

Determining Writing Readiness: Effects on Retention, Persistence & Academic Success

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WRITING READINESS INITIATIVE RESEARCH PLAN

Phase I: The Impacts of the Writing Readiness Initiative

Phase I examines the relationship between Writing Readiness and Retention, Persistence and Academic Success. (FRIG 2012 Grant)

Phase II: The Student Experience Impact of the Writing Readiness Initiative.

Phase II of the Impacts of Writing Readiness Initiative study will be surveying and interviewing students to determine their perspectives on this initiative as well as their perceived impact on their writing. (FRIG 2012 Grant)

PHASE I GOALS

Determine if the Writing Readiness Initiative has positive impact on retention, persistence and academic success.

PHASE I OBJECTIVES

Gather quantitative data on the effects of the Writing Readiness Initiative on the student experience.

Correlate the new Writing Profile scores to the academic data points.

Understand if student demographics have any influence on results.
Gender, Age, Ethnicity

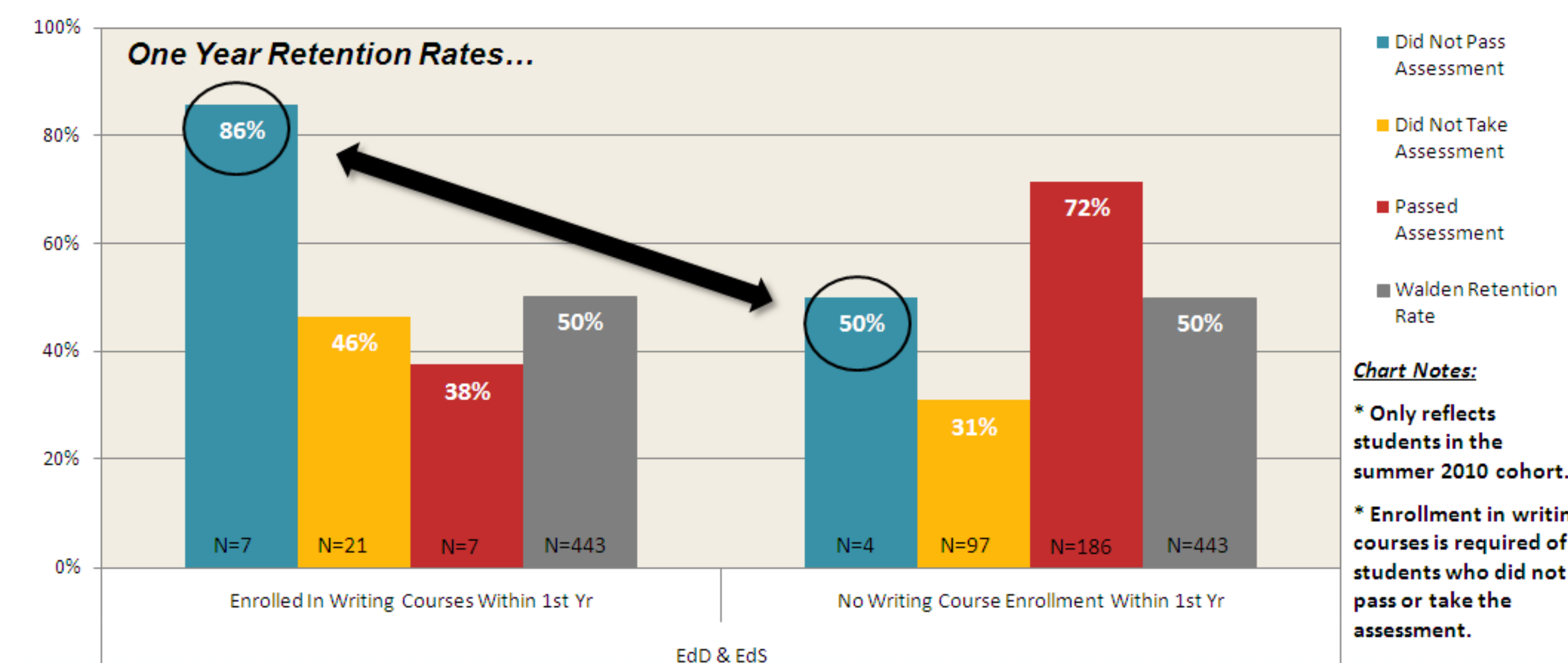
INITIAL FINDINGS FROM OIRA ANALYSIS OF COHORT ONE DATA IN EdD and EdS

Students who did not pass the writing assessment and enrolled in writing courses were more likely to be retained at one year than...

- ✓ Those who did pass or did not take the assessment & enrolled in writing courses.
- ✓ Those who did not enroll in writing courses regardless of their assessment results.
- ✓ Walden EdD & EdS students who were academically placed by the Vantage Writing Assessment holistic score into a writing course were retained by 36% more than the overall EdD/EdS population.

Students who did not pass the writing assessment and enrolled in at least one writing course were retained at higher rates than their comparison group.

(NOTE: Unable to determine statistical significance due to small sample sizes)



QUESTIONS RAISED BY INITIAL COHORT STUDY AND ANECDOTAL DATA

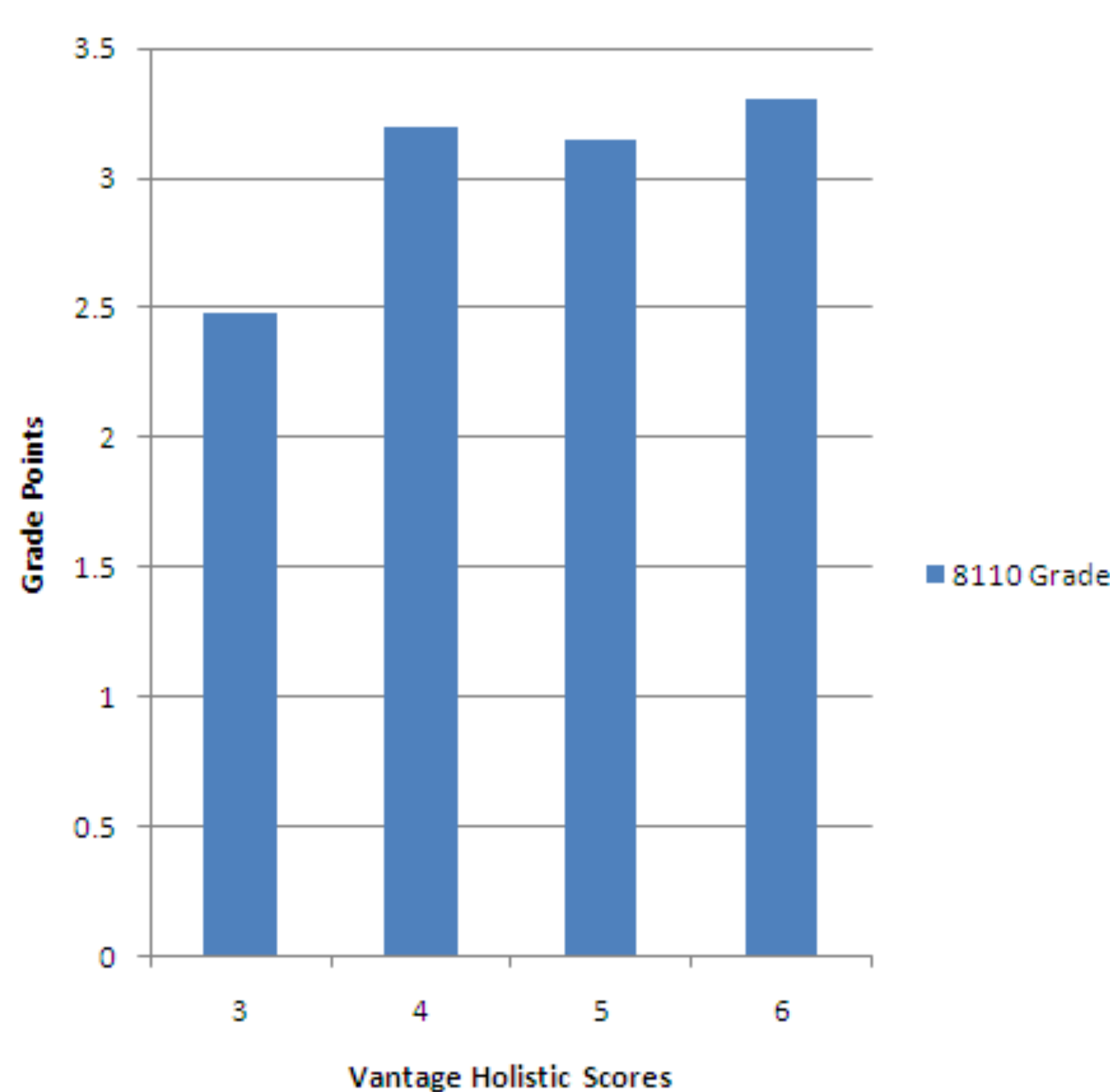
- Do students in different demographic groups perform differently on the Automatic Essay Assessment including but not limited to age and ethnicity?
- Are students higher writing scores more likely to be retained at the end of the first year?
- Are students with lower scores who completed the writing course more likely to be retained in future quarters?
- Are students with lower scores more likely to perform poorly in foundation courses and subsequent courses?
- Are students with higher scores more likely to perform better on major assessments in subsequent terms?
- Are students with lower scores more likely to be considered off-pace than students with higher writing scores?

DATA COLLECTED

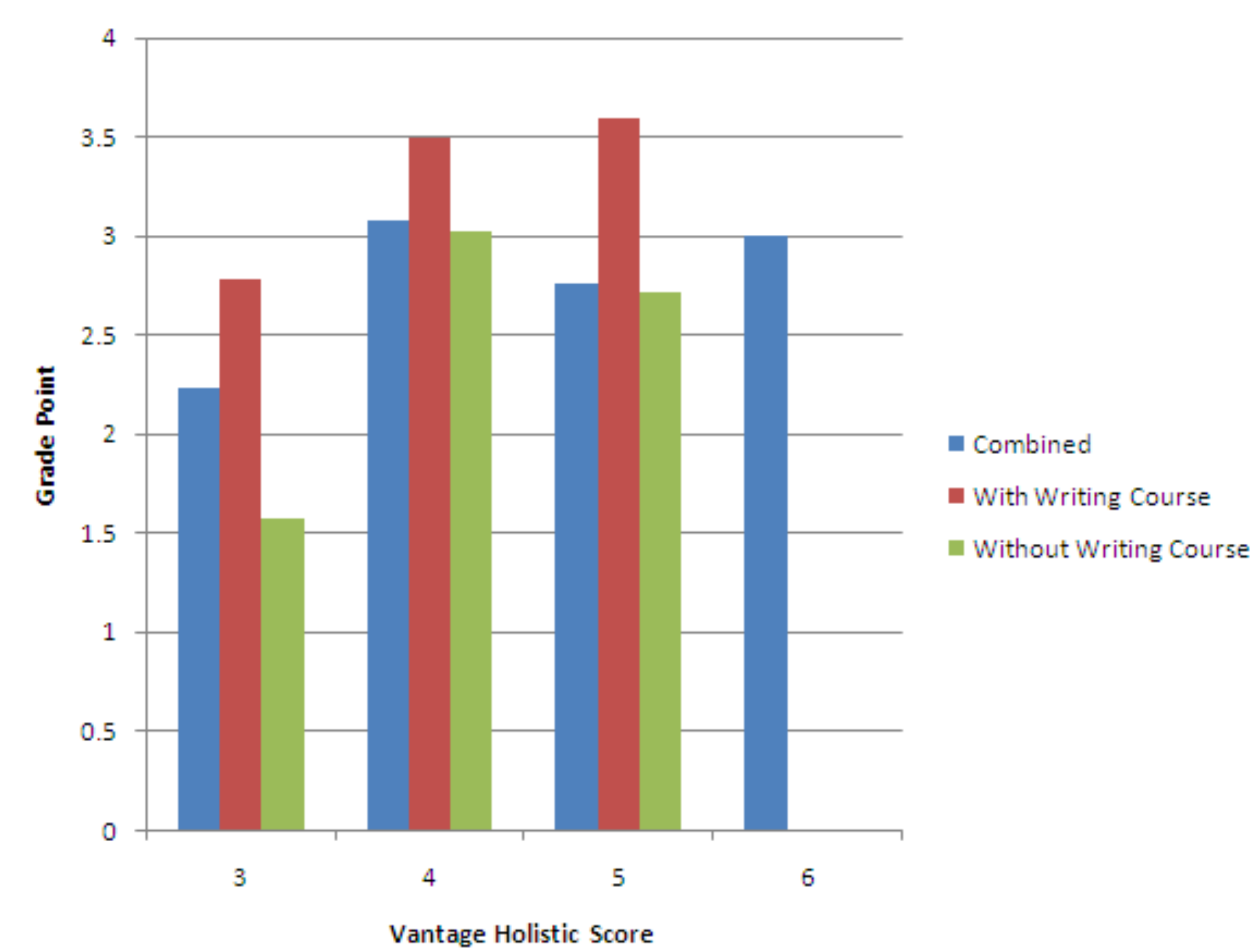
1. Student Demographical Data
2. Vantage Holistic Score
3. Vantage Analytical Scores
4. COEL Prescriptive Profile
5. Retention: First Year Retention Data (OIRA)
6. Persistence: Current coursework completed compared to an on-pace student starting at the same time.
7. Academic Success:
 1. Grades in Foundation
 2. Grades in Cores courses
 3. Cumulative GPA
 4. Average Score on Major Assessment Completed

Indicators of Academic Success for First Year Students

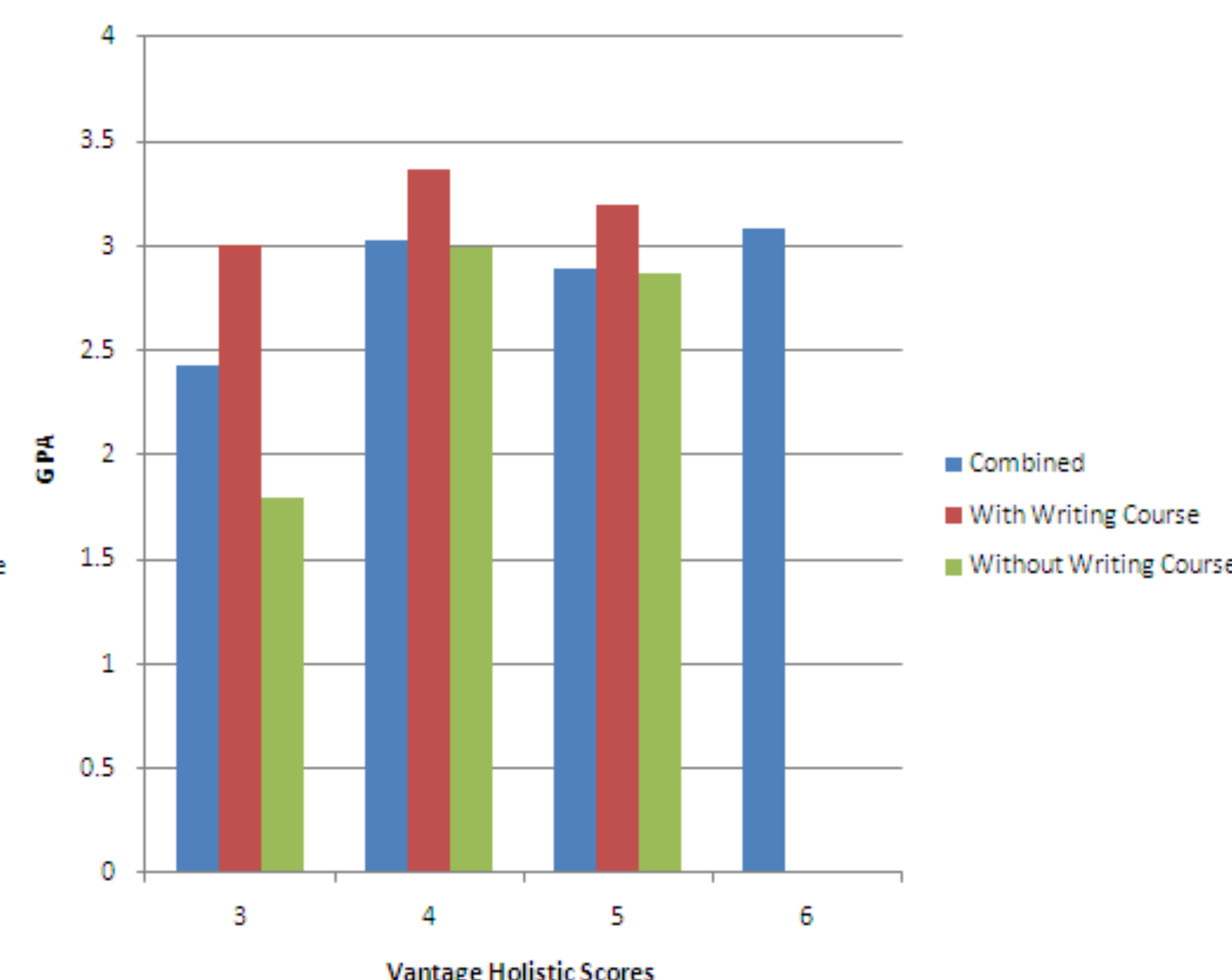
Academic Success in EDUC 8110



Academic Success in EDUC 8111



Academic Success in GPA



Initial Findings on Measures of Academic Success

1. There are no statistically significant correlations between Vantage Holistic Scores and demographics of age, gender or ethnicity.
2. There is a **statistically significant correlation** between Vantage Holistic Score and performance in EDUC 8110. (Assessment taken during EDUC 8110).
3. There is not a statistically significant correlation between Vantage Holistic Score and performance in EDUC 8111 or 8112. (Writing course levels success.)

Implications on Ph.D Academic Success

1. Vantage is not bias against our student population.
2. Vantage does correlate with academic quality in EDUC 8110.
3. Students completing the Writing Course have **higher GPA and higher grades in EDUC 8111** than students with similar writing patterns across all holistic scores.
4. Students who score a Holistic 3 and participate in the Writing Course have the largest difference in academic success in GPA (1.8 vs. 3.0).
5. Students who score a Holistic 4 outperform all other students with varying levels of writing skill patterns as measured by a GPA (3.37).