



Dear Colorado Community College System College Communications and Student Services Staff:

Your college is encouraged to submit an event for the Colorado Completes Tour with Lt. Governor Joe Garcia!

Please complete this Microsoft Word form by **August 19** to propose an event for the Colorado Department of Higher Education's *Colorado Completes* campaign. Your event should showcase innovative completion practices with proven results for ensuring students are graduating.

Upon completing this Microsoft Word form, please save it with a name identifying your college and send it as an attachment to angela.williams@cccs.edu

Name of College: Otero Junior College
Name of Program/Practice: Writing Across the Curriculum
Department: Arts Department
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Your College's Innovative Practice:

What is the innovative practice your college engages in, in order to improve graduation rates/timely completion?
Max. 500 words

Spring semester 2014, as part of the final stage of the TAA-COETC Grant for improvement of support services, the Arts Department began sponsoring an initiative called Writing Across the Curriculum. The aim of this initiative is to encourage students to partner with coaches and peer mentors through our Reading/Writing Lab and commit to improving their written communication in all of their classes.

The Language Arts Coach coordinates data collection for this redesign project. This academic coach contacts all faculty members with information about how to involve their students in this effort and visits every class on campus. Students who participate are asked to commit to attending Reading/Writing Lab in order to work on designated writing assignments for each of their courses.

Faculty members help with this process in three ways:

- discuss the importance of good writing in their classes and the quality they expect in their writing assignments;
- allow the Language Arts Coach a few minutes during their classes to discuss the initiative with students and to distribute the WAC interest sheet (see below); and
- offer an additional incentive to students who attend Writing Lab to work on their papers, such as an opportunity to resubmit the paper for a better grade or 5 bonus points or class participation credit.

WAC INTEREST SHEET

I will participate in Writing Across the Curriculum, which will support me as I strive to improve my written communication skills in all of my academic courses.

STUDENT NAME _____

COURSE _____

INSTRUCTOR _____

ASSIGNMENT _____

_____ I WILL ATTEND _____ SESSIONS OF WRITING LAB IN ORDER TO WORK ON THIS ASSIGNMENT.

_____ I WILL SIGN IN AND SIGN OUT WITH THE COACH ON DUTY IN ORDER TO RECORD MY TIME IN THE WRITING LAB.

_____ I WILL PROVIDE A COPY OF THE ASSIGNMENT.

I WOULD LIKE TO WORK REGULARLY WITH A COACH AND/OR PEER TUTOR ON THIS ASSIGNMENT. _____ YES _____ NO

MY INSTRUCTOR IS OFFERING THE FOLLOWING ADDITIONAL INCENTIVE TO ATTEND WRITING LAB AND IMPROVE MY WRITTEN COMMUNICATION ON THIS ASSIGNMENT: _____

MY GOALS FOR ATTENDING WRITING LAB INCLUDE (Circle choices):

Organization: Thesis, Paragraph Topics, Transitions, Introduction, Conclusion

Development: Support Topics with Functional, Relevant, Sufficient Examples

Style and Communication: Voice, Audience, Word Choice, Sentence Structure

Other: _____

_____ I WILL ATTEND WRITING LAB SESSIONS FEATURING OTHER SPECIAL TOPICS:

Outlining

Research Tips

Citation Styles

Your College's Proposed Event

What event are you proposing to host that will highlight this practice? Max. 500 words

The Arts Department at OJC is proposing a recruitment drive to increase involvement in WAC over the course of the year, and to encourage students to become peer tutors. We would like to export this model to the K-12 schools in our service area, particularly those who are teaching concurrent OJC courses.

Data Demonstrating the Effectiveness of Your College's Practice

Please provide research on which the program is based and data that proves the program's effectiveness in producing desired outcomes. Max. 500 words

Connecting Theory to Practice: Evaluating a Brain-Based Writing Curriculum. By: Griffee, Dale T.. Learning Assistance Review, v12 n1 p17-27 Spr 2007. (ERIC KJ818217)
This 10 week longitudinal evaluation study evaluated a brain-based learning curriculum proposed by Smilkstein (2003) by comparing student performance in a traditional basic writing curriculum with NHLP-oriented basic writing curriculum. The study included two classes each of experimental and traditional methods. Results of the data, gathered by means of questionnaires and in-class writing, indicate the experimental classes expressed more positive comments than the traditional classes, and, on an enjoyment scale, tended to score higher mean Likert scores. Scores for the final writing were statistically significantly higher for experimental students.

OJC's Writing Across the Curriculum utilizes 7 peer tutors. At the four-week point during spring semester 2014, 50 percent of the students in WAC were earning failing grades. By the end of the semester, of those 50 percent, 15 percent finished the semester with a grade of B, and all but 3 of the remainder earned Cs. There were 10 instructors and 52 students in the program with 4,705 hours.

Student Demographics

Does the program include a component to serve populations who have traditionally had lower completion rates?
Max. 500 words

This program provides additional support for students in enrolled in developmental education courses and students with ADA disclosures who need additional time outside of class to complete assignments.

Promotion

How will you promote the event on campus and off-campus? Max. 250 words

The Arts Department will host one open house per semester with a half-day seminar for educators once during fall semester 2014 and once during spring semester 2015. This will be promoted through the OJC Web site, flyers mailed to K-12 schools in the service area, radio promotions, and newspaper advertising.