

The Higher Learning Commission Action Project Directory

Northern Wyoming Community College District

Project Details		
Title	Developing and Implementing Writing Intensive Courses in NWCCD Curriculum	Status ACTIVE
Category	1 - Helping Students Learn	Updated
Timeline		Reviewed
	Planned Project Kickoff 03-11-2015	Created 03-10-2015
	Target Completion 12-17-2016	Version 1

1: PROJECT SUMMARY

A: In 2012, the English Department initiated the effort to implement WI courses. The Curriculum and Standards Committee, a governance committee with representation from both campuses, will be instrumental in modifying guidelines and standards for WI courses. A pilot group representative of academic programs at NWCCD will assist in developing the complete WI process from development to adaptation stages. Eventually, the goal is for all programs to have WI courses as part of curriculum. To help promote and encourage writing intensive courses across the district, the institution will pursue professional development opportunities for its faculty members. These activities will include, but not be limited to, external speakers and/or in-service activities.

The process for implementing WI courses. This process includes developing and piloting of WI courses. These courses will be used to evaluate the process. This information will be used to adapt and update the process in the future.

2: PROJECT RATIONALE

A: This project will reinvigorate an effort to implement Writing Intensive (WI) Courses at Northern Wyoming Community College District (NWCCD). Attempts to implement WI courses in the college's curriculum stalled in 2013. An analysis of that work will show where that effort fell short. This project will build on successes of past work and complete a process for developing, piloting, and evaluating writing intensive course.

3: PROJECT GOALS AND DELIVERABLES

A: Goals & Measures
Develop, pilot, and evaluate a process for implementing writing intensive courses.

- Modification of current requirements and guidelines.
- Include a minimum of five courses to serve as a pilot cohort.
- Feedback provided from a system that will evaluate the process (TBD).

Deliverables

A Training Program for Faculty Interested in Writing Intensive Courses

Written Requirements for Writing Intensive Courses

Written Guidelines for Designating Writing Intensive Courses

Developing, implementing, and evaluating a process to deliver WI courses will require an 18-month timeline. It traditionally takes one year to develop and implement curriculum. Evaluating, updating, and adapting the process for the second phase of WI courses will require an additional six months.

Timeframe and Actions

Spring 2015

- Develop a process for implementation of WI courses. Guidelines and Course Objectives for WI will be established.
- Recruit and train a core group of faculty willing to design and implement WI courses. This group will serve in phase I of the WI process.
- Incorporate WI standards into Common Course Syllabi for Pilot WI courses.

- Provide training for faculty serving in the phase I.

Fall 2015

- Deliver pilot courses during the fall semester.
- Evaluate Process
- Update Process
- Recruit faculty members to serve in phase II of WI courses.
- Provide professional development opportunities for all faculty members using an external speaker or other in-service opportunities.

Spring 2016

- Phase II faculty members develop WI courses using updated processes.
- WI standards are incorporated in common course syllabi for second cohort.
- Training provided for phase II faculty members.

Fall 2016

- Deliver courses for phase II group.
- Re-evaluate process
- Update process, if needed.
- Recruit faculty members to serve in phase III of WI courses.

4: INSTITUTIONAL INVOLVEMENT

A: Academic deans under the supervision of the Vice-President of Academic Affairs and guidance of the Curriculum and Standards committee, a governance committee with representation from both campuses, will be responsible for managing and maintaining this project long term. Faculty members in each of the academic areas will be responsible for developing and implementing WI courses. The English Department will assist in supporting faculty members during the training, developing, and implementation phase.

Project Sponsor: Richard Hall, Vice President of Academic Affairs

Project Team: Mercedes Aguirre-Batty (Project Leader), Misty Bateman (Project Coordinator), Chuck Denny (English Faculty Member), Faculty members of Group 1 pilot.

5: PROJECT CONTROL

A: The Curriculum and Standards committee will develop the guidelines and requirements for Writing Intensive courses. This committee will approve all common course syllabi for WI courses. The Academic Deans will monitor the delivery of the WI courses. The leader and coordinator for this project will manage information from the evaluation processes to help determine improvement plans for the process. The VPAA has oversight of the entire process.

The project for implementing Writing Intensive Courses will be evaluated at the beginning of the fall 2015 semester (whether Group 1 faculty had sufficient guidance to implement writing intensive into their fall courses); at the end of fall 2015 semester (whether the writing intensive elements were successfully implemented - faculty self-evaluation); and beginning of spring 2016 semester (whether process has been updated to reflect the group 1 experience - document review). End of project - whether Guidelines and Training Materials for faculty reflect the revised process and are sufficient to support faculty implementing Writing Intensive into their courses (C&S and WI faculty review).

6: ANTICIPATED CHALLENGES TO PROJECT SUCCESS

A: The biggest challenge for this project is institutionalizing the learning - primarily institutionalizing writing intensive across the curriculum, or at least in a specific set of courses. This project has stalled several times and has not had the institutional momentum to get it over the new hurdle. The VPAA has elevated the profile for the project by assigning it to be one of the institution's AQIP projects and by talking about the process with all faculty at faculty brown-bags. An element of the project will be institutionalizing the process with speakers at all-faculty inservices.

7: ADDITIONAL INFORMATION

A: Since one of the issues that has stalled the process of introducing Writing Intensive courses has been lack of momentum (caused by getting bogged down in philosophical discussions) we have assigned the VPAA's administrative assistant who also acts as the recorder for the Curriculum and Standards Committee to act as the project coordinator. She will ensure that meetings are scheduled and held, and that minutes are kept and posted. We believe this support from a process point of view will help the project move forward and succeed on schedule.