

College Success Reading and Writing 1: JDEI Curriculum Development Report

Fall 2024

Summary of Results

- Looking at enrollment numbers and student engagement, we confirmed that our evening College Success Reading and Writing 1-course offering filled a needed equity gap.
- Students are progressing into credit, co-enrollment (credit and noncredit), or into the next college prep writing course as we had hoped by filling this sequence and schedule gap.
- Meeting with our campus partners in advising, tutoring, admissions, and Career Pathways, we have confirmed there is an increasing need to provide college preparation courses. We are collaborating with our partners to support student outreach and referrals.
- We noted that college systems such as the placement survey, the website, and other points of student entrance into the college do not currently provide students with information about our offerings. We are collaborating across campus to streamline this communication to students who may benefit from academic skill-building.
- We will continue to formally and informally evaluate the efficacy of the course over the academic year to make continuous improvements using student surveys and feedback from across campus.

Purpose and Outcomes of Course

In a continuous effort to improve our programming to support our adult learners, we have identified a significant unmet need in our curriculum that can be met with this course. ABSE students often request a course between Fundamentals of Reading and Writing and our accelerated College Ready Reading and Writing course where they can continue developing their skills in effective comprehension, analysis, and effective writing in college genres, so we designed a Reading and Writing for College and Career Success course that aligns with this need.

Specifically, this Reading and Writing for College and Career Success course will reduce gaps between the Fundamentals and accelerated College Ready Reading and Writing courses by providing specialized content aligned with the outcomes of Writing 097 at LCC. The curriculum will focus on college reading and writing skills while emphasizing student career and college goals and success strategies, including the following goals:

- Develop skills for organization, development, and research involved in academic writing.
- Build critical reading skills to support college and career readiness
- Receive timely, comprehensive instructor feedback on academic levels and use to identify goals and map out an academic plan
- Build computer literacy skills for GED testing, career, and college goals
- Become familiar with college resources available for support

Students Served

We enrolled 15 students this Fall between the two sections of this course, 13 of which have remained active throughout the course. We are working on building internal (within the ABSE Department) recommendations and external outreach (within the College and beyond) to increase enrollment in following terms.

Equity, diversity, and access are embedded into the mission and values of the Adult Basic and Secondary Education Program at Lane. In terms of racial, ethnic, linguistic, and socioeconomic diversity, ABSE supports a highly diverse student population. Virtually 100% of our student population is socioeconomically disadvantaged, compared to 39.8% for the college at large, and 44.5% of the ABSE population belongs to a racially marginalized and historically underrepresented group, compared to 28% for the college at large.

Goal Assessment

With this course, we aim to scaffold the learning opportunities for students who are beyond the fundamentals but before the college-ready level in reading and writing and need specific support building their critical reading and college writing skills. This course also introduces students to important resources, community and college partnerships and programs for their success, and metacognitive strategic learning skills. This course will be offered for all four terms, meeting the students who are entering credit classes in the fall term at a critical moment in their continued learning and practice.

Students focus on reading and writing with college and career exploration activities as part of their preparation. The ten-week course is an opportunity to further the critical reading,

writing, and research essay skills that students will need in credit writing courses. Whole-group and one-on-one instruction is provided, and students are connected to resources within the college and the community. The course focuses on quick completion of the GED (if applicable) and college entrance with targeted skill-building, as well as encouraging students to plan for the next steps, including career and college goal-setting. Students gain valuable skills that will help accelerate their goal achievement including technology literacy, reading and writing skill building, college and career awareness, and wrap-around holistic support.

Here are the updates on the initial goals we set:

- **Increased GED practice test and official test scores in Reading/Writing:** Since we have only run this course for one term, and it's not quite over yet, progress toward this goal is difficult to determine in numbers, but we have had at least 2 students (out of 11 working on their GED) complete their GED testing, and among the students working on their GEDs, the majority have scored in the College Ready range for the Reasoning through Language Arts tests. Several more students are scheduled to take their final GED testing in the next two weeks.
- **Increased persistence from Level D Reading/Writing to Core programming:** Since we have only run this course for one term, and it's not quite over yet, progress toward this goal is challenging to determine in numbers, but we have had 2 students enroll in credit courses for Winter term, and the majority of students are continuing toward Core programming for Winter term, including continuing in the College Transition Success sequence.
- **Increased computer literacy:** Students have learned how to use the Google Suite, research using the Library databases, navigate Moodle, and effectively use Zoom and other class communication tools like email and Moodle messaging, some reporting using these tools for the very first time in this class. All students are introduced to the SHeD so they can access expert support.
- **Improved learning techniques and strategies through metacognitive engagement:** We have seen clear evidence of students in the first course increasing their confidence in learning, reading, and writing. Students have written their first-ever essays, and consistently reflect on their process when discussing assignments and class activities.
- **Increased sense of belonging in an educational setting:** Informal student feedback has shown that they enjoy Main Campus for our in-person class and feel more confident seeking support from on-campus resources. We have observed students making their tutoring appointments, meeting with advisors, and accessing student

support services like CARE, Career Pathways, and STAR. In the evening Zoom class, students have been forming study/work groups for our class projects, and there is a real sense of connection and support for one another in our discussions.

- **Increased awareness about career and college options:** Students have heard from, visited, or worked with student support services such as Tutoring, the Library, Advising, Scholarships, CARE, Career Pathways, and STAR. They are currently working on their final projects, in which they research the skills, qualities, and qualifications needed to be successful in the career field of their choice, which has increased their knowledge of career and college options. From this project, many students have been specifically researching steps they can pursue toward their education at Lane, as well.
- **Increased number of students who progress to College Ready Reading and Writing (ABSE) and credit-bearing classes:** Because we are still getting students registered for Winter term, the exact numbers aren't available yet, but several students are registered for College Ready Reading and Writing. Several have been registered for credit-bearing classes since this first term.

Instructor Observations

While it is still early to see if our courses are meeting course goals and outcomes, from an instructional perspective, we particularly see fulfilling an unmet need in our evening programming. This course has been long overdue, and it is promising to see the high enrollment and continued success for working adults who would otherwise not have access to the college.

We also observe students improving their knowledge of college supports and confidence in seeking them out to support their learning. They have been thinking critically about their audience and purpose in their writing for class and beyond class, and they have been building metacognitive awareness of their own processes for effective learning throughout the term. We are excited to see how students continue to apply these skills in their work toward their college and career goals.

Student Observations

Student feedback:

Thanks for the inspiration to keep writing.

Thanks again for your time and encouraging words about my writing today!

I feel more confident in understanding how to organize my thoughts better in my writing.

While we have not completed our student course evaluations, students continue to provide positive feedback about our course offerings. Students see a direct correlation between the skills they are learning and how they apply to their college readiness goals. Several students will be entering credit classes winter term, while several others will progress to our second college prep writing course with a spring term college entrance. While others will co-enroll, staying in our writing or math offering while starting in credit classes.

During a check-in this week, a current CS1 student repeatedly said how much they appreciated the opportunity to take time to develop their writing skills, how engaging and supportive their writing instructor is, and how important this class is to their college goals. This student is enrolled for 8 credits winter term and decided to take two more terms of our writing sequence so they have confidence in moving fully to credit.

Next Steps: Institutional Support and Outreach

Our biggest challenge thus far has been reaching students to share information about our programs before they experience a poor outcome (i.e., don't pass or drop class, which affects their GPA or scholarships, etc.) in their credit writing courses. While we have been collaborating with campus partners, creating graphics to share, and doing outreach as much as possible as a team of 3 instructors, we will need much more institutional support to expand and sustain this program. This support includes funding dedicated advising, funding outreach and recruitment (materials, staffing), and creating more equitable placement systems that support the needs of nontraditional students.

With college new and returning enrollment as one of our most pressing priorities as an institution, it seems that Lane would want to utilize ABSE/GED to support enrollment equity fully. However, historically and currently, the college does not use our programming as an outreach and recruitment tool to increase enrollment equity at Lane despite our efforts to partner campus-wide.

Lane County data suggests that there are high numbers of adults without a high school diploma or have been away from an educational setting for over 5 years, and combined with socioeconomic status, the college, in meeting our equity, inclusion, and access mission, should direct at least some recruitment and outreach efforts to these populations. Our programming is positioned well within Lane to bridge nontraditional students into the folds

of the college while helping to address inequities and inter-generational poverty throughout our service area.

In fact, we are sometimes the only hope for these students who would otherwise not have access to high school completion or college education. We see ourselves as a critical part of an equitable and sustainable future at Lane but are continually overlooked and under-resourced. We will continue to encourage the college to work in partnership with us and our sister program, ESL, to develop a comprehensive approach that best meets the needs of our nontraditional students, our college, and our community. However, this will rely on college leadership's commitment to nontraditional adult learners in our community and the programming we provide that allows students to realize their educational dreams.

We would like to give the JDEI Curriculum Development Fund a heartfelt thank you for helping us continue to bring equitable programming to Lane, allowing us to impact our community in critical ways.