Engaging Accountability: Faculty-led, Statewide Implementation of a Corequisite Model of First Year Writing across Two- and Four-Year Public Institutions

Diane Kelly-Riley

This article reports on a statewide implementation of a corequisite model of instruction for first year writing at two- and four-year public, postsecondary institutions in Idaho. This project explores how these institutions manage political and economic mandates for educational reform while preserving educational quality for students and teaching conditions for faculty. In presenting a model of agency and collaboration, this article reports preliminary results from the corequisite revised curricular configurations and the potential for this model to meet the instructional needs of varied student populations across the state.

In postsecondary writing, corequisite courses have evolved as a viable model to respond to instructional and curricular needs of developmental writers while also addressing external accountability mandates for increased retention, course and program completion. These approaches are informed by research and disciplinary best practices and are also attentive to political and economic constraints and realities. While early versions of corequisite instruction have been around since the early 1990s, this approach recently gained more traction as a way to meet educational reform mandates. However, writing studies often characterizes scholarship that engages accountability work negatively or with a great deal of suspicion. The villains in this story are often characterized as "efficiency-minded administrators" burnishing outcomes assessment to "diminish the value and purpose of writing program[s]" (Gallagher 25). In *Composition in an Age of Austerity*, Nancy Welch and Tony Scott assert that "in the age of corporatization and austerity, we now face the consequences of a field that has never established a scholarly habit of positioning composition scholarship in relation to the powerful political economic factors and trends that shape composition work" and they worry about "pedagogical 'innovations' that come under the gun of cost-cutting and . . . embrace neoliberalism's privatizing and commodifying market pursuits as somehow compatible with the field's public ethos and mission" (6).

Such perspectives forget the long history of corequisite courses in composition studies and the agency and collaboration required to sustain these

programs for so long. Writing studies scholars and practitioners have developed sound disciplinarily instructional models of corequisite instruction that attend to the needs of students, faculty, and institutions while preserving the ideals of the field. This article examines how Idaho writing studies faculty at two- and four-year public institutions managed political and economic mandates for educational reform in order to implement a statewide model of corequisite writing instruction called English 101 Plus while working to preserve best practices informed by scholarly and research innovations from composition. This model, English 101 Plus, replaced remedial writing with a required three-credit first year writing course (FYC) taken with a one or two credit concurrent corequisite section that provides instructional support for the FYC content. I served as Director of Composition at the University of Idaho beginning in 2013 and was involved with the implementation of this program statewide. I will explore the context that gave rise to these educational reform mandates, describe the collaboration between faculty at the two- and four-year Idaho public institutions, review the curricular configurations of the corequisite model of English 101 Plus, and report on preliminary results related to student learning from the statewide implementation.

In our state, Idaho writing program administrators and faculty adapted lessons from the Council of Writing Program Administrators (CWPA) development of the Outcomes Statement for First Year Composition and applied them to the design of corequisite models supporting first year writing. The Outcomes Statement was developed to articulate and compare what students learn across similar postsecondary programs at different institutional sites while retaining and attending to individual program features. The Outcomes Statement arose out of collective concern to articulate expectations for postsecondary first year writing programs to address both internal and external accountability concerns. The authors of the Outcomes Statement identified common goals to be attained rather than specifying certain levels of standardized performance (Yancey). As a result, the Outcomes Statement can work across a variety of institution types: at a community college like Eastern Idaho College in rural Idaho Falls as well as the elite, Ivy-league Yale University in urban New Haven. At both institutions, students enrolled in first year writing work toward the same goals, but have different expectations for performance based on their specific contexts and missions.

In 2012, the Idaho State Board of Education mandated the elimination or reduction of all remedial courses in public, postsecondary institutions. The Idaho writing programs adopted a flexible corequisite model called English 101 Plus. Like the Outcomes Statement, English 101 Plus has features of commonality across the public two- and four-year institutions, but retains sufficient flexibility to attend to specific local context considerations—student popula-

tion, instructional corps, philosophical program approaches, and so on—in a geographically dispersed state like Idaho. Cross institutional collaboration on English 101 Plus has resulted in enhanced programs, curricular structures, professional development networks, and increased agency for faculty and students who occupy these courses, exceeding what might have been possible from single-site implementation alone.

Competing Political Contexts of Corequisite Writing Instruction

Narratives about developmental writers, composition, and the broader political and economic context have multiple points of tension and competing perspectives. In "Creation Myths and Flash Points: Understanding Basic Writing through Conflicted Stories," Linda Adler-Kassner and Susanmarie Harrington chart the evolution of some of these narratives noting "in each break point, conflict emerged because differing viewpoints constructed alternative narratives about basic writing and basic writers. These passionate narratives...locate basic writing in different settings. They differ in the agency assigned to writers and teachers, and thus describe the problems basic writing addresses" (15). As the accountability movement has evolved, the agency of its various players has also changed.

In her 2012 CWPA presidential address, Adler-Kassner began to map out partnerships of what she eventually called, in her 2017 presidential address to CCCC, the Educational Intelligence Complex (EIC). In these talks, Adler-Kassner warned about emerging narratives and players in the landscape of accountability and the quickly changing terrain of elementary, secondary, and postsecondary education. She described two distinct paths of public education: one that values education for the benefit of an educated citizenry and another that sees the role of education to prepare workers to help the nation compete in the global economy. In the EIC, according to Adler-Kassner, educational reform resulted in unprecedented partnerships between testing companies, legislative entities, and non-profit agencies driving educational reform. Composition teachers were being left out of the conversation.

Adler-Kassner's framework and the view outlined by Welch and Scott detail a worrisome portrait for composition and writing studies, one that leaves composition instructors and their students seemingly with little agency. There is no doubt that there are strong forces that push and shape our field. Composition scholars have long documented the effects of the changing educational and accountability contexts and the particular demands placed on first year writing programs. These pressures include shifting the college writing curriculum into high school settings and streamlining first year writing curricula to get students through, often referred to as "guided pathways." In *College Credit for Writing in High School: The 'Taking Care Of' Business*, Kristine Hansen and

Christine Farris observe the social, political, and economic factors driving early college credit programs and note how these arguments have been framed in economic terms. This "value" is twofold: value to individual students who lose out financially by not going on to college and in terms of the losses in the US economy in the global marketplace for ill-prepared workers.

The transition sites of workforce or college readiness have been the point of contention within our political and educational systems. Students exiting a twelve year primary and/or secondary educational system who appear not ready for work or advanced study give people heartburn; a great deal of controversy happens here. Chris Gallagher advocates for a return to "the notion that colleges and universities are places where people gather to learn together. As compositionists who teach one of the core arts of engagement, and whose very profession and discipline hang in the balance, we should not only be participating in these developments, but leading them" (32). Indeed, the development of corequisite instruction for first year writing programs is one of the places where this transition work has and continues to happen in ways attentive to competing demands of stakeholders.

In the evolution of corequisite education, non-profit entities with strong legislative support have driven much of the current work advocating this model of instruction, but these types of courses have a longer history. Writing centers developed early models of corequisite instruction in the 1990s in response to early accountability mandates. Rhonda Grego and Nancy Thompson in *Teaching/Writing in Thirdspaces: The Studio Approach* and Lisa Johnson-Shull and I in "Writes of Passage: Conceptualizing the Relationship of Writing Center and Writing Assessment Practices" imagined curricular configurations that retained the best practices and ideals of composition instruction while navigating external mandates for more streamlined instruction. Grego and Thompson's Writing Studio and Washington State University's small group tutorial programs created course structures adjacent to—but separate from—regular, FYC that provided supportive course structures—often led by advanced undergraduate or graduate students—that preserved student agency. These models utilized theories of collaborative learning articulated by Kenneth Bruffee and practices of peer tutors articulated by Harvey Kail and John Trimbur.

Peter Adams, Sarah Gearhart, Robert Miller, and Anne Roberts developed the Accelerated Learning Project (ALP) at Baltimore County Community College in the early 2000s. They provided needed research on the efficacy of this model of corequisite support and ALP is perhaps the most widely acknowledged model to meet students' instructional needs while working within institutional missions, mandates, and economic realities. The ALP evolution provided a more structured approach than that of Grego and Thompson's studio and Washington State University's small group tutorials. The ALP corequisite

model articulated a more directive curriculum, still adjacent to the regular curriculum, but more intentionally supportive of course content and often led by instructional faculty rather than peer tutors.

Although compositionists have been suspicious about the intentions of non-profit entities driving educational support, there are groups whose work is rooted in evidence-based practices focused on addressing inequities in education. Idaho and its public universities adopted Complete College America (CCA) and are now part of the 48 state and regional consortium members of its "Alliance." CCA advocates for specific measures to address problems in postsecondary completion, focusing on gateway courses and semester course loads (Complete College America). Their work has been informed by research conducted by the Community College Research Center (CCRC) at Teachers College at Columbia University, a primary contributor researching the efficacy of remedial education in postsecondary settings. In general, CCRC has asserted that remedial education does not serve students well, particularly across demographic classifications, and that new models are needed (see Judith Scott-Clayton). In addition, CCA has been a significant supporter of corequisite models to transform postsecondary education by mainstreaming students into credit-bearing coursework that counts toward graduation. According to CCA, the overemphasis on remedial education has had a negative effect, particularly on students of color and students from lower socio-economic groups.

In response to political and economic pressures, many states have mandated various educational reform efforts, including overhauling writing placement and first year writing curricula; there are several models of faculty collaboration positioned in response to such reform efforts. In "Legislating First-Year Writing Placement: Implications for Pennsylvania and Across the Country," Katrina L. Miller, Emily Wender, and Bryna Siegel Finer detail statewide writing placement changes in Florida, Wisconsin, Idaho, and Pennsylvania. They note the need to "balance efforts to create coherence and thus political power and the local flexibility to respond to the demographic and institutional shifts in our own context." Faculty at Salt Lake Community College (SLCC) saw accountability mandates as an opportunity to revise their first year writing curriculum to be more responsive to their student population, engage emerging composition scholarship about student learning, and be supportive of their large percentage of contingent faculty. Chris Blankenship, Anne Canavan, Justin Jory, Kati Lewis, Marlena Stanford, and Brittany Stephenson articulate the ways that "recent developments in the scholarship of threshold concepts in writing studies can provide a durable and flexible conceptual framework… responsive to neoliberal completion, job-readiness mandates within guided pathways and similar initiatives." They demonstrate that composition faculty

have expertise and positionality to identify creative and productive solutions in this accountability context.

In Idaho, the current writing placement system grew out of a collaborative, faculty-led effort to revise writing placement procedures within the state. In "Relentless Engagement with State Educational Policy Reform: Collaborating to Change the Writing Placement Conversation," Heidi Estrem, Dawn Shepherd, and Lloyd Duman detail how they negotiated with legislative entities to use research and scholarship about student learning and placement to improve the statewide writing placement process. Estrem, Shepherd, and Samantha Sturman describe this new placement process—called The Write Class—in "Reclaiming Writing Assessment." The Write Class utilizes multiple measures, including state mandated standardized test scores, for writing placement and directed self-placement questions that inquire about students' reading and writing habits and their personal circumstances.

Other writing studies scholars advocate for wider perspectives and assert that compositionists need to examine writing programs based on demographic categories, thereby enhancing our understanding of different students and how writing programs work for them. Genevieve deMueller Garcia and Iris Ruiz as well as Mya Poe and John Aloysious Cogan Jr. document the importance of examining writing programs and the students served through diverse lenses. deMueller Garcia and Ruiz argue that programmatic approaches need to overtly explore considerations and representations of constructs like race throughout a writing program. Poe and Cogan Jr. assert that consideration of programmatic or assessment consequences need to be examined at the level of individual students and their particular demographic profiles. In "Toward a Vision of Accelerated Curriculum & Pedagogy," Katie Hern and Myra Snell argue that consideration of the consequences of curricular innovations should also include voices and representation of two-year colleges. Much of the scholarship about first year writing programs has focused on four-year schools and not on other institutional sites.

Presently, higher education is becoming more concerned about fairness and equity, and this means scholars and practitioners of composition must examine the curricular structures that help or hinder our students' progress. Norbert Elliot, Alex Rudniy, and I describe an empirical framework for examining the representation of a writing construct and its relation to demographic variables and student performance. We conclude "students may concurrently occupy demographic spaces that place them in positions of both advantage and disadvantage" (112). We are obligated to investigate more deeply students' particular experiences within our curricula, especially those demographic variables that matter in our local contexts. Through these investigations, we can continue to develop and advocate for pedagogical processes that allow our

students to be successful within the first year writing context. It is important to develop sophisticated understandings about how our curricula affect students by the demographic characteristics they predominantly bring to our courses. Ultimately, that positions us to be able to advocate for our faculty, programs, and students.

Faculty-led Corequisite Responses to Accountability Mandates in Idaho

The Idaho state legislature has situated postsecondary issues squarely within themes of economic prosperity. Like other US states, postsecondary attendance and attainment remains elusive. Immediately following the economic collapse of 2008, arguments about these reforms were attributed to the weaknesses in the state economy. In 2012, "the State Board … set an ambitious goal that 60% of Idahoans ages 25-34 will have a degree or certificate by 2020. Responsiveness to business needs is driving a renewed effort to develop home grown talent toward the goal of a more diverse economy" (Complete College Idaho). They also mandated the elimination of all remedial courses from both two- and four-year public institutions in English and Math. Until the fallout of the pandemic of 2020, the economy had largely recovered and the arguments for postsecondary attendance were framed in terms of the need to educate skilled workers to fill thousands of unfilled jobs in the burgeoning high tech and STEM industries in the southern part of the state. Now, as the national economy is at the mercy of the coronavirus, the narratives will surely change.

As a state, Idaho has a low percentage of citizens who have post-secondary degrees and first generation college students from rural areas and/or lower income households make up a large percentage of Idahoans who pursue higher education. Idaho has perennially ranked low in terms of public education spending. The percentage of Idaho students who continue their education beyond high school presents a significant challenge for higher education institutions in the state of Idaho. The "go-on" rate has continued to drop in recent years, from 52% in 2014 to 46% in 2015 (Corbin). In the 2019 edition of "The Facts: Facts about Idaho's Public Education System," the go-on percentage increased to 48% of the high school graduating class immediately enrolling in college the fall graduation. According to the National Information Center for Higher Education Policymaking and Analysis, Idaho is in the bottom ten states for people going on and finishing a four-year degree. The Idaho State Board of Education has focused its efforts on helping people make the transition between high school and college.

However, in Idaho remoteness and isolation are facts of life. The geographical terrain is so rugged that there is no north-south interstate, only a two-lane

highway connecting the more populated "Treasure Valley" in the southern part of the state to the northern panhandle.

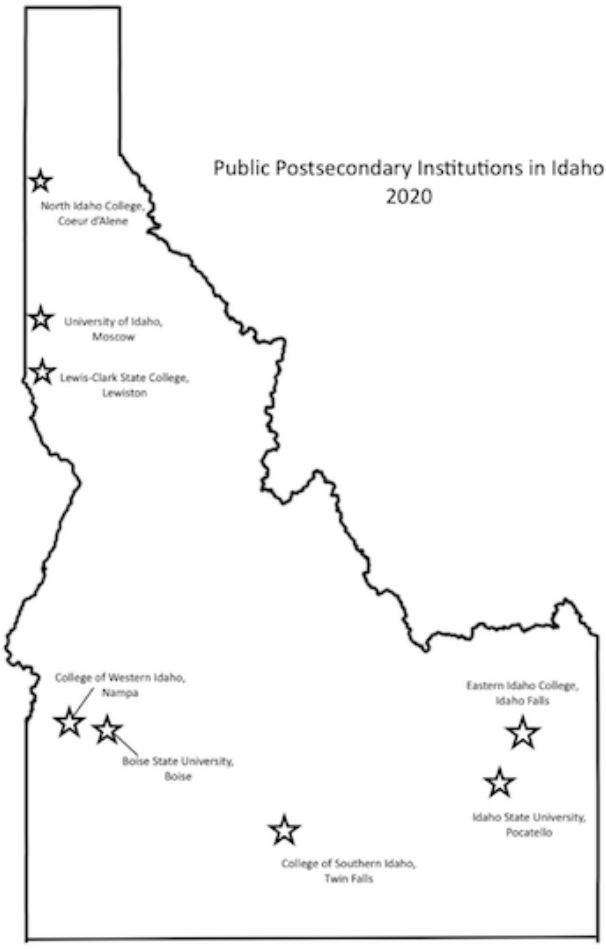


Figure 1 – Map of postsecondary institutions in Idaho

More than a decade ago, faculty in the southern part of the state began formulating ways to address the political context of first year writing. In 2007, all two- and four-year public institutions articulated common writing placement benchmarks based on standardized test scores as later detailed in Heidi Estrem's "Placement in First-Year Writing Courses at Idaho Colleges and Universities." This work established an English Placement Test Task Force to advise the state on the best placement options, and that project has evolved over time (see Estrem et al.). This collaborative project also established a scholarly network capable of deploying emerging, best-practice curricular and assessment

practices in first year writing placement and programming to respond to the state board's mandate to eliminate all remedial courses in 2012. As a result, a strong and active network of programs and their faculty at two- and four-year institutions have provided first year writing courses around the state with a great deal of coherence and support.

Development of English 101 Plus

The curricular revision for English 101 Plus was led by Heidi Estrem and Karen Uehling from Boise State University (BSU) and C. Meagan Newberry at the College of Western Idaho (CWI) ("English 101P Program: BSU and CWI"). They began brainstorming ways to accommodate the state board's mandate to eliminate or reduce remedial courses from writing and they utilized older scholarship about corequisite models as well as the successes of the ALP model and its implementation around the nation. Estrem and her colleagues first piloted a version of English 101 Plus at Boise State. In the fall of 2013, Uehling and Newberry led a cross-institutional collaboration between BSU and CWI to implement these new models and to continue professional development and knowledge sharing. The curricular revisions needed to integrate best practices in composition studies about student learning, and they needed to address issues of contingency among first year writing faculty, especially because BSU and CWI have high proportions of adjunct faculty. (At that time, CWI was an emerging community college. Previously, the institution had been affiliated with Boise State but was seeking its own accreditation and institutional status. In its new form, faculty appointments at CWI were only non-tenure track.)

The Idaho English 101 Plus program is directly linked to this revised placement process. In the two- and four-year postsecondary institutions in Idaho, a two course sequence comprises FYC: English 101, Writing and Rhetoric I, and English 102, Writing and Rhetoric II. Across the state, English 101 carries college credit, and English 102 completes the general education requirement for written communication. English 101 Plus—the corequisite model—requires students to complete a one or two credit course concurrently with their English 101 section. For the Plus section, students are placed into a smaller class of eight to ten students who receive supplemental instruction focused on specific issues and problems that students may encounter. The Plus sections also provide a range of support including additional writing process practice, reading practice, situated grammar instruction, and/or attention to psycho-social issues students might face.

Following their successful pilot, Estrem, Uehling, and Newberry led a weeklong workshop in 2014 with first year writing program leaders from all of the other six two- and four-year institutions in Idaho. The meeting explored the

feasibility of adapting the English 101 Plus model to the diverse instructional contexts across the state. This was crucial because BSU and CWI are located in a similar urban, geographic setting; the other postsecondary institutions across Idaho have significantly different geographic and demographic contexts.

At the summer 2014 workshop, the English 101 Plus model proved to be flexible enough to accommodate the locations, instructional contexts, the demographic of instructors, and the demographic of students across the state. (The meeting resolutions and reports are available in First-Year Writing Across Idaho, "Resolutions and Reports"). Table 1 summarizes the institutions across the state and the ways in which they have configured their English 101 Plus programs in light of their student populations and their instructional corps.

Table 1 – Institutional profiles

	Undergraduate enrollment	Carnegie Classification	Location	Profile of FYC Faculty	Engl 101 Plus Configuration	Engl 101 Plus Faculty
Boise State University	N=22,033	4-year public Doctoral Universities: High Research Activity	City: Midsize	Adjunct faculty	1 credit-registered with 101 section	Instructor of 101 section
College of Eastern Idaho	N=1288	2-year public Associate's Colleges: High Career & Technical-High Traditional	City: Small	Adjunct faculty	1 credit/small group in developmental learning center	Tutor from the Reading/Writing Center
College of Southern Idaho	N=6906	2-year public Associate's Colleges: Mixed Transfer/Career & Technical-High Nontraditional	Town: Remote	Tenure line and adjunct faculty	2 credits taught as a companion course	Instructor of 101 section
College of Western Idaho	N=10,277	2-year public Associate's Colleges: High Transfer-High Nontraditional	Rural: Fringe	Adjunct faculty	2 credits taught as a companion course	Instructor of 101 section
Idaho State University	N=10,401	4-year public Doctoral Universities: High Research Activity	City: Small	Graduate students and adjunct faculty	1 credit connected to 101 course	Instructor of 101 section
Lewis-Clark State College	N=3,684	4-year public Baccalaureate Colleges: Diverse Fields	City: Small	Tenure line faculty	1 credit connected to 101 course	Instructor of 101 section
North Idaho College	N=5270	2-year public Associate's Colleges: High Transfer-Mixed Traditional/ Nontraditional	City: Small	Tenure line faculty	1 credit embedded with 101 course	Instructor of 101 section
University of Idaho	N=9568	4-year public Doctoral Universities: High Research Activity	Town: Distant	Graduate students	1 credit separate from Engl 101 course	Advanced undergraduate or graduate student

Note: Enrollment data from College Navigator for 2017–2018

Across each two- and four- year institution, specific conditions shape how the institution can deliver this corequisite curriculum. Within the four two-year colleges, there is a mix of faculty appointments and students served.

By the end of the weeklong meeting in July 2014, the group of first year writing program faculty and administrators had agreed to implement the corequisite model at the various sites. All of the institutions agreed upon common

outcomes, largely drawing upon the CWPA Outcomes Statement, but—to complement the constraints and needs of each location—the enactments of the curricula were distinct and different across the state. The participants of the 2014 summer institute created a "Portrait of College Readiness" for each first year writing course to communicate these diverse curricular differences (First-Year Writing Across Idaho). Some institutions leave the content of English 101 up to the discretion of the faculty member when these faculty have been trained in other areas in English studies. Boise State University and Idaho State University use a writing about writing approach for the first year writing curriculum, and the University of Idaho uses a curriculum grounded in rhetorical theory. Each institution is able to work within the constraints of their particular locations, meet the needs of their particular student populations, and work with the instructional faculty available to them.

Statewide Implementation and Preliminary Performance of Students in the Corequisite Model

Because the English 101 Plus curricular configurations are linked to revised placement issues, it is important to examine the effects of the placement on students into this curriculum. Placement procedures require examination through the lens of validity, a construct that was radically revised more than twenty years ago, examines the "use and interpretation of test scores in particular settings" (AERA, 1999, 9). Evolution in validity scholarship resulted in the recent elevation of fairness to equal with validity inquiries in educational measurement scholarship (AERA, 2014). This concern for fairness in assessment results comes out of a long held consideration of what Lee Cronbach calls the "rights and life chances of individuals" (6). As I have argued elsewhere, assessment results that place students into anything other than the "regular" curriculum require closer scrutiny: "Students who don't meet standards for writing tests face consequences that require completing additional course work, spending additional time, spending additional money (perhaps), and dealing with the stigma of not passing the 'test'" (Kelly-Riley). While the intention of the English 101 Plus model is to mainstream students formerly placed into remedial writing courses, they still must complete additional requirements.

Local Implementations of English 101 Plus

In spring 2015, I travelled to all eight institutions to interview faculty and program administrators about their specific contexts. North Idaho College (NIC) in the northern panhandle has a more traditional college-aged student population, many of whom transfer on to four year degrees, but there is also a significant number of older students retraining for different professions and

seeking employment in the larger cities of Spokane, Washington and Coeur d'Alene, Idaho. NIC has traditional tenure-line appointments with faculty expertise in broader fields of English Studies (literature, creative writing, film, and so on). The other community colleges are located in the southern part of the state; they serve an increasingly racially diverse group of students, many of whom are refugees relocating to Southern Idaho. Students at College of Southern Idaho (CSI) include refugees from Afghanistan, Iraq, and Somalia who have been recruited for local factory work by companies like Chobani. CSI has a mix of tenure-line and adjunct faculty. College of Western Idaho (CWI) also has a high percentage of refugees with a large group relocating from places in Eastern Europe like Bosnia. College of Eastern Idaho (CEI) was recently converted to a community college from its former vocational training focus. Previously, as Eastern Idaho Technical College, it was an educational institution that trained many for work at the Idaho National Laboratory, a local site of nuclear energy research, development, demonstration and deployment. Most faculty at CEI hold contingent appointments.

The two-year colleges implement English 101 Plus sections based on their particular instructional contexts. NIC have their tenure-line faculty work with students in a separate hour focusing on content of the English 101 course while also addressing other social issues that may interfere with a student's class performance (childcare demands, addiction, illness, job demands and so on). CSI and CWI require students to take two credits of Plus section as a supplement to English 101. CSI's mission includes Adult Basic Education, so the configuration of their courses emphasized reading, writing, grammar, and other developmental issues. CWI emphasized similar areas in their two credit Plus sections, and saw these Plus course assignments as a way to give their adjunct faculty more stability and to decrease their overall course load requirements. That is, the faculty taught the Plus sections associated with their English 101 courses and consequently could count the Plus section toward their course loads, but could have a lower student enrollment with which to work. CEI requires one credit, and their course structure took more of an apprentice model that was brought from the vocational training that was in place before CEI changed to a community college.

The four-year colleges—University of Idaho, the land-grant institution located in the panhandle of the state, and Idaho State University, located in the eastern corner of the state—both have their first year writing curricula taught by graduate students in English and both are geographically isolated in rural communities. Because the graduate students have full teaching loads, the Plus sections are taught separately from the English 101 course with a separate instructor of record. Graduate students can take on the Plus sections as an overload. Boise State University, located in the capital city of Boise, has

a large pool of lecturers and instructors who teach first year writing. These faculty often have training in composition and rhetoric. To mitigate the contingency of appointments, BSU has the same faculty member teach the English 101 course and the Plus section. This arrangement gives faculty bona fide appointments while lowering the number of students with whom they must work. Lewis-Clark State College (LCSC) is a baccalaureate only, four-year college and has tenure-line faculty and adjuncts teach first year writing. These faculty also have expertise within the broader fields of English studies, and they facilitate a connected Plus section. LCSC also has a close connection between Plus students and their Writing Center.

Though the collaboration to implement the corequisite model between the faculty and writing program administrators was productive and enjoyable, the effects of the revised curriculum on student performance is most important. I received a grant from the State of Idaho's Student Longitudinal Data System to take a look at the effect of the corequisite model on student performance. Many states have established data systems to track student performance, and Richard Haskell details the Idaho data collection system as one

> Created for the purpose of collecting and analyzing Idaho's public education data at the individual, course, institution, and system levels, aggregates data records from the breadth of the Idaho public education systems. The combined data collection systems are part of a nation-wide effort to record granular public education detail over time in order to document the entirety of students' education experience. This information is intended to be available for analysis and public policy consideration for the purpose of producing improvements in student learning at elementary, secondary, post-secondary, and higher education levels, and to optimize labor market outcomes, individually and generally.

Given that our state purported to have a mechanism to collect this type of data, I wanted to conduct a rigorous analysis of this English 101 Plus curriculum and its effect on students by campus, race, sex, age, economic background, retention status, grade, major, standardized test scores, high school GPA, and college GPA. All of these seemed legitimate variables for collection by the State Longitudinal Data System. However, this was not the case. It took a year and a half to get the data from the office charged with stewarding it, and The State Longitudinal Data System only yielded broad data: passing rates for courses, sex, and race. The state office was concerned that the data might be misused for competition among institutions so they masked the institutional affiliation, which made it difficult to analyze the implementa-

tion differences at two- and four-year schools. This was a good lesson in the actual functionality of these longitudinal systems: though data may be collected, it may be neither accessible nor usable for the purposes it was intended to support.

As a consequence, my analysis about the effect of the statewide corequisite model is broad and only compares the remedial model and the corequisite model. The result is a preliminary view of initial implementation. The data presented here are through 2015, at which point all four two-year colleges and three of the four-year institutions had fully adopted the English 101 Plus model. I excluded dual enrollment students from this analysis. Following standard educational measurement practice, I looked at the profile of students in first year writing across Idaho.

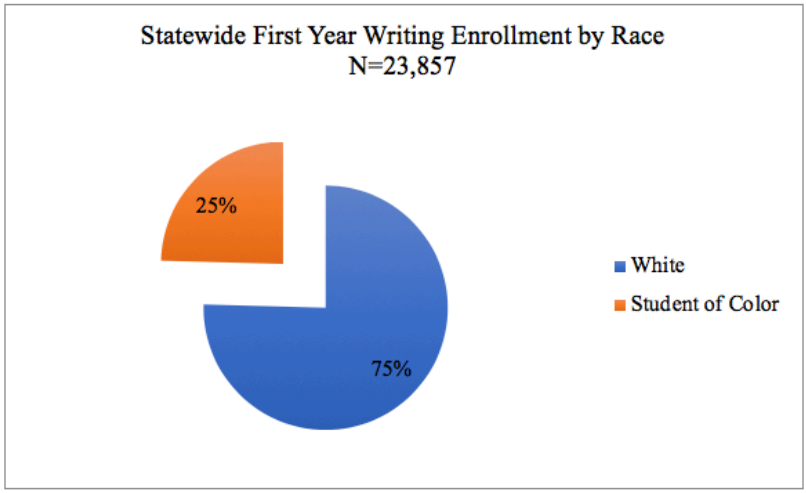


Figure 2. Idaho First Year Writing Enrollment by Race, 2014-15

Figure 2 details the 2014-2015 profile of first year writing by race. Idaho's population is predominantly white, but the general student population—particularly in the Southern part of the state—is increasingly diverse. (The distribution of male and female students enrolled in first year writing across Idaho in 2014-15 was split evenly.)

Figure 3 shows the percentages of ages of students in first year writing. The data show a large majority of students aged 18-25, but also include 16% of students who were older (with six percent of them older than 36 years old).

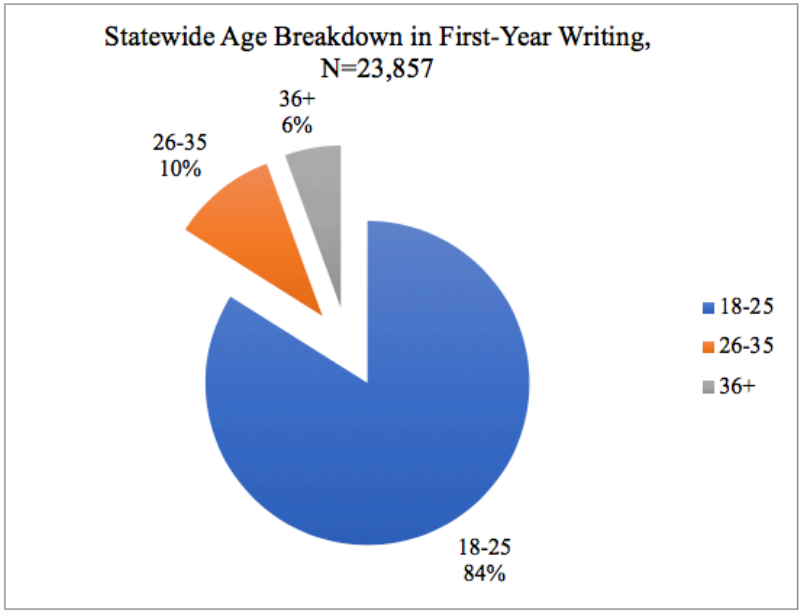
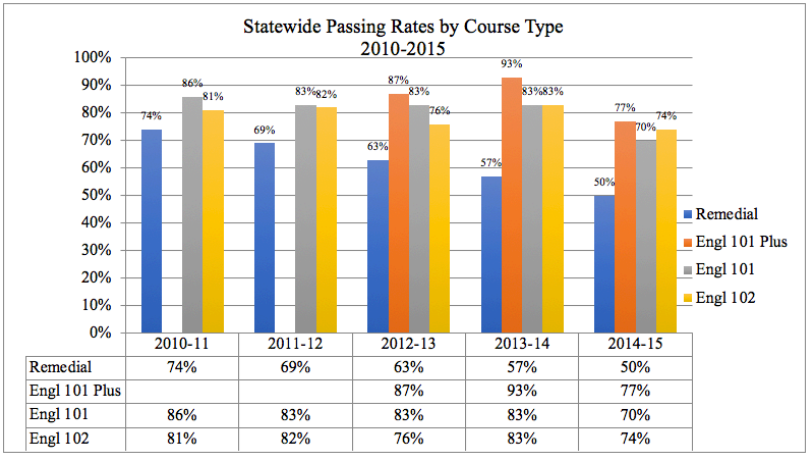


Figure 3. Idaho First Year Writing Enrollment by Age, 2014-15

The demographic data statewide helps inform the approaches taken within the curriculum. When this data is combined with performance results, it speaks to the effectiveness of the curriculum for students. Figure 4 illustrates the passing rates by students in each course type. In 2010-11, students fared well across all types of first year writing courses, but as English 101 Plus was implemented different trends became apparent.



	2010-11	2011-12	2012-13	2013-14	2014-15
Remedial	74%	69%	63%	57%	50%
Engl 101 Plus			87%	93%	77%
Engl 101	86%	83%	83%	83%	70%
Engl 102	81%	82%	76%	83%	74%

Figure 4. Comparison of Statewide Passing Rates in First Year Writing Courses, 2010-2015

Boise State University was the first institution to pilot English 101 Plus in 2012-13, and students passed English 101 Plus at a higher percentage than the regular English 101 course. This preliminary positive result supported the distribution of this model to other locations. Students formerly placed into remedial courses were faring better in the streamlined curriculum with the corequisite instruction, thus supporting Judith Scott-Clayton's observation that students are actually misplaced into remedial coursework at higher rates. If these students are placed into a curriculum with suitable instructional support, they can be successful (33).

We wondered how students would fare as the English 101 Plus model was implemented across the diverse contexts of the state of Idaho. As more institutions implemented the model in 2013 and 2014, that trend remained: students formerly required to enroll in remedial courses before enrolling in first year writing passed at higher rates than other students who were also in the regular curriculum without support. While the overall passing rates dipped, the difference between student performance in English 101 Plus remained better than student performance in English 101. Enrollments in remedial courses declined across the state, and students who remained in the few that continued to be offered did not fare as well in them. This student performance data combined with the lived experiences of students and teachers at the various institutions formalized English 101 Plus as of the educational structure for postsecondary writing in Idaho.

Conclusion

The English 101 Plus program in Idaho builds upon a thirty-year history of corequisite instruction as a means to support postsecondary students and to navigate the complexities of internal and external accountability mandates. The Idaho collaboration demonstrates the possibility of retaining agency and individuality of institutions, program administrators, and classroom faculty while still working from common frameworks with shared goals rooted in disciplinary expertise and practice. The result is a more connected group of faculty and administrators who work collectively toward improving the instructional experience for students in a state where postsecondary study is not a high priority for most citizens.

This faculty-led collaboration has positioned first year writing programs in the state to engage the political and economic factors that shape composition work on multiple levels: curricular content, faculty appointment configurations, and on-going professional development. While these political and economic forces are strong, the network of writing program administrators across the state is also strong. It is important that writing programs look to "unlikely" areas where previous success have occurred: two-year colleges, writing centers,

developmental writing programs, and even outside of our disciplinary boundaries. This scholarship is often on the periphery of mainstream composition scholarship; we need to do a better job of seeking it out and learning from its lessons.

Finally, a collaborative effort like English 101 Plus demonstrates the power of faculty to come together to work toward a curriculum that is fairer and attentive to the needs of the students in public educational systems. Instructional faculty benefit from more stabilized appointments and connection with students. The statewide corequisite model has resulted in a richer collaboration of faculty across the state. Institutions in the northern part of the state meet occasionally to share ideas and talk about best practices in their local implementation. In the southern part of the state, faculty gather to collaborate to discuss best practices and share ideas about how to best meet the students of their student populations. In spite of the significant geographic challenges, this enhanced network of first year writing faculty across the state is one of the great accomplishments of the English 101 Plus model. Remedial writing programs have structures that create obstacles for students from underrepresented populations. Taking stock of how students perform in these structures is key to revising and refining them so they work best for all.

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