



**WRITING PROJECT
FALL 2013 BRIEF**

PROJECT GOALS, OUTCOMES, AND MEASUREMENT

The goal of the project is twofold: to accelerate students through the writing pathway by requiring one rather than two developmental course prior to students enrolling in college level writing courses, and for developmental students to successfully complete college level gateway writing at the same rate as students who do not enroll in developmental courses. If students who enroll in the WR90 pilots are as successful as students who were required to enroll in two development courses (WR 0525 and WR90) prior to taking a gateway writing course, then a permanent change that requires students to enroll in a WR90 course similar to the pilot course should be implemented. There are two outcomes for the project:

Outcomes and Measurement	Criteria for Success	Baseline Average	2012 Achievement
Increase Student Success in WR90	Increase 5% from baseline	59%	65% pilots 61% other
Comparable Subsequent Course Success measured by students who enrolled in developmental and successfully complete college level gateway writing (WR121 or WR115)	Increase 5% from baseline	63%	69% pilots 68% other

ABOUT THE PROJECT

The project began in 2011 with a few course sections and a full rollout in 2012 by the faculty project lead, Joy Park. The focus has been to flip the classroom and to allow students control and choice of their learning path. The current idea of a classroom held by the teacher and the students has been a limiting factor. Techniques that allow students to achieve full mastery at their own pace are difficult to implement because we are mired in old ideas of what a classroom is and what we should do in a classroom. We have tried the following models with varying success:

- One-on-one conferences with students
 - Required conference each week
 - Two conferences per week one term,
 - One conference per week plus one small group session another term
 - One conference per week plus an optional small group session during a different term
- Assigned topic – The topic on perseverance in fall 2013 worked best
 - Addresses core values of the course, to not give up
 - Midterm was to reflect on perseverance
- Time Flex offered every term—although few students take advantage of their ability to attend any class at any time, many have reported that they liked and benefited from this feature of the class, which has been offered every term since the project began.

Intellectually challenging writing projects seem to work better than least-you-should-know style projects, but the scaffolding needed for an intellectually challenging project makes it harder to free student learning from fixed due dates. They are hard to integrate with a plan that allows a student to focus on the aspect of writing that she currently chooses to pursue. The teacher can't find a way to allow enough flexibility for everyone to achieve mastery.

Fall 2013 appears to be an exceptionally responsible and committed group of students that may not reflect the norm. This occurs every so often and longitudinal data is needed to properly assess the success of the project. The project has not been entirely successful although several delivery methods were attempted with a lack of consistency as to what works best for all students.

PROJECT INSIGHTS FROM THE PROJECT LEAD - JOY PARKER

The most important insight I have gained from this project is that I need to change my guiding metaphor as I design classes. Before, I thought of students as seedlings in a hothouse, or chicks in an incubator. They needed warmth, protection and time to strengthen themselves. Now, I see them as volunteers at a Habitat for Humanity site. They are adults with a lot to offer to themselves and others. I need to explain to them how to use the various tools, and I need to help them see how the parts of a house are interrelated. The students begin to use the tools quickly. Soon they are able to build the houses they need, better houses than I could ever have built for them.

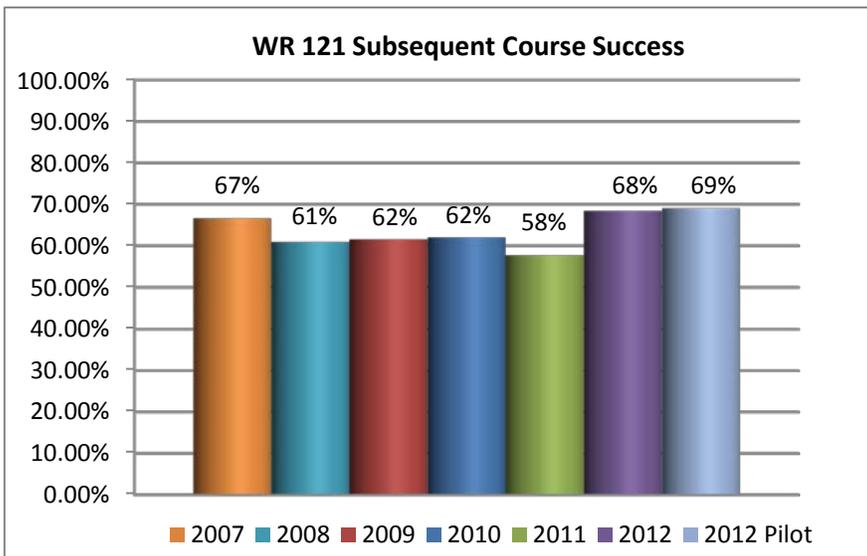
In the end, the developmental writing pilot has not led me to institute any new teaching methods. With college support, I have been able to experiment with a wider variety of delivery styles, but in the end, any techniques that place power and responsibility in the students' hands without overwhelming them, seem to be good techniques.

STUDENT SUCCESS

Preliminary data review for students who participated in the pilot project during 2012 indicates that students who subsequently enrolled in WR121 achieved a 69% success rate (29/42) while the 2012 success rate for students who enrolled in WR0525 and WR90 and subsequently enrolled in WR121 was 68% (the four-year average baseline rate was 63%). The increased success rate of 6 percentage points exceeds the initial identified ATD goal of to increase 5 percentage points over the baseline.

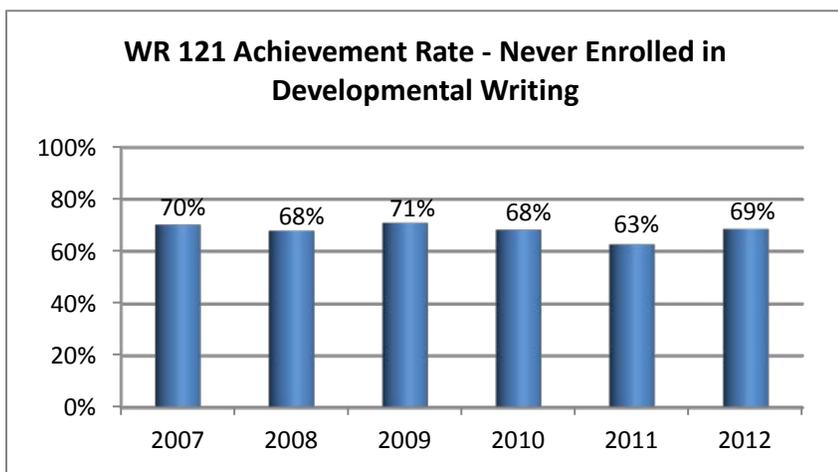
The 69% achievement rate for the pilots equaled the achievement rate students who enrolled in WR 121 and never enrolled in a developmental course. The overall goal for the project is for students who originally enroll in developmental courses to pass Gateway courses (WR 121 and WR 115) at the same rate as students who were not enrolled in a developmental course, represented by a four-year average baseline rate of 69% (2007-2010) and a corresponding rate of 69% in 2012 (276/402).

The subsequent course achievement rate for WR115 was 50% although this represents only 2 students while the baseline success rate was 60% (2007-2010) represented by 10 students. An analysis of the WR115 achievement rate was not performed due to the small number of participants. It is important to note, when compared to the baseline data, relevant data for the 2012 achievement rate is limited to three terms of data collection rather than the four-year collection period for the baseline data and that the preliminary success rate represents students enrolled in course sections with Joy Parker as the instructor. The writing project includes all instructors as of 2013 with subsequent course success tracked for the next three years. Potentially add repeat information – maybe not here but for the ATD stuff.



SUCCESS GAPS

President Scott met with all developmental instructors and asked instructors who were interested in redesigning their courses with the end goal of increasing student success to initiate the changes and pilot the new course design. A factor that prompted the faculty lead on this project, Joy Parker, to initiate a redesign of developmental writing was the decreasing achievement rates that started in 2008. The gap between the baseline achievement rate (four-year average 2007-2010) of students who enrolled in developmental writing and subsequently completed WR121 or WR115 compared to the students who never enrolled in a developmental writing course and completed WR121 or WR115 is 6 percentage points. The goal of the ATD project is to increase the achievement rate of students who start in developmental writing at least 5 percentage points and ultimately to successfully complete WR121 or WR115 at the same rate as students who never enrolled in a developmental writing course.



ABOUT THE DATA: Students who enrolled in both WR0525 and WR90 and then subsequently enrolled in a college level writing course (WR 121 or WR 115) within a three-year period beginning in 2007. Baseline data was established from students who enrolled in 2007 - 2010

with an average subsequent course success rate in WR121 of 63% and in WR115 of 50%. Baseline for WR90 success was 59% for the years 2007 – 2011. Course success rate is defined as students who earned a grade of A, B, or C.

DATA SOURCE: Students were tracked within the Jenzabar system using the ATD_WR90_Project query to extract student information and grades based on the dataset parameters listed in *the About the Data* section.

QUESTIONS: Joy Parker is the project lead - jparker@socc.edu. Data questions may be directed to rbunnell@socc.edu.

