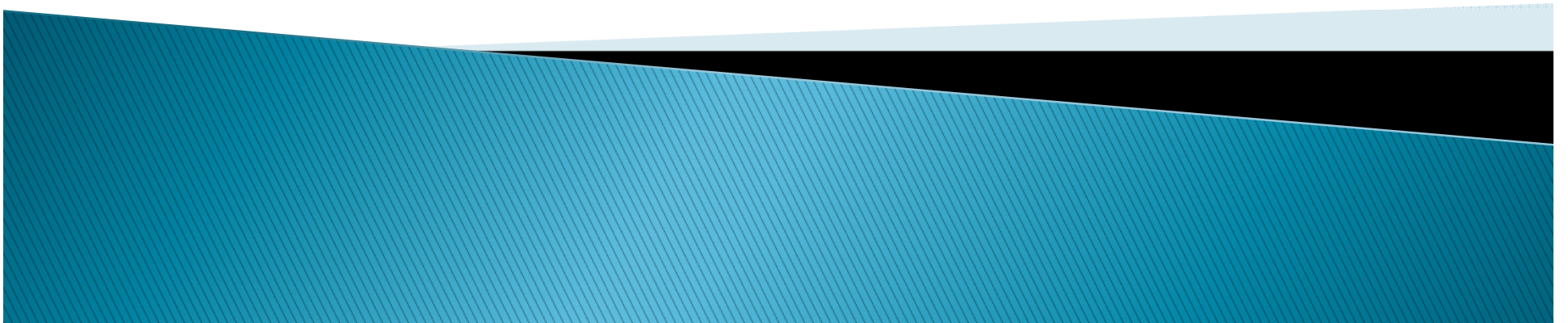


A Collaborative Model: Preparing Students for College-Level Writing

Washington County Public Schools
And
Hagerstown Community College



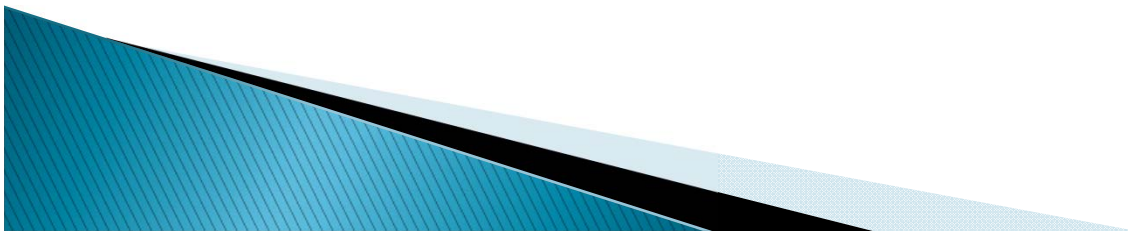
Statistics

- ▶ Percentage of WCPS students who take at least one remedial writing course at HCC = slightly under 40% (Fall, 2010)
- ▶ 12 – 14% of HCC students complete degrees within “normal” time
- ▶ 26–28% complete within 150% of “normal” time
- ▶ 32% complete within twice as long as “normal” time (NCES, 2006–2007 entering classes).



Developmental Writing in High Schools – Two Main Goals

- ▶ Effort to reduce numbers of WCPS students who need remediation
- ▶ Effort to reduce time to completion for HCC students



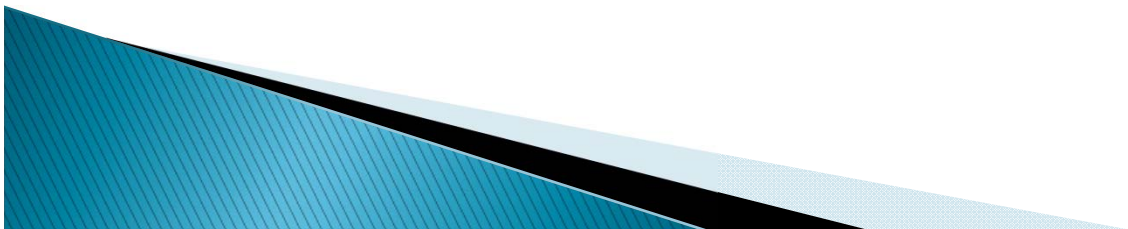
History of Collaboration

- ▶ Learning Communities
 - 1999 Cooperation and Communication established on a regular basis
 - Meetings twice a semester
- ▶ ESSENCE enrollment
 - Students travel to campus to take classes at reduced rate
 - Classes held in high schools
- ▶ Joint faculty meetings
 - Math/Science
 - Shared curriculum with English faculty



Current Collaboration

- ▶ Developmental Writing (ENG 100) in the high schools
 - Modeled on Southern Maryland's example
 - Encourages students to prepare ahead
- ▶ Process
 - HCC shares textbook information, curriculum, rubrics and exit writing process
 - WCPS selects appropriate high schools and students



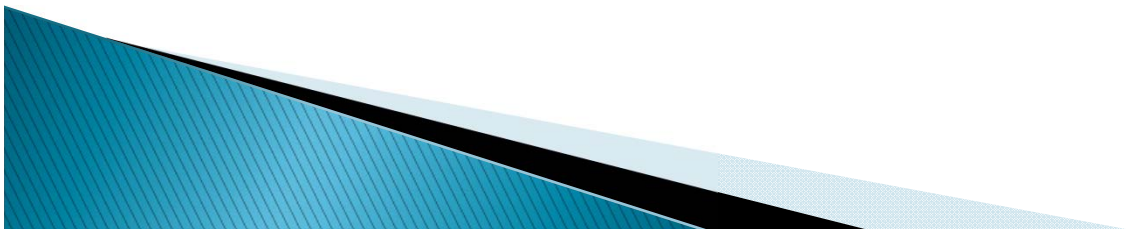
Procedures

- ▶ Students follow same course outline as HCC's ENG 100 (the last level of developmental writing) course
- ▶ High School students write exit essay. Two WCPS administrators and one HCC administrator read the essays to determine if students place into ENG 101.
- ▶ Students are exempt from the writing/reading placement test.



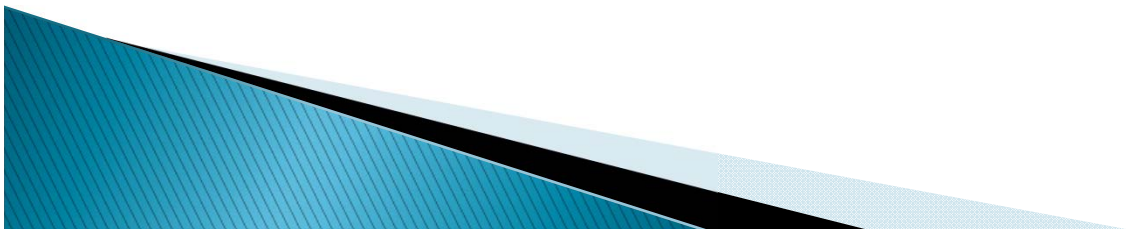
Results

- ▶ Beginning pilot in spring, 2011
 - 15 students enrolled
 - 8 students qualified to take exit essay
 - 6 of 8 students passed exit essay
- ▶ Fall, 2011
 - 22 students enrolled
 - Data incomplete



Challenges

- ▶ Convincing high schools to add course to schedule
- ▶ Finding teachers willing to undergo training and teach course
- ▶ Convincing students that the course is worthwhile
- ▶ Training WCPS administrators on rubric



Other paths to completion

- ▶ Back-to-back 7.5 week ENG 99/100; ENG 100/ENG 101; and ENG 101/ENG 102 courses
 - Allows students to take two levels of English in one semester
- ▶ Reducing impediments to degree completion
 - Making degree requirements more flexible
 - Reducing number of credits to degree
 - Offering developmental courses on line

