# Corequisite Composition Case Study
# 2013-2022

**Dr. Jeremy Larance**
**Professor of English**

# Jeremy Larance

- BA English: University of the South (Sewanee)
- **MA English: Louisiana Tech University**
- PhD English: Tulsa University

- **Graduate Student, English**

- **Writing Tutor**

- **Head Writing Tutor**

- **Assistant to Composition Director**

- **Graduate Teaching Assistant**

- **Adjunct**
  - **—Developmental Writing**
  - **—Literature and Language**

# First conference presentations…

- "Saving the Baby and the Bath Water: How to Use Tutorials to Save Developmental Composition Classes" (2001). South Central Writing Centers Association: Lafayette, LA.

- "The Tutor's Role in Reorganizing Developmental Composition" (2001). South Central Writing Centers Association: Lafayette, LA.

- Adjunct Senior Lecturer (2005-2007)

- Instructor of English (2007-2008)

- Assistant Professor of English (2008-2014)

- Associate Professor of English (2014-2018)

- Professor of English (2018-present)

- Department Chair, Humanities (2015-2018)

- Department Chair, Social Sciences (2017-2018)

- Assistant Provost (2018-2022)

- Interim Dean, College of Liberal Arts (2020-2021)

- Interim Provost (2021)
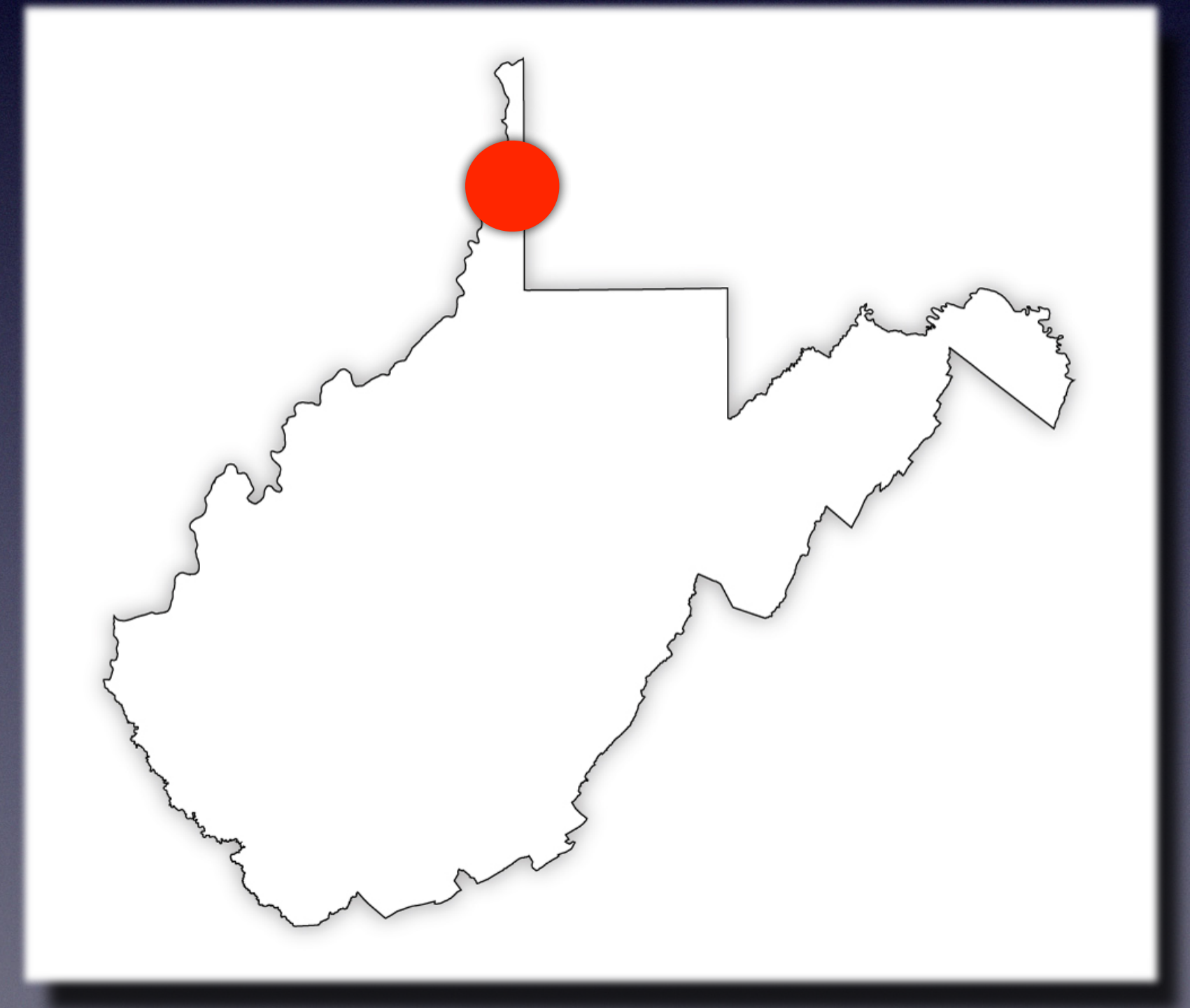
# Basic Composition at WLU
# Prior to 2013

**ENG 075—Developmental English (0 credit hours)**

**ENG 101—Freshman Composition I (3 credit hours)**

**ENG 102—Freshman Composition II (3 credit hours)**

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# Before 2013

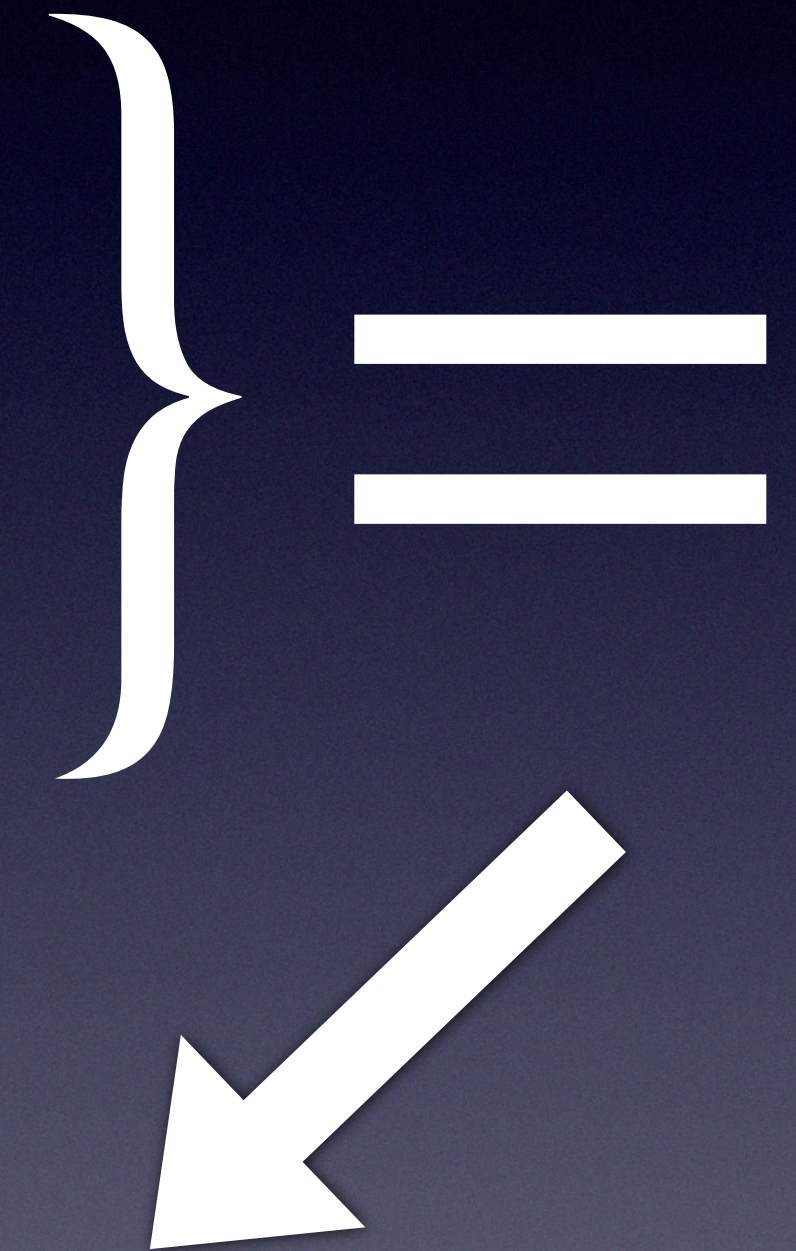## Remedial Students Passing ENG 101

# ≈45%

# ENG 075 Pass Rates

| 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
|------|------|------|------|------|------|------|
| 71%  | 71%  | 64%  | 78%  | 80%  | 81%  | 79%  |

# Former ENG 075 Students Passing ENG 101

| 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
|------|------|------|------|------|------|------|
| 53%  | 58%  | 26%  | 64%  | 51%  | 56%  | 64%  |

# Students STARTING in ENG 075 Passing ENG 101

| 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
|------|------|------|------|------|------|------|
| 37%  | 41%  | 16%  | 50%  | 41%  | 45%  | 50%  |

# WV Higher Education Policy Commission (2013)

"Students with the ACT English score of 17 or below (or SAT equivalent score of 440 or below) are placed into college-level, credit bearing courses with required academic support. Such courses could include stretch courses, co-requisite courses, ALP or other embedded course delivery."

# 2013

## ENG 101 (3 hours)*
## ENG 278: Special Topics (2 hours)**

# 76% Passing

*Mainstreamed                    **Student "Tutors"

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# 2016

ENG 101 (5 hours)*

# 77% Passing

*No More Mainstreamed Classes at this Point

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# 2017 (B)
## ENG 101 (5 hours)*

# 90% Passing

*Capped at 15

# Corequisite Grades
## 2014-2019

| ACT | vs. | HSGPA |
|-----|-----|-------|
| A 17.49 | | A 3.33 |
| B 17.03 | | B 3.15 |
| C 16.69 | | C 2.92 |
| D 17.06 | | D 2.87 |
| F 16.68 | | F 2.72 |

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# 2021

ENG 101: College Composition I

Prerequisite:  ACT English 18, SAT Verbal 510, or 3.0 High School GPA. Students not meeting at least one of the perquisites will be required to take a 4-credit-hour section of this course which includes one hour of weekly supplemental instruction.

# West Liberty University

# Average Number of Coreq Students

2014-2020
108

2021-2022
58

-54%

# WEST LIBERTY UNIVERSITY

# 2022

## ENG 101 (4 hours)
## Capped at 15
## Multiple Measures (including HSGPA)

# 57%

Academic Affairs Policy 2.18
Gateway Mathematics and English Course Placement Requirements

Institutions may not offer, or require students to take, a stand-alone mathematics or English course that the Statewide Articulation and Transfer Council (SATC) does not recognize as satisfying the mathematics or English general education requirement. Instead, all remediation should follow the corequisite learning support model. Students with corequisite support requirements as outlined below should be co-enrolled in sections of mathematics or English that satisfy general education requirements utilizing corequisite learning support.

# Faculty Buy-In

- How supportive is the faculty of the corequisite remediation program at your school?

- What evidence or signs demonstrate the faculty's buy-in for the program?

- Are there any challenges or barriers that the faculty face in fully embracing the program?

- How can the faculty's engagement in the program be further enhanced?

# Student Buy-In

- How aware are the students of the corequisite remediation program at your school?

- Do students actively participate in the program? Why or why not?

- What motivates students to engage in the program?

- Are there any factors that hinder student buy-in? How can they be addressed?

# Administrative Buy-In

- How involved are the administrators in supporting the corequisite remediation program?

- Do the administrators allocate sufficient resources for the program's success?

- Are there any policies or procedures in place to ensure administrative buy-in?

- How can the administrative support for the program be strengthened?

# Success

- Identify the successful aspects of your school's corequisite remediation program.

- How do these elements contribute to the program's effectiveness?

- Are there any specific strategies or practices that have yielded positive outcomes?

- How can these successful components be sustained and replicated?

# Improvement

- Identify the areas or aspects of your school's corequisite remediation program that require improvement.

- What are the potential reasons for these shortcomings?

- Are there any specific challenges or obstacles that hinder the program's effectiveness?

- How can these areas be addressed and improved?

# Challenges

- What challenges does your school's corequisite remediation program currently faces.

- How does this challenge impact the program's overall effectiveness?

- Are there any potential solutions or strategies to overcome this challenge?

- How can stakeholders collaborate to address this issue effectively?

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- What challenges does your school's corequisite remediation program currently faces.

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