall 2019 and Spring 2020 Semesters

With 20 seats per section of ENGL 0810 and of ENGL 1010 but not having set cohorts, the structure is neither present for small class size nor cohorted learning communities. Sections of ENGL 0810 are not linked to ENGL 1010 sections, creating a scalable model that allows for but does not force a heterogeneous mixing of students.

TBR DATA

Table SouthW1: Total First-time Freshmen and Percent Attempting BW: Southwest State

	2013	2014	2015	2016	2017
Total First-time Freshmen	2218	2215	2474	2258	2449
Percentage Attempting BW	35.62%	48.94%	48.54%	49.78%	56.80%

The percentage of students taking Basic Writing at Southwest Tennessee Community College has been significantly higher than TBR averages (Table 3) – often being 20 points higher in some years, and always falling above the standard deviation. The completion of these classes, however, has been on par with TBR averages (Table 4). This is also the case with the completion of credit-level Writing in the first or second

semester for first-time freshmen as well as the retention rates for first-time freshmen

(Tables 4 and 5). This speaks to the measured preparedness of students arriving at

Southwest and how those students are able to succeed while in college. Since Southwest

CC is the only school within the TBR system where white students are not the majority,

the differences noted above supports the idea that placement in BW may be entrenched in

the systemic racism present in education.

Table SouthW2: Completion of BW in Fall Semester: Southwest State

	2013	2014	2015	2016	2017
Total	799	907	961	728	886
Percentage of Attempt	67.65%	58.40%	66.55%	56.22%	53.96%
Total FTF Attempt	555	643	816	634	766
Percentage of FTF Attempt	70.25%	59.32%	67.94%	56.41%	55.07%

Table SouthW3: Basic Writing Students' Completion of Credit-level Writing in First
and Second Semesters: Southwest State

	2013	2014	2015	2016	2017
1st semester: Total	5	25	726	737	852
1st semester Percentage	0.63%	2.31%	60.45%	65.57%	61.25%
2nd semester Total	229	222	48	37	37
2nd semester Percentage	28.99%	20.48%	4.00%	3.29%	2.66%

Table SouthW4: Fall-to-fall Retention Rates All First-time Freshmen vs. Attempting
BW: Southwest State

	2013	2014	2015	2016	2017
All First-time Freshmen	48.02%	41.04%	44.95%	50.22%	46.63%
FTF Attempting BW	46.71%	37.55%	44.46%	48.13%	45.79%

Table SouthW5: Graduation Rates (Associate Degree) per Freshman Year: Southwest State

	2013	2014	2015	2016
2-year Graduation Rate	2.25%	3.43%	3.68%	5.36%
3-year Graduation Rate	4.74%	4.29%	6.87%	N/A
4-year Graduation Rate	5.41%	3.07%	N/A	N/A

Table SouthW6: Graduation Rates (Associate Degree) per Year, First-time Freshmen Needing Basic Writing: Southwest State

	2013	2014	2015	2016
2-year Graduation Rate	0.89%	1.01%	1.50%	1.33%
3-year Graduation Rate	4.68%	3.32%	6.33%	N/A
4-year Graduation Rate	3.04%	2.68%	N/A	N/A
Cumulative (for given data)	8.61%	7.01%	7.83%	1.33%

Not only is time-to-graduation for first-time freshmen needing Basic Writing not up to the TBR institutional average, but all Southwest graduation rates were also below TBR averages. In fact, in 2014 the only the rate not below the standard deviation is the 3-year graduation rate, and this rate is 0.12 within the standard deviation and 2.74 percentage points below the TBR institutional average of 6.06%. Every graduation rate for total first-time freshmen is below their respective standard deviations for the state with the single exception of 2013's 4-year rate. This points not to a quality of Basic Writing instruction but to something else. SWCC has some of the highest percentage of attempters of BW, some of the lowest graduation rates but some of the strongest change for completion of credit-level Writing after A-100.

Volunteer State Community College

IPEDS Data

Campus setting: Suburb: Large

Unduplicated 12-month headcount: 11,419

Total FTE: 5,923

Full-time instructional staff: 177

Part-time instructional staff: 277

2019-2020 College Catalog Course Descriptions

- ENGL 0810 – Skills for English Composition

  (3 credit hours) This is a course designed to improve student skills in the principles of writing task/purpose, audience awareness, organization, development, language skills, grammar/punctuation, and writing process. Students write a series of essays and complete an individualized study plan for language skills, grammar, punctuation, and mechanics. Successful completion of ENGL 0810 satisfies the requirement for Writing Competency Level Two. Corequisites: ENGL 1010

- ENGL 1010 – English Composition I

  (3 credit hours) This course includes writing expository compositions based primarily on analysis of essays and literary works, with an emphasis on rhetorical modes, documentation skills, and revision.

  Prerequisites: Acceptable placement scores or completion of all Learning Support Competencies in Reading and Writing or concurrent enrollment in ENGL 0810 and READ 0810 as determined by placement.

Volunteer State's ENGL 0810 and ENGL 1010 course descriptions give very

little insight into the composition of their learning support model for Basic Writing.

While ENGL 0810's individualized study plan acknowledges individualized learning, the

course description does not speak directly to contextualized learning. Before A-100

implementation, 3 hours of Basic Writing existed and those hours were able to be taken

in the necessary block of 1-credit, 2-credit, or 3-credit depending on how much work the

student needed to achieve to reach the required competencies. When I was charged with

teaching this class, I saw that because some of the competencies were completed on a

computer in an individualized, self-paced, self-motivated, lab setting, many students fell

by the wayside.

Scheduling Details from the Fall 2019 and Spring 2020 Semesters

Volunteer State has a more elaborate set-up than the other TBR schools, and the

plan is not as scalable but much more supportive of the students. VSCC employs the triad

model where cohorted ENGL 0810 students from two different ENGL 1010 sections

come together for the ENGL 0810 class. A section of ENGL 0810 has a limit of 18 seats

(9 for each corresponding ENGL 1010 section). Often the schedule has one instructor for

three different classes: ENGL 1010 section A, ENGL 0810 section AB, and ENGL 1010

section B. ENGL 1010 students who do not need ENGL 0810 will fill the 13 seats set

aside for them in the ENGL 1010 section. The ENGL 0810 students will sign up for one

of the remaining 9 seats (22 seats total in an ENGL 1010 class). The ENGL 0810 student

who signs up for ENGL 1010 section A will be cohorted with 8 other students in those

same two classes. The students from ENGL 0810 who sign up for the B section will also

be in the B section of ENGL 1010. Sections A and B of ENGL 0810 meet at the same

time. A Volunteer State instructor close to the system explained it this way: "Our model consists of a triad of classes that are tied together as cohort. It consists of two ENGL 1010 classes that have 9 LS [Learning Support] students each. These nine students are combined to create a class of 18 students in one LS course. Ideally, the same instructor teaches all three classes, but no more than two instructors should teach the three together." Because of the complexity of this system, it is not as dynamic and scalable; however, the students are in cohorted learning communities that are structurally set up for balanced heterogeneous grouping. While VSCC's ENGL 0810 class is not small, it does allow for contextual learning.

Due to the difficulty in scaling this model, many VSCC cohorts have not had the same teacher, not been able to meet in corresponding rooms, and/or not been able to meet at congruent times. In subsequent semesters since implementation in 2015, the triad has not been able to stay as intact as it initially was conceived.

The Volstate representative did provide more detail with technology and how the two classes worked together:

> ENGL 1010 classes use D2L to access course materials, communicate with other students and instructors. Some instructors may choose to use a supplemental software such as LaunchPad (Macmillian) or another product. All Learning Support classes are taught in computer classrooms[…]. Students are writing in class on shorter LS assignments and also writing for their corresponding ENGL 1010 class. The LS class is set up in a writing workshop format. There may be less technology use in an ENGL 1010 class because not all ENGL 1010 classes are taught in computer writing classrooms.

Prior to A-100 implementation, VSCC relied heavily on computerized modules to demonstrate student competencies. While I taught one of those classes, I saw the

disconnect which students experienced with contextualized issues. A student never came to me as their Basic Writing teacher with an issue of "I have this problem trying to make my writing a certain way in this situation, and can you help?" Contextualized learning simply did not happen, and students were often left to engage with a cold computer instead of a caring teacher.

TBR DATA

Table Volu1: Total First-time Freshmen and Percent Attempting BW: Volunteer State

	2013	2014	2015	2016	2017
Total First-time Freshmen	1478	1510	2345	2192	2291
Percentage Attempting BW	22.94%	20.73%	21.32%	26.51%	27.98%

Table Volu2: Completion of BW in Fall Semester: Volunteer State

	2013	2014	2015	2016	2017
Total	281	245	373	412	450
Percentage of Attempt	63.43%	62.03%	68.69%	61.68%	63.11%
Total FTF Attempt	215	195	340	358	410
Percentage of FTF Attempt	63.42%	62.30%	68.00%	61.62%	63.96%

Table Volu3: Basic Writing Students' Completion of Credit-level Writing in First and Second Semesters: Volunteer State

	2013	2014	2015	2016	2017
1st semester: Total	48	56	321	360	398
1st semester Percentage	14.16%	17.89%	64.20%	61.96%	62.09%
2nd semester Total	68	66	6	13	6
2nd semester Percentage	20.06%	21.09%	1.20%	2.24%	0.94%

VSCC had pilots earlier than 2013 that allowed for students to complete their

college credit-level Writing in the first semester. These accelerated courses were not

concurrently enrolled sections of Basic Writing with ENGL 1010. While they had some

success with students passing credit-level Writing early, they were not as successful as

the corequisite system. Possibly because they were only in a pilot phase, they also were

not as readily available to students as the corequisite system after implementation of A-

100. VSCC first-time freshmen completion rates for credit-level Writing were

consistently a few points higher than TBR institutional averages.

Table Volu4: Fall-to-fall Retention Rates All First-time Freshmen vs. Attempting BW:
Volunteer State

	2013	2014	2015	2016	2017
All First-time Freshmen	49.12%	49.40%	48.96%	49.86%	51.29%
FTF Attempting BW	34.81%	35.46%	43.00%	40.62%	41.03%

Volunteer State showed an increase in fall-to-fall retention for Basic Writing

students after implementation of A-100. While the 2015-2017 retention rates for students

attempting Basic Writing did not vary much from TBR averages (Table 9), the gains that

VSCC saw in these rates after the implementation of A-100 highlight a version of student

success that other TBR schools did exemplify the same way.

Table Volu5: Graduation Rates (Associate Degree) per Freshman Year: Volunteer State

	2013	2014	2015	2016
2-year Graduation Rate	10.35%	9.27%	10.96%	10.77%

Table Volu5: Graduation Rates (Associate Degree) per Freshman Year: Volunteer State

	2013	2014	2015	2016
3-year Graduation Rate	9.68%	9.54%	10.36%	N/A
4-year Graduation Rate	3.92%	4.30%	N/A	N/A

Table Volu6: Graduation Rates (Associate Degree) per Year, First-time Freshmen Needing Basic Writing: Volunteer State

	2013	2014	2015	2016
2-year Graduation Rate	0.88%	1.60%	1.80%	2.24%
3-year Graduation Rate	5.01%	3.19%	8.00%	N/A
4-year Graduation Rate	2.06%	3.19%	N/A	N/A
Cumulative (for given data)	7.96%	7.99%	9.8%	2.24%

Time to graduation did not show as significant of an increase as TBR institutional averages showed, but an increase existed still.

Walters State Community College

IPEDS Data

Campus setting: City: Small

Unduplicated 12-month headcount: 7,471

Total FTE: 3,966

Full-time instructional staff: 170

Part-time instructional staff: 188

2019-2020 College Catalog Course Descriptions

- ENGL 0801 – Learning Support Writing I

(1 credit hour) This course is adapted to the individual needs of students to aid them in achieving satisfactory competency in written communication skills. Emphasis is placed on punctuation, usage, spelling, effective sentence structure, paragraph improvement, the planning and writing of multi-paragraph papers, and writing process management. Corequisite(s): ENGL 0802

- ENGL 0802 – Learning Support Writing II

(3 credit hours) This course addresses theme-level problems in writing including thesis, support, development, revision, and editing. Students write themes to correct these problems. The purpose of this class is to prepare students for English 1010

- ENGL 0803 – Learning Support Writing III

(3 credit hours) This course addresses theme-level problems in writing including thesis, support, development, revision, and editing. Students write themes to correct these problems. The purpose of this course is to prepare students to pass ENGL 1010.

- ENGL 0804 – Learning Support Writing IV

(2 credit hours) This co-requisite course addresses the major components of college-level writing including thesis, support, development, revision, and editing in an incremental process. As a companion course to ENGL 1010, students will engage in writing activities that assist in the production and improvement of their Composition I themes. Corequisite(s): ENGL 1010, EDUC 1030 (unless previously completed)

- ENGL 1010 – English Composition I

(3 credit hours) A composition course in argumentative writing, including invention, organization, style, and revision. Critical reading and thinking will be addressed through students' writing. Research skills and documentation will be introduced. Prerequisite(s): Completion of all Learning Support competencies in Reading and Writing

- ENGL 1111 – Writing Laboratory

(1 credit hour) The course is adapted to the individual needs of the student to aid him/her in achieving satisfactory competency in written communication and word processing skills. Course may be repeated for credit.

Although the 2019-2020 catalog has ENGL 0801, ENGL 0802, ENGL 0803, and ENGL 1111 listed, they were not on the schedule for Fall 2019 or Spring 2020. ENGL 0804 was the only nontransferable ENGL class offered during those semesters. The course description of ENGL 0804 including "As a companion course to ENGL 1010, students will engage in writing activities that assist in the production and improvement of their Composition I themes" directly supports contextual learning.

Scheduling Details from the Fall 2019 and Spring 2020 Semesters

Sections of ENGL 0804 have 13 seats that directly feed into ENGL 1010 sections that have another 13 seats for students not needing ENGL 0804. Cohorted ENGL 1010 sections have ENGL 0804 meet with the same teacher right after the class. These cohorted learning communities with the small class size enables students to engage in contextual learning while in heterogeneous grouping for a scalable model. This is the TBR model most in keeping with CCBC's recommendations.

TBR DATA

Table Walt1: Total First-time Freshmen and Percent Attempting BW: Walters State

	2013	2014	2015	2016	2017
Total First-time Freshmen	1370	1418	1625	1555	1733
Percentage Attempting BW	28.83%	28.07%	10.71%	10.03%	9.12%

Like the data from Roane State Community College, this data shows a precipitous drop in the percent of students needing Basic Writing starting in 2015. 2013-2014 numbers are within 1% of institutional averages, but 2015-2017 percentages are 6-7 percentage points lower than standard deviation. Again like Roane State, a lot of speculation can be generated about this plummet. WSCC does see more of an increase in total first-time freshmen than RSCC; however, such an increase may not be clearly due to one reason like the TN Promise bump.

Table Walt2: Completion of BW in Fall Semester: Walters State

	2013	2014	2015	2016	2017
Total	331	301	181	146	190
Percentage of Attempt	68.81%	64.59%	82.65%	70.19%	87.16%
Total FTF Attempt	273	254	147	112	138
Percentage of FTF Attempt	69.11%	63.82%	84.48%	71.79%	87.34%

Also like RSCC and also indicative of the possibility of creating a floor score, the rates of successful completion of a Basic Writing class increases for first-time freshmen.

The 2017 rate is 22.60 percentage points higher than the TBR institutional average, 13.15

higher than standard deviation, and 4.59 higher than the next closest school. This is also

reflected in the rates for 2015, 2016, and 2017 credit-level course completion within the

first semester which are all above the standard deviation. The rate for everyone passing

Basic Writing in the fall semester rises at nearly the same rate and mirrors the statistic for

first-time freshmen each year.

Table Walt3: Basic Writing Students' Completion of Credit-level Writing in First and
Second Semesters: Walters State

	2013	2014	2015	2016	2017
1st semester: Total	0	136	138	112	129
1st semester Percentage	0%	34.17%	79.31%	71.79%	81.65%
2nd semester Total	139	54	0	0	1
2nd semester Percentage	35.19%	13.57%	0%	0%	0.63%

Table Walt4: Fall-to-fall Retention Rates All First-time Freshmen vs. Attempting BW:
Walters State

	2013	2014	2015	2016	2017
All First-time Freshmen	54.53%	52.68%	50.95%	55.76%	51.76%
FTF Attempting BW	44.05%	37.94%	47.70%	48.08%	50.00%

Fall-to-fall retention rates for first-time freshmen attempting Basic Writing show

significantly greater gains than the gains seen with retention rates for all first-time

freshmen. This retention data along with the comparable improvements in first-time

freshmen time to graduation supports the notion of a successful model for WSCC.

APPENDIX F: SAMPLE APPLICATION OF DISCOURSE ANALYSIS

Interview Answer

Gee's accessible explanation and approach to discourse analysis focuses on spoken interviews. The different medium is more complex than the written medium when presenting an examination. Hopefully my example below clarifies my approach without becoming overwhelming. Gee already has a more accessible approach to discourse analysis, so I try to keep my explanation of work simple yet thorough.

Partially Interview Answer with Redactions and Meaning Carrying Parts (Words, Phrases, Sentences) Highlighted

The exert below is part of an answer to the prompt about implementation, "*Please share any stories of implementation and change specifically dealing with TBR within the local context. This, again, is about perception. These stories will remain anonymous.*" I underline the individual words and phrases (idea units) examined in the answer. Some of these overlap and some merge together even though separated by text.

> *I do not feel that TBR or many [school name] admins really understand what we're dealing with in the classroom because I hear that test scores are going away. We're already lacking support. Our structure here already isn't working. We can make the program work, but only with the changes above. The worst part is that our students are the ones suffering until it gets figured out.*

1a. I do not feel that
1b. TBR or many [school name] admins
1c. what we're
1d. dealing with
1e. in the classroom
1f. because I hear
1g. that test scores are going away.

2a. We're
2b. already
2c. lacking support.
3a. Our structure here
3b. already isn't working.
4a. We
4b. can make
4c. the program
4d. work,
4e. but only with
4f. the changes above.
5a. The worst part
5b. is that our students are the ones suffering
5c. until it gets figured out.

Gee organizes his examples in stanzas that represent how topics are organized in the data. In order to analyze the exchange of information, each of the idea units go through Gee's 26 questions for motifs to arise. If the motif carried over from one unit to the next, I only counted the motif once. Some of the double lines above may be turns in motif from one unit to the next, but I did not make assertion until I compiled the analysis.