

Revisions to Developmental Education in English Learning from Outcomes Assessment

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Annual Headcount: 27,500

FTE: 11,300



Session Goals

Participants will learn:

- About the Studio model
 - How it was adapted at Daytona State College
 - About assessment's role in post DevEd reform
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Big Picture Changes at Daytona State College Post DevEd Reform

- Continued offering compressed (7.5 week) courses in DevEd reading and writing
- Stopped offering 16-week courses in DevEd reading and writing
- Created a co-requisite (contextualized) English Studio (ENC0055L) students take along with Introduction to College Composition (ENC1101)
- Reduced DevEd reading and writing course offerings to one level each (previously two)
- Created college level grammar and critical reading course

ENC0055L: The English Studio

Co-Requisite (Contextualized) Support for ENC1101

- The English Studio (ENC0055L) is a one-credit, weekly, guided lab made up of a facilitator and a group of 12 student peers, who are also enrolled in various sections of ENC1101: *Introduction to Composition*.
- Studios are facilitated by Academic Support Center (ASC) Learning Specialists, Writing Center Specialists and faculty volunteers (who satisfy a service requirement or teach a one-hour overload).
- This group workshop is designed to help students navigate course requirements, build critical thinking skills, and complete complex writing and reading assignments.
- It is designed for students who qualify for placement in developmental education courses in reading and/or writing.

What is the Studio Concept?

“A Studio program organizes small groups of students to meet frequently and regularly to bring to the table the assignments they are working on for a writing course.”

“A studio learning environment is one where others are working and discussing their work simultaneously, where teachers provide, along with other students, guidance, suggestions, input.”

“The Studio is a configuration of relationships that can emerge from different contexts.”

Grego, Rhonda, and Nancy Thompson. *Teaching/Writing in Third Spaces: The Studio Model*. Studies in Writing and Rhetoric. Carbondale: Southern Illinois University Press, 2008. Print.

How We Made It Happen

Buy-In and Collaboration Among Stakeholders

School of Humanities and Communication Faculty

Academic Support Center

Writing Center

Administration

Advising

English Advising Grid

Test Scores: P.E.R.T./SAT/ACT	GPA: < 2.5	GPA: 2.5 - 2.99	GPA: 3.0 - 3.49	GPA: 3.5-4.0+
PERT Reading: < 75 ACT Reading: < 15 PERT Writing: < 85 ACT English < 13 SAT Critical Reading: < 400	1) Adult Basic Education <u>WRITING</u> <u>READING</u> 2) ENC0025 2) REA0017 3) LIN1670 3) REA1105 4) ENC0055L & ENC1101 & SLS1101 5) ENC1101 and SLS1101	<u>WRITING</u> <u>READING</u> 1) ENC0025 1) REA0017 2) LIN1670 2) REA1105 3) ENC0055L & ENC1101 (& SLS 1101 if GPA is below 3.0 and no PERT score) 4) ENC1101 (& SLS1101 if GPA is below 3.0 and no PERT score)		1) ENC0055L & ENC1101 2) ENC1101
PERT Reading: 75-83 ACT Reading: 15-16 PERT Writing: 85-89 ACT English : 13-14 SAT Critical Reading: 400-419	<u>WRITING</u> <u>READING</u> 1) ENC0025 1) REA0017 2) LIN1670 2) REA1105 3) ENC0055L & ENC1101 & SLS1101 4) ENC1101 & SLS 1101		1) ENC0055L & ENC1101 2) ENC1101	ENC1101
PERT Reading: 84-105 ACT Reading: 17-18 PERT Writing: 90-102 ACT English: 15-16 SAT Critical Reading: 420-439	1) ENC005L & ENC1101 & SLS1101 2) ENC1101 & SLS1101		ENC1101	
PERT Reading: 106+ ACT Reading: 19+ PERT Writing: 103+ ACT English: 17+ SAT Cr. Reading: 440+	ENC1101 (please see note)			

Diagnostic Assessment in ENC1101

- ENC1101 faculty are encouraged to counsel students with low test scores, previous DevEd course work, and low GPAs into the Studio.
- ENC1101 faculty are encouraged to assess student writing within the first two weeks of the semester and then refer students to the Studio as appropriate.
- Late enrollment in the Studio is allowed up to three weeks into the semester.

Diagnostic Assessment Roster for ENC1101 Instructors

ACT Reading	ACT English	SAT Reading	PERT Reading	PERT Writing	FCAT	FCAT 2.0	REA0017	ENC0025
			110	97				
		530	0	0				
			116	114				
			108	106				
		560	0	0				
			119	125				
			112	117				
			108	104				
			0	0				
			112	107				
			92	110				
			0	0				
			102	117				
			104	102				
			106	111				
			104	124				
			108	108				
		470	88	103				
			109	106				
			0	0				
			107	131				
			100	110				

How We Made It Happen

Reallocation of Existing Resources

- The Studio has successfully absorbed students previously defined as DevEd with minimal cost to the institution. This was primarily done by utilizing the existing ASC and Writing Center staff expertise and having these specialists facilitate a majority of the ENC0055L sections.
- After passing a credentialing process for teaching DevEd courses, these specialists facilitated English Studios in addition to their normal job duties. (We hire Writing Specialists with, at a minimum, DevEd Reading and/or Writing credentials.)
- A Senior Learning Specialist from the ASC was appointed as a coordinator of the program to liaison with the School of Humanities and Communication.
- Per studio section, a facilitator spends approximately two hours per week on class, travel, prep, and email communication (Average of 2-3 Studio sections per facilitator.)

Changes in DevEd Reading and Writing Enrollment Number of Sections Offered

	ENC0025	REA0017	ENC0055L
Fall 2013	34	36	
Fall 2014	12	13	37*
Fall 2015	5	7	43*

*ENC0055L enrollment capped at 12 students per section.

Post DevEd Reform: Encouraging Results

- Students are getting into gateway classes more quickly, spending less money to get there, and succeeding at higher rates than they did pre-reform.
- Students who were taking **4-8 hours** of DevEd Reading and Writing can now take the **one-hour** English Studio (ENC0055L) while they are enrolled in Introduction to College Composition (ENC1101).
- It took the majority of DevEd students 2 or more semesters to complete ENC1101 pre-reform. Now they're doing it in one semester.

Success Rates in Composition Gateway

ENC1101	Fall 2013	Fall 2014	Fall 2015
Overall Success Rate in ENC1101	69%	70%	74%
Recommended to take ENC0055L and did		62%	69%
Recommended to take pre-gateway DevEd and took Studio		53%	63%
ENC0055L			
Overall Success Rate in ENC0055L		71%	78%
Recommended to take ENC0055L and did		70%	80%
Recommended to take pre-gateway DevEd and took Studio		69%	76%

Interventions: Composition Sequence Revision (ENC1101 and ENC1102), addition of SLS1122: Managing Your Success as a requirement for all AA students, DevEd reform changes.

Why did you choose to take the English Studio? (Check all that apply)

Answer	% Response FA2014	% Response FA2015
My advisor recommended it	90%	81%
Another student recommended it	2%	0%
I asked about classes that could help me pass ENC1101: Introduction to Composition	12%	21%
Other	7%	7%

As a result of my participation in the English Studio, I have:

Answer	% Strongly Agree or Agree, FA2014	% Strongly Agree or Agree, FA2015
Improved my understanding of assignments and/or feedback	95%	95%
Improved my writing abilities	91%	90%
Improved my reading abilities	79%	81%
Improved my general study skills	88%	90%
Improved my attendance and/or participation	84%	79%
Received higher assignment grades than I would have otherwise	85%	85%

Read each statement below. Then indicate your level of agreement with the statement as it applies.

Answer	% Strongly Agree or Agree, FA2014	% Strongly Agree or Agree, FA2014
The class is a valuable academic resource	94%	93%
I would refer other students to take this class	91%	88%
What I learned in this class helped me to be a more successful ENC1101 student	88%	91%
I learned things in this class that will help me be successful in all of my classes	92%	89%

A Sampling of Survey Comments

- “The studio really helped me. It made me feel as though I had a safe place to go and get positive yet constructive criticism on my writing.”
- “I think the best thing about my studio is that it was small and intimate. I would suggest that all classes be that way because it forces students to contribute to conversation, socialize, and connect.”
- “The English Studio for me was great. I would recommend it to first time college students. My instructor was very helpful and I learned a lot not only about reading and writing but I also learned some things that you wouldn’t learn in a normal classroom.”
- “After being out of school for more than thirty years, I was nervous about getting good grades and being able to flow into my classwork. I do have to work as well, and this class and instructor were very helpful in my transition.”

What Do We Do with Our Data?

- Contribute to program assessment (student and faculty perceptions of learning and student engagement)
 - Connect students and faculty to academic support resources
 - Make changes to facilitator training
 - Increase facilitator to faculty engagement
 - Increase facilitator to student and student to student engagement
 - Improve communication with advising
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Looking Forward

- Developing a 16-week (4 hour) combined/compressed DevEd reading and writing course that will replace the two 7.5 week, 4-hour reading and writing DevEd courses we currently offer.
- Redesigning Word Up and Math Up Workshops in the Academic Support Center for underprepared students who would have been in DevEd classes pre-reform.
- Adding assessment measures including: persistence measurement, possible effects on outcomes in gateway, faculty perceptions of student learning in Studio and gateway.

Need More Information?

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Want to learn more about the English Studio? Check out this video:

<http://bcove.me/sq2x1tul>

