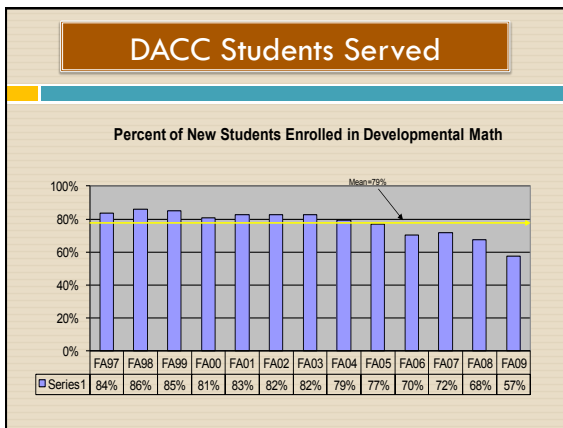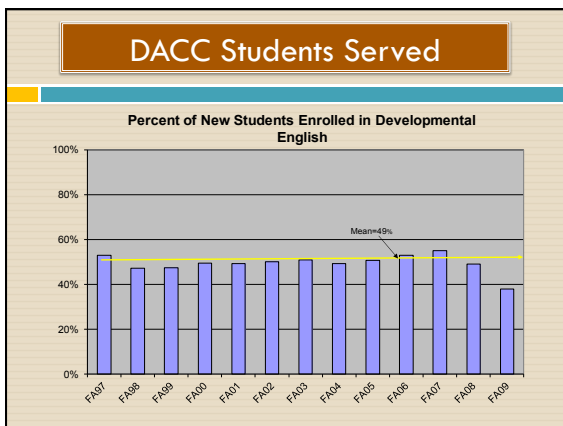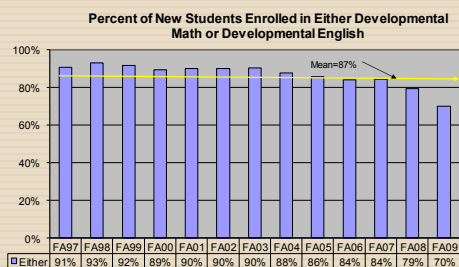**SCAFFOLDING DEVELOPMENTAL WRITERS IN CONTENT COURSES**

Presenters: Ms. Susan Wood & David Burleson -- Doña Ana Community College

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DACC Students Served

Percent of New Students Enrolled in Developmental Math

Mean=79%

	FA97	FA98	FA99	FA00	FA01	FA02	FA03	FA04	FA05	FA06	FA07	FA08	FA09
Series1	84%	86%	85%	81%	83%	82%	82%	79%	77%	70%	72%	68%	57%

DACC Students Served

Percent of New Students Enrolled in Developmental English

Mean=49%

DACC Students Served

Percent of New Students Enrolled in Either Developmental Math or Developmental English

Mean=87%

	FA97	FA98	FA99	FA00	FA01	FA02	FA03	FA04	FA05	FA06	FA07	FA08	FA09
Either	91%	93%	92%	89%	90%	90%	90%	88%	86%	84%	84%	79%	70%

Who earns degrees?

2008-2009 DACC Graduates

81% of DACC students awarded an Associates Degree enrolled in remedial course

	N	Remedial Course	Remedial English	Remedial Math	Remedial English and Math
Business & Information System	130	81%	49%	75%	45%
General Studies	344	84%	46%	81%	43%
Health And Public Services	184	80%	48%	77%	46%
Technical Studies	96	73%	44%	60%	31%
All	754	81%	47%	76%	42%

Source: DACC IEPO May 2010

2008-2009 DACC Graduates

42% of NMSU students awarded a Bachelor's Degree enrolled in remedial course

	N	Remedial Course	Remedial English	Remedial Math	Remedial English and Math
Agricult/Consumer/Environ Sci	299	40%	19%	38%	17%
Arts and Sciences	813	40%	16%	36%	13%
Business	390	35%	17%	29%	12%
Education	255	54%	26%	52%	24%
Engineering	217	29%	15%	21%	8%
Extended Learning	104	58%	34%	54%	30%
Health and Social Services	242	57%	29%	52%	25%
Total Bach at NMSU	2320	42%	20%	38%	16%

Source: DACC IEPO May 2010

How successful are they in their developmental writing classes?

Spring 2011 Data DACC Writing Program

Withdraw Rates	Fail Rates	Pass Rates
105 – 15.1%	105 – 19.1%	105 – 65.7%
110 – 13.3%	110 – 13.1%	110 – 73.4%
111 – 13.9%	111 – 14.4%	111 – 71.5%

Initiatives

- Learning Communities (Paired)
  - Paired and accelerated
  - Paired outside the division
  - "Big" Pair
  - 200-Level Course Pairings
- Accelerated

What Do Learning Communities Accomplish?

- Support developmental students
- Improve student attendance, retention and overall performance
- Foster a sense of community

Learning Communities

- 43 pairings, including 23 different courses since Spring 2009

Courses that have been paired			
CCDE 110 & GOVT 100	CCDE 110 & COMM 253	SOC 101 & MATH 210	CCDM 103 & CCDR 105
ENGL 111 & HIST 201	CCDE 110 & HIST 102	COMM 265 & ENGL 111	COMM 253 & ENGL 111
SOC 101 & ENGL 111	CCDE 110 & PSY 201	CCDM 102 & COLL 101	CCDM 103 & CCDE 105
CCDM 114 & CCDE 110	CCDE 105 & CCDR 105	CCDL 101 & CCDR 101	CCDL 103 & CCDR 103
CCDL 105 & CCDR 103	CCDL 107 & CCDR 103	CCDM 103 & CCDR 105	LSC 111 & ENGL 111
CJ 101 & GOVT 100	CCDE 110 & PSY 201		

What the Data Show

☐ In general Learning Communities had higher pass rates than non-Learning Community courses

	Fall 2010 LC (*n*=125) Non-LC (*n*=253)		Spring 2010 LC (*n*=166) Non-LC (*n*=260)	
Pass Rate	LC – 80%	Non-LC – 68%	LC – 74%	Non-LC – 69%
Retention Rate	LC – 86%	Non-LC – 88%	LC – 83%	Non-LC – 80%

Student Comments (Fall) 2010 Survey

1) Most common reason(s) students enrolled in LC/how they found out about LC

a) Advisor recommended (79)

b) Didn't know they were in LC until they started class (16)

c) Thought it would be easier (13)

a) Established relationships and got help from classmates (42)

b) Common assignments/Pace (37)

3) Disadvantages of participating in LC

a) None (39)

b) Heavy workload/distraction (18)

Student Comments (Fall) 2010 Survey

4) Skills needed to participate in LC

a) Focus/Organization (22)

b) Communication & social skills (22)

c) Reading & writing (16)

a) Yes (94)

b) No (3)

Faculty Focus Group

1) *Why Participate in Learning Communities*

   Learning Communities are exciting, new, and different

2) *Most Satisfying Part of Paired Courses Learning Communities*

   Learning Communities draw out student participation

3) *Most Disappointing Part of Paired Courses Learning Communities*

   Learning Communities can be frustrating when there is lack of communication between instructors

4) *Best Practice for Teaching in a Learning Community*

   Learning Communities are successful when a strong sense of community is fostered.

Several course pairings were represented by at least one of the two paired faculty including Developmental English and Math along with History, Government, Sociology, and Communication.

History/Government Case Study

- Look at who my students are
- Interventions employed

History/Government Case Study

- The majority of students place into Developmental English and Reading

Fall 2010 DACC History and Government Students

	English	Reading
Placed Into	80%	80%

History/Government Case Study

□ Fewer than half have completed Freshman English by the time they enroll in History or Government

Fall 2010 DACC History and Government Students

	Passed ENGL111G	Passed CCDE110N
HIST/GOVT	36%	7%
HIST	41%	7%
GOVT	27%	7%

History/Government Case Study

□ Pass rates – Why the difference?
  ■ Mixture of "Best practices"
  ■ Active assessment program

	History		Government	
	Mine	Others	Mine	Others
Fall 2010	73%	63%	80%	59%
Spring 2011	84%	65%	75%	60%

History/Government Case Study

□ Use of Learning Communities
  ▫ Government with CCDE 110N
  ▫ History with ENGL 111G
  ▫ Supportive curriculum with common writing assignments
  ▫ Amount of communication between instructors about students

	HIST201		GOVT100	
	LC	Non-LC	LC	Non-LC
Fall 2010	85%	67%	84%	66%
Spring 2011	77%	62%	83%	71%

History/Government Case Study

☐ Benefits expanded to non-Learning Community classes
- ☐ Use of a common assignment
- ☐ Improved assignment instructions
- ☐ More in-class workshops
  - Library research skills
  - Writing Strategy Team
  - Familiar writing formats
  - Revised/Added tools – heuristic
  - Reading strategies

Questions/Comments?

DEVELOPMENTAL STUDIES STUDENTS: WORKING TOWARD SUCCESS

Presenters: Ms. Susan Wood, Ms. Michelle Guzman-Armijo & David Burleson -- Doña Ana Community College