Co-requisite Writing in 8 Weeks

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Session C8.3

Great Falls College Montana State University

✤ a two-year college serving north central Montana with surrounding geographical service area of 10 counties

✤ 600 full time students with 900 part time students, including approximately 300 dual enrollment students

✤ 43 full time faculty and 72 part time faculty
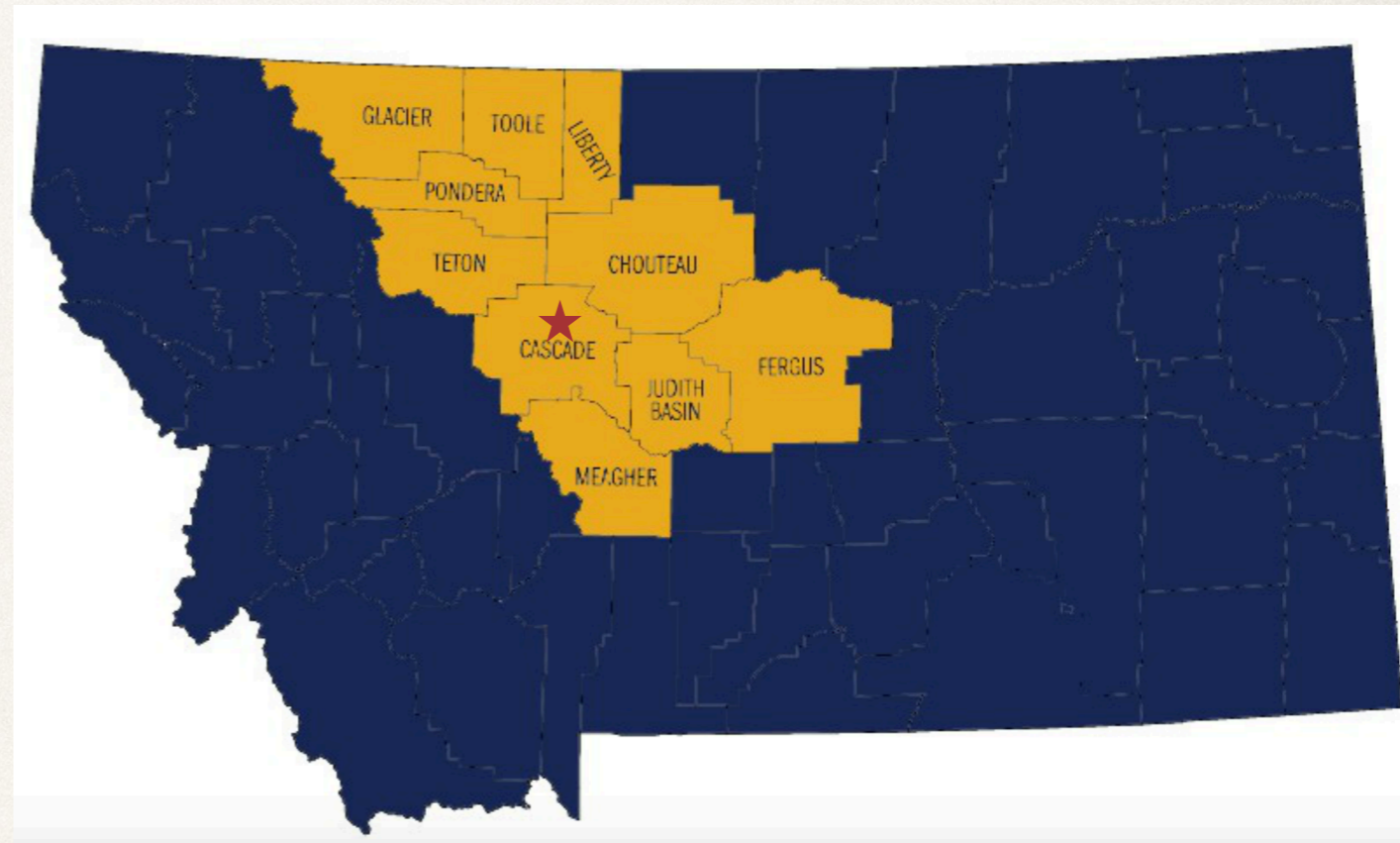
8-Week Advantage

* Implemented fall 2018: began as a pilot in 2016 with a few course sections

* Focus is on increasing retention, on-time graduation, and overall student success

* 8-week block classes

* Currently only general education classes

* Not a quarter system

Developmental Writing

✤ 1 level: 095/098—currently only offering co-req model

✤ Students who place below 095 work with Adult Ed

✤ Placement primarily via NextGen Accuplacer Writing

  ✤ 0-240: WRIT 094 (Adult Ed)

  ✤ 241-254: WRIT 095

  ✤ 255+: WRIT 101

8-Week Co-Requisite WRIT

- 2 classes in 8 weeks: WRIT 098+WRIT 101=4 credits

  - Students earn a separate grade for each course

  - Why 2 classes? Why not one 4 credit class?

    - Transfer issues, common course numbering, Banner

    - Students could withdraw after 098 if needed…

- Paired with *optional* reading course

Schedule

✤ Class is Monday-Thursday for 1 hour 40 minutes/day

✤ First 2 weeks = WRIT 098

✤ Remaining 6 weeks = WRIT 101

WRIT 098 Curriculum Overview

- OER product: Lumen Waymaker English Comp. I

- Success skills unit

  - Study plan, quiz, daily journals

  - Education autobiography

    - Used as diagnostic/introduction to students' skills and backgrounds

  - Short persuasive essay

    - This is the "final"

  - Students must earn a C- or better in order to move on to WRIT 101 for remainder of the block

WRIT 101 Curriculum Overview

* Lumen Waymaker English Comp. I (continued from 098)

* 3 units + final portfolio: writing process, reading for writing, argument & research

  * Each unit has study plan, quiz, several small assignments, larger essay at end of unit

* Portfolio: revision of argument-based research paper, learning reflection essay, writing process essay

Drawbacks

✤ Absences hurt!

✤ Students misunderstand correlation between number of classes and amount of study time required

✤ Less time for corrections on assignments

✤ Less flexibility in the overall schedule

✤ Course can be overwhelming, esp. if "life" happens

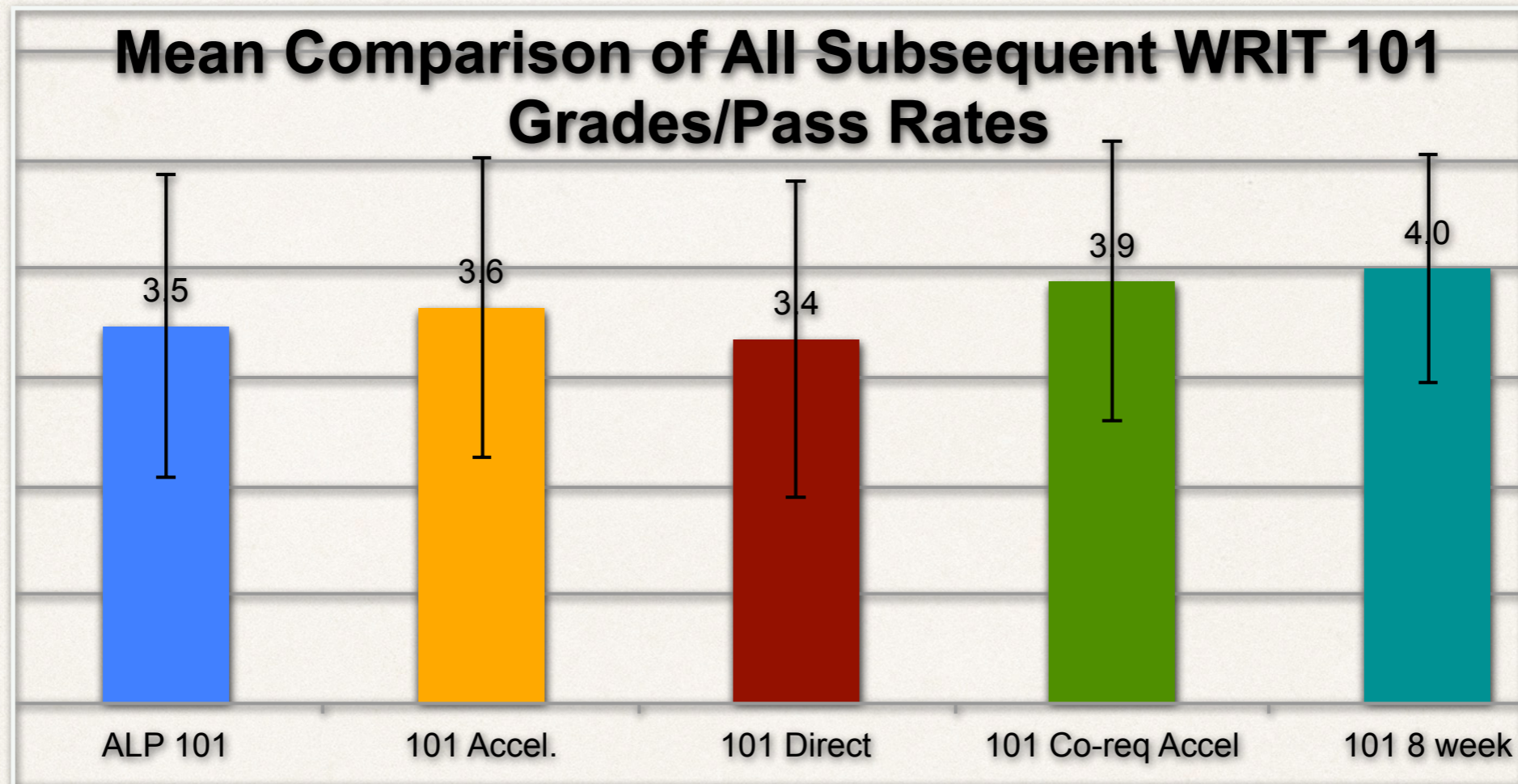✤ Lack of alternative path if students struggle, fail, or withdraw

Benefits

✤ More opportunity to focus; fewer classes at a time

✤ Daily, sustained learning time

✤ Co-enrollment reduces potential stop-out point

✤ Faster turn-around time for assignments can reduce procrastination

✤ Shorter class length can reduce risk of "life" getting in the way

How does this model compare to others?

Grand Mean Comparison of All Models
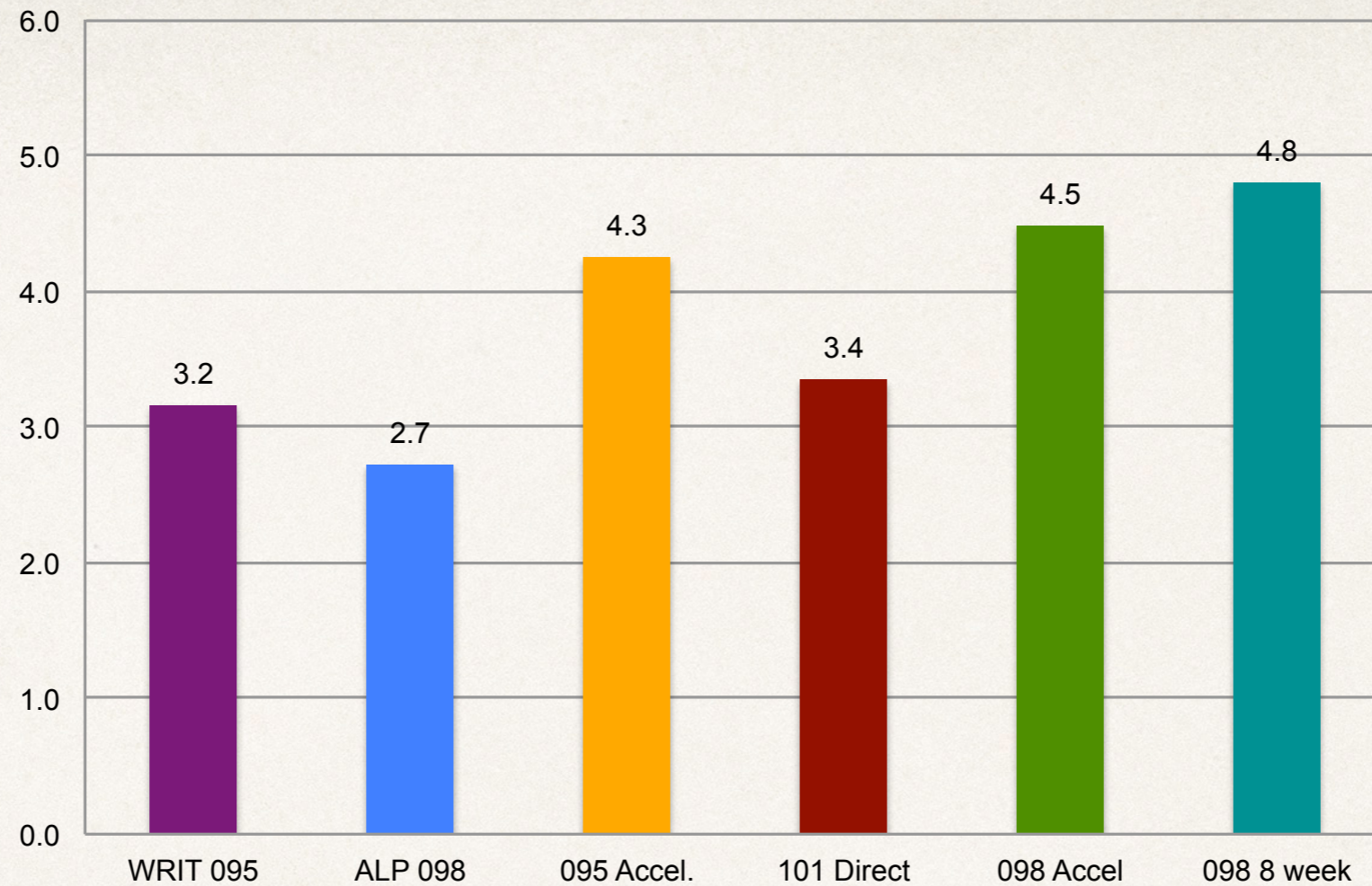
In the first two blocks of the 8-week model (fall 2018), students' average final grades in WRIT 098 were slightly higher (B+) than in the other developmental instructional models.

5=A, 4=B, 3=C, 2=D, 1=F

Mean Comparison of All Subsequent WRIT 101 Grades/Pass Rates

ALP 101: 3.5
101 Accel.: 3.6
101 Direct: 3.4
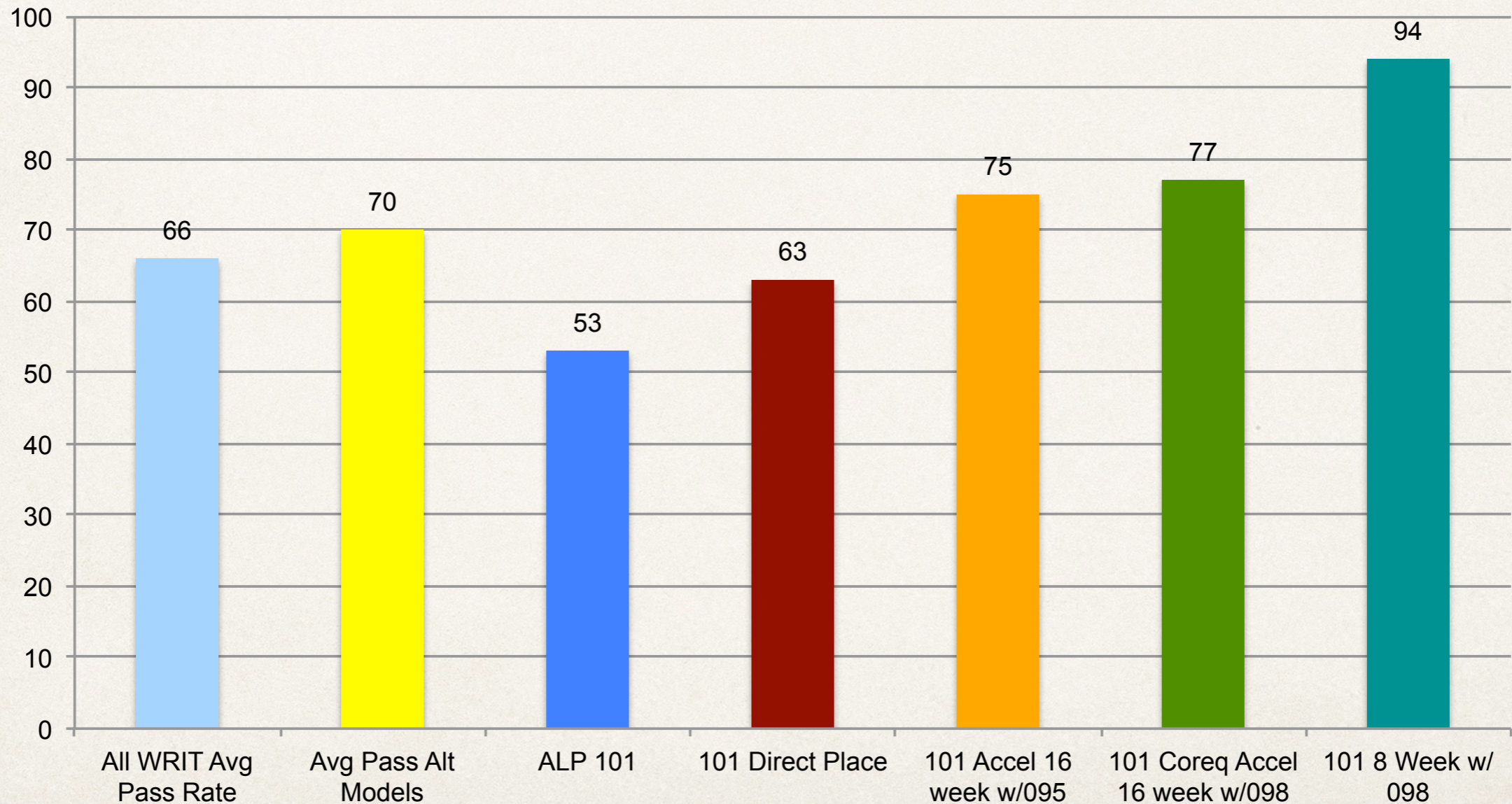101 Co-req Accel: 3.9
101 8 week: 4.0

In the first two blocks of the 8-week model (fall 2018), students' average final grades in WRIT 101 were slightly higher (B) than in the other instructional models.

5=A, 4=B, 3=C, 2=D, 1=F

Some promising early results*

Overall, the percentage of students passing WRIT 101 in the 8-week model (fall 2018) was higher than all other models.
*This is based on a small population and should be studied further.

WRIT 101 Avg. % Pass Rates After Dev. Ed

Category	Pass Rate
All WRIT Avg Pass Rate	66
Avg Pass Alt Models	70
ALP 101	53
101 Direct Place	63
101 Accel 16 week w/095	75
101 Coreq Accel 16 week w/098	77
101 8 Week w/ 098	94

Considerations moving forward

✤ Need for clearer policy/path for students who do not complete both courses

✤ Bringing the course online

✤ More meaningful collaboration with paired reading course

✤ Refining course materials

✤ Ensuring students have sufficient practice & revision opportunities

✤ Improving lower-order concern instruction (e.g., grammar/mechanics)

Should your school implement this model?

✤ Understand the benefits and drawbacks

✤ Have a clearly articulated plan for implementation

    ✤ Curriculum, policy, support structures

✤ Know the reason for moving to this model—what does previous data show?

✤ Are faculty on board?