The Stretch Model:

Including L2 Student Voices

by

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ABSTRACT

The Stretch Model is a model of first year composition (FYC) that "stretches" the

first semester's class over two semesters in order to help writing students who arrive at

university with low test scores to succeed in their composition courses. Originally piloted

in 1994 at Arizona State University (ASU), the Stretch Model of composition has been

found to be effective in terms of retention and persistence of first language (L1) writers

(e.g., Glau, 1996; 2007). It has become known at ASU and abroad as the Stretch

Program. Since 1997, a separate track of the Stretch Program has been solely for second

language (L2) writers, and L2 writing students are now roughly 17% of the program's

population. Until fairly recently, there was no attempt to collect L2 data to support the

Stretch Program's claims for effectiveness for the L2 population. As many universities

across the nation have garnered inspiration for their own programs ("Stretch Award"

2016), and L2 writers have the potential to be in any composition class (Matsuda,

Saenkhum, & Accardi, 2013), it is imperative to include the voices of L2 writers in the

analysis of the Stretch Program. This study addresses the need for L2 writers' voices to be

included in the analysis of the Stretch Program at Arizona State University. From the

quantitative analysis of 64,085 students' institutional data records, and qualitative

analysis of 210 student surveys, findings include L2 writers have the highest rates of

passing, but the lowest rates of persistence in the three-semester first year composition

requirement when compared to Stretch L1 students and the traditional FYC population.

Survey data also lends L2 student perceptions to complicate the main features of the

Stretch Program including perceived writing improvement, having the same teacher and classmates for two semesters, and having more time to work on their writing. The quantitative findings are consistent with Snyder's (2017a) analysis of the 2012 fall Stretch Program L1 and L2 cohorts.

DEDICATION

This dissertation is dedicated to the students whom our fields exist to serve.

ACKNOWLEDGMENTS

Demetria Baker, Sheila Luna, and Ruby Macksoud I appreciate you all for taking such good care of me at ASU protecting my time with a reasonable teaching schedule and well-organized internships, helping me apply for travel grants, and keeping my PhD-brain aware of important deadlines.

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Thanks to the bunnies, my little loves, who remind me to enjoy the simple things like naps and snacks and a little bit of exercise.

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CHAPTER 1

INTRODUCTION

The Stretch Model of composition was developed at Arizona State University

(ASU) in 1994 (Glau, 1996) and has been adopted by over 15 colleges and universities

since ("Stretch Award," 2016). The Stretch Model essentially "stretches" the first

semester of a two-semester, first year composition requirement into two semesters. This

allows students who have low SAT and ACT placement scores, or a population more

colloquially known as "basic writers" to enter directly into university instead of being

redirected to developmental writing classes at the local community college. Two seminal

studies of the Stretch Model at ASU, colloquially known as the Stretch Program, claim

that Stretch creates an environment where students who take the two Stretch Program

courses before taking the final course for first year composition pass at a higher rate and

with a better grade than students who only take one traditional course before the final

course, and are retained at a higher rate than students who transfer from the community

colleges (Glau, 1996; 2007). These studies also identified three factors that were reported

by first language (L1) basic writing students to contribute to student success in the

program: the *teacher factor*, or having the same teacher for the two-semester of Stretch

courses; the *classmate factor*, or having the same classmates for the two-semesters of

Stretch courses; and the *time factor*, or having two semesters (three semesters total) to

practice writing as a result of the Stretch Model (Glau, 1996; 2007).These data points are

primarily for L1 writers, although a significant number of second language (L2) writing

students have been in the Stretch Program since inception (Glau, personal

communication). As a result of a sharp increase in L2 writing students with lower placement scores, the Stretch Program at ASU was expanded in 1997 to include a parallel set of courses for L2 writers, and the time factor was the only additional rationale as it was posited that L2 writers could "especially benefit from more time to work on their writing" (Glau, 2007, p. 34).

The assumptions that what works for L1 basic writers would work for L2 writers with low test scores were imposed upon an L2 writing population (Snyder, 2017).In previous studies of the Stretch Program at ASU, L2 writers were included in the analysis, but not disaggregated to show their specific experience (Glau, personal communication). As the L2 writing population has grown at ASU and within the Stretch Program over 20 years, it is important to make sure that this program is serving all of its student groups equally and well. Snyder (2017a) sought to address this issue and studied the fall 2012 Stretch Program cohort. The results of this study revealed a need for a deeper, more longitudinal study of the L2 population within the Stretch Program. Therefore, this dissertation examines the aforementioned claims and theory behind the Stretch Program between the years of 2007 to 2014 specifically for L2 writers and compares this data with historical data from 1994 to 2006. Specifically, this dissertation studies pass and persistence data of L1 and L2 writers in the Stretch Program at ASU, and student perceptions of the factors of "teacher," "classmates," and "time" in the Stretch Program enhanced by observations of student demographics. This dissertation adds the voices and experiences of L2 writers in the Stretch Program to a robust history of evaluation of the Stretch Model.

CHAPTER 2

LITERATURE REVIEW

Writing Program Administration Research

Writing Program Administration (WPA) research has been increasingly

recognized for its value to the field of composition studies over the past two decades

(e.g., Janangelo & Hansen, 1995; Rose & Weiser, 1999), and has become a reputable,

recognizable form of inquiry itself with implications for the field of composition studies

(e.g., White, Elliot, & Peckham, 2015). The field of WPA inquiry, once criticized as a

type of flattering program description (Witte & Faigley, 1983), is now a critical and

reflective practice of WPAs. Shirley Rose and Irvin Weiser (1999) describe WPA

research as "*theoretically-informed, systematic, principled inquiry for the purpose of*

developing, sustaining, and leading a sound, yet dynamic, writing program" (original

emphasis, p. ix). They further explain the nature of WPA inquiry as "requir[ing] and

develop[ing] the WPA's agency by deploying his/her expertise and energies in

responsive and responsible ways and by satisfying his/her need to gain understanding and

insight into the culture and practices of the writing program and the broader institutional

context" (p. viii). Research in program administration is also recognized across

disciplines as J. D. Brown (1995) writes that language program evaluation is "the heart of

the systematic approach to language curriculum… [it is] the part of the model that

includes, connects, and gives meaning to all the other elements" (p. 217). Program

research and evaluation is necessary to not only assist the administrator's efforts in

embodying best practices in composition but evaluating and improving these best practices on a large scale as well.

One purview of writing program administration and assessment is the evaluation of program models that are designed for the success of specific populations within a writing program such as basic writers, L2 writers, traditional students, and honors students. Basic writing in particular has offered many innovative models with research for justification. Lalicker (1999) described the five most common programs: the current-traditional *baseline*, or a prerequisite program whereby students who scored below the placement cutoff score for traditional first year composition (FYC) would be forced to take and pay for a prerequisite class, often of the grammatical "drill-and-kill" variety, at a community college without accruing graduation or transfer credit. From the prerequisite model came alternatives: the Studio model (e.g., Grego & Thompson, 1995; 1996), the Intensive model (e.g., Adams, Miller, Gearhart, & Roberts, 2009) and the Mainstreaming model (e.g., Gleason, 2000; Soliday & Gleason, 1997), as well as an innovative orientation to placement that could compliment any program model termed Directed Self-Placement (Blakesley, 2002; Royer & Gilles, 1998). Catering specifically to the needs of the basic writing population motivated all of these models. Other models and approaches have been described for L2 writers as well. Silva (1994) outlined four of the most prevalent practices of placement for L2 writers. First, mainstreaming L2 writers with L1 writers; second, "placing [L2 writers] in basic or developmental writing classes designed primarily for inexperienced [native-English speaking] writers" (p. 39); third, creating separate FYC courses for L2 writers; and fourth, combining roughly half L2 writers with

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half native English-speaking writers for a "cross cultural composition" course. Another

placement model for L2 writers along with a curriculum had been suggested by Kroll

(1990) called the "rhetoric/syntax split" which, through a matching placement system,

created two classes for students who may have lacked knowledge of rhetoric, but were

proficient in syntax, and those who lacked syntax but were proficient in rhetoric. Each

model has been investigated for evidence of validity and theoretical appropriateness at

least at inception.

Program Research on the Stretch Model

Gregory Glau's series of studies on the Stretch Model are perhaps the most

influential studies about a particular model of composition to date. The first study on the

Stretch Program at Arizona State University (ASU), published in 1996, revolutionized

the programmatic model of first year composition at ASU with respect to basic writers.

Glau reported on the innovation and inquired as to the effectiveness of the Stretch

Program, as opposed to the current-traditional baseline "prerequisite model" (Lalicker,

1999, p. 3) in which basic writing students (those who scored lowest on standardized

tests) were redirected to the Maricopa Community College system for a grammar-drill

course that had no credit-bearing status. The Stretch Program created a place for students

who did not "fit" the traditional model of first year composition (FYC) by "stretching"

the first semester course (ENG 101) over two semesters (WAC 101 + ENG 101) (Glau,

1996, p. 79). The traditional model of FYC in this situation is a two-semester sequence of

composition courses that many traditional freshmen students take in their first year of

college. See Figure 1 below for a description of these populations in relation to the

program model. Figure 1 will be the key to nomenclature distinguishing Stretch courses from non-Stretch courses. It is critical to understand that "traditional" courses ENG 101 and ENG 107 are different from Stretch ENG 101 and ENG 107 as the traditional courses are independent from any other class, whereas Stretch ENG 101 is connected to the corresponding WAC 101, and Stretch ENG 107 is connected to the corresponding ENG 107.

Figure 1

The Stretch Program and Other First Year Composition Course Offerings at ASU

		First Semester	Second Semester	Third Semester
Stretch	First Language (L1)	WAC 101	ENG 101	ENG 102
	Multilingual (L2)	WAC 107	ENG 107	ENG 108
Traditional**	First Language (L1)	ENG 101*	ENG 102	
	Multilingual (L2)	ENG 107*	ENG 108	
Accelerated***	Mainstreamed (L1 and L2)	ENG 105		

* Traditional ENG 101 and ENG 107 are a separate group of classes from Stretch ENG 101 and ENG 107.

** Traditional first-year composition students are also referred to as non-Stretch students in this study.

*** Accelerated classes are not included in this study.

The report, combining institutional data about student performance and survey data of student perceptions of the Stretch Program, found that the Stretch Program allowed hundreds of students (n=512) to participate in first year composition at the university level, taking WAC 101, and "retained" the students at a rate of 81.8% from WAC 101 to ENG 101 in academic year 1994-1995. This was significant at the time as many students who were required to first take the prerequisite course at the community college were not continuing to ASU afterwards (Schwalm, 1989). These findings were colored by demographic information that noted overrepresentation of traditionally underrepresented groups of students comprising 39% of the Stretch Program (e.g., Asian, African American, Hispanic, and Native American), in comparison to 21% of the traditional program. The Stretch Program also reported survey findings of student perception data (N=725), noting that 43% of students felt their writing improved with the number one reason cited being "more time to spend on their papers" (Glau, 1996, p. 87). Eleven percent of students mentioned that "having the same teacher" helped them with their writing, and 6% of students cited "one-on-one help and small classes,"[1] while another 7% cited "working with the same students for peer review" as attributive to their improvement in writing (Glau, 1996, pp. 87-88). The overall claim of the report was that the Stretch Program helped Stretch "students seen as the most at-risk become the best achievers" ("Stretch Program" 2014, n.p.). These findings were again corroborated by the "Stretch at 10" report by Glau in 2007. Based on the success that this program had reported, at least 12 other institutions have adopted the Stretch Program ("Stretch

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[1] Stretch classes at that time were capped at 22 students (Glau, 1996, p. 88).

Program, 2014, n.p.). The Stretch Program is now the largest, most influential, and most imitated basic writing program in the United States (e.g., Blakesley, 2002; Goen-Salter, 2008; Malenczyk, 1999; Matzen & Hoyt, 2004; Pavesich, 2011; Peele, 2010; Rigolino & Freel, 2007, Shapiro, 2011) with the strongest claims for basic writing student retention and success.

In 1997, as the Stretch Program became larger and the L2 population within it exploded, the Stretch Program created a parallel set of Stretch courses for L2 students, WAC 107 and the paired ENG 107. Created under the same premises that the basic writing (L1) track was, the L2-track had the brief additional rationale that "[L2 writers] especially benefit from more time to work on their writing" (Glau, 2007, p. 34). As L2 writers were essentially in a basic writing program, and L2 writers' retention data had never been included in previous analyses (Glau, 1996, 2007), Snyder (2017a) investigated the retention and persistence rates of L2 writers in the fall 2012 Stretch Program cohort, comparing this population to StretchL1 and TraditionalL1/L2 (i.e., non-Stretch) populations (see Figure 1 for a situated description of these populations). This study found that L2 writers, regardless of Stretch or non-Stretch status were passing all classes at the highest rates in comparison to the three other populations. When using the "Step model" analysis, preliminary descriptive results have also shown that the Stretch Program has been keeping up its good work with traditionally underprepared students, and that the program is highly successful, retaining over 90% of the traditionally underprepared students who take Stretch courses (see Method section for description of the Step model analysis and how it differs from a yield analysis). The Stretch Program

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also seemed to be serving L2 writers well, as L2 writing students in the cohort were shown to pass all courses at the highest rates (first course=93%, second course=96%, third course=97%) in comparison to all other demographics. Basic writing students were found to pass at lower rates than L2 students in Stretch (first course=89%, second course=91%, third course=85%).

The Stretch Program was also particularly innovative and revered for offering credit for basic writing classes that counted toward graduation. This meant students had one less elective class to take to complete their degrees as a result of taking WAC 101.This was a bold move in a time where pre-FYC classes were not thought of being worth college credit—something that the CCCC Statement on Second Language Writing and Second Language Writers (Miller-Cochran et al, 2009) now emphasizes as an unfair practice.

Despite the benefits for students who would now receive college credit for the first semester of the Stretch Program, unpublished analysis from Snyder's study also showed evidence that more time on writing has also been correlated (although no causal relationship has been identified) with more time spent on finishing a degree—not a surprising finding, although an undesirable one. The initial Stretch report by Glau addressed the issue of more time as an outcome of poor program awareness on the part of six percent of students who said the three-semester Stretch sequence made them "[lag] behind their peers" (Glau, 1996, p. 88). These signs of discontent, though relatively small, suggest a problem for the program, since the first class in the Stretch Program was intended to substitute for one elective class, and not affect students' time to degree.

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Snyder's (2017b) unpublished analysis of 19,668 students who graduated between 2007 and 2014 showed that Stretch students took 4.48 years on average to finish their degrees, while traditional students took 3.99 years overall. Snyder also found that even when the data was *disaggregated* (e.g., Inoue, 2009; 2014; White, Elliot & Peckham, 2015) by ethnicity (i.e., American Indian/Alaskan Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, International/L2, Not Available, Two or More Races, and White), Stretch students took one more semester on average to graduate than non-Stretch students of the same ethnicity. This effect was reduced for Stretch international students who only took an extra half of a semester to finish their degrees. Overall, the Stretch Program seems to correlate with extra time to finish a degree. This finding is significant as it intimates that Stretch may very well be making students lag behind their peers. The difference between Stretch L2 and Stretch L1 populations (international students versus every other demographic, respectively) is also striking, as the two populations are exhibiting somewhat different behavior in the same program model.

Motivation for Further Study of Stretch Model

This dissertation explores two main claims that were explicitly made for Stretch L1 students, but implicitly made for Stretch L2 students by creating a separate track. First, the claim that more time to work on writing helps both StretchL1 and L2 students. Second, that the Stretch program helps the most underprepared L1 and L2 students become the highest achievers. In light of Snyder's (2017a) recent findings in persistence, leakage, and time to degree, it seems as though the premise of *more time* could be a

double-edged sword for both StretchL1 and L2 students; the Stretch model seems to have clear benefits in terms of student pass rates, but perhaps at the cost of student persistence and extending time to the degree. In any model, the ideal situation would be for both pass rates and persistence rates to be 100% while time to degree would not exceed four years, or at least show no difference between Stretch and traditional populations. However, as Snyder (2017a, 2017b)showed a disproportionate effect on Stretch L1 students who have historically been impoverished and underserved (e.g., Shor, 2001), and Stretch L2 students who can have equally complex backgrounds (e.g., Ortmeier-Hooper, 2008; Vandrick, 1995), these findings require more in-depth study for the tradeoffs that the Stretch Model claims to be better understood for each population.

The Stretch studies need to be replicated because the latest full report on the Stretch Program (i.e., Glau, 2007) is over ten years old, and the number of L2 students has increased substantially enough to warrant their own sections. Also, the more recent analysis by Snyder (2017a) used data only from the 2012 fall cohort and did not solicit any qualitative student perception data of how time affects their college trajectory. To address these lacunae this study will partially replicate Glau's (1996; 2007) and Snyder's (2017a; 2017b) previous studies on a large scale. It will gather multiple types of data: 1) in-depth quantitative institutional data to determine the patterns of student pass and persistence rates in Stretch and 2) qualitative student perception data about whether or not students felt the Stretch Program was beneficial for them, and how the Stretch Program impacted their undergraduate careers.

Snyder's (2017) concluding question, "Is what we are doing to help students actually helping?" (p. 199), guides this dissertation as it asks longitudinal questions about student retention in FYC, and student success in writing throughout their university study. The study asks implicitly, *Is the time spent in Stretch worth it?* And, as the Stretch Program represents to many a political move away from elitist educational practices, racism, and classism and toward egalitarian education and access, can we merge, and assess the effectiveness of "the binary of political activism and academic excellence" (Horner & Lu, 1999, p. 14) in a program model? Many of the efforts of the Stretch Program that take into account students' educational backgrounds, which are intrinsically linked to their socioeconomic backgrounds, are examined in the research questions below. This Stretch Program evaluation represents the "ethical obligation to audit and analyze what we know and practice in the name of writing and teaching" (Hesse, 2012, p. 153).

Research Questions

The research questions for this study are grouped into three main areas of inquiry in order to distinguish between both the social and academic variables of the study: population description, student performance[2], and student perception. Each question will be analyzed with appropriate comparison to the other populations within the writing program (i.e., Traditional L1, Traditional L2, Stretch L1, Stretch L2); for nomenclature,

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[2] Student Performance is used in the sense of pass and persistence data which include final course grades as a measure of overall student performance. While similar, this use of performance is different from other notions of student performance which would measure performance on individual tasks.

please refer to Figure 1). For brevity in reporting the research questions, the comparison is not mentioned repeatedly. Population description (also known as disaggregation e.g., Glau, 1996; 2007; Inoue, 2009; 2014; White, Elliot & Peckham, 2015) will provide a snapshot of the social context which the Stretch Program is embedded in taking care to analyze both the L1 and L2 contexts. This information will be used to disaggregate and compare the two other points of analysis. First, student performance, which will describe the student pass rates and persistence rates across populations. Second, student perception data inquiring about student experiences regarding three major aspects of the Stretch Model: the "teacher factor," the "cohort factor," and the "time factor;" and whether or not students still report the Stretch Program as disrupting their coursework and making them feel that they are behind their cohorts. As such, the research questions for this study are the following, and are organized into four main groups of inquiry:

1. Population Description:
    a. What is the current student profile of the Stretch Program and the Traditional program, (including a separate analysis of L2 students)?
        i. What is the distribution of International, Arizona Resident, and Non-Arizona Resident students in WAC 107, ENG 107, and ENG 108?
        ii. What is the distribution of ethnicities in WAC 101, ENG 101, and ENG 102?
2. Student Retention (Pass and Persistence):
    a. Does WAC 107 contribute to retention rates as well as WAC 101 does?

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       i. What are the retention rates of WAC 101 and WAC 107?

      ii. How do the retention rates of WAC 101 and WAC 107 compare to each other?

b. Does the Stretch Program contribute to retention rates as well as the traditional FYC model does?

       i. What are the retention rates of traditional ENG 101 and ENG 107

      ii. How do the retention rates of traditional ENG 101 and ENG 107 compare to those of Stretch WAC 101 and WAC 107?

3. Student Perception

a. Do students feel that their writing has improved because of the Stretch Program?

b. Do students feel that having the same teacher for two semesters is a benefit to them?

c. Do students feel that having the same classmates for two semesters is a benefit to them?

d. Do students feel that having more time in English courses is beneficial to them?

e. Does the Stretch Program make Stretch students perceive themselves to "lag" behind their peers?

CHAPTER 3

METHOD

This study used a mixed-methods approach to evaluate the Stretch Program in comparison to the traditional first year composition program. It included "big data" (large amounts of longitudinal, quantitative data most often collected and provided by the institution), accompanied by two types of student perception data, an electronic survey (see Appendix A) and a follow-up interview. The study partially replicates Glau (1996, 2007) with the survey technique. It also adds longitudinal data as well as depth of analysis to address methodological issues put forth by Snyder's (2017) study of the 2012 fall Stretch cohort. Replication allows not only for the accumulation of knowledge, but the accumulation of knowledge over time and with a dynamic population (e.g., Mackey, 2012; Muma, 1993). The previous studies have all described the population demographics, quantitative retention (pass and persistence) data, and student perceptions of the program. The current study has three main areas of inquiry: population description, student performance, and student perceptions.

Population Description

The total population of the students who have taken any English course (save accelerated/honors ENG 105 classes) in the ASU Writing Programs from 2007-2014was included in the data set. Ethnographic data (e.g., ethnicity, gender, age, resident status, tuition status) was collected and analyzed for count and percentage of whole to describe the demographics of the ASU Writing Programs. This analysis is expanded from the 2012 fall Stretch cohort in the previous study (Snyder, 2017a) to multiple, full cohorts from

2007-2014. The data was sorted and analyzed in Excel to isolate cohorts by year and by program (e.g., Stretch L1 or Stretch L2 versus Traditional L1 or Traditional L2).

Student Performance (Retention and Persistence)

Like the previous studies, this study also described and disaggregated the population and followed all FYC students (i.e., Stretch L1, Stretch L2, Traditional L1, and Traditional L2) from 2007-2014 along their FYC journey, using Glau's original retention and persistence method of analysis, the Step model (see Figure 2). The Step Model captures the cohorts that enter each course and their pass and persistence rates. The step model differs from a yield model by taking percentages of the previous percentage, recalibrating to 100% for each new "step." A yield model, on the other hand, keeps the original population as the denominator for all calculations, which is important for understanding how many students total have moved through the program. The current study added a yield model analysis to further contextualize student persistence and retention results (see Analysis). Finally, graduation rates, including time to graduation (TTD) and GPA are noted. Throughout each point of analysis, the population of each remaining group is disaggregated for sensitivity to traditionally underserved and underrepresented populations.

Figure 2

Step Model Description

Step Model (Adapted from Glau 1996; 2007)

A number of students register for WAC 101/107 [student profile]

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A percentage of these students pass WAC 101/107 [pass rate]

A percentage of these students register for ENG 101/107 [persistence rate]

A percentage of these students pass ENG101/107 [pass rate]

A percentage of these students register for ENG102/108 [persistence rate]

A percentage of these students pass ENG 102/108 [pass rate]

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Student Perception

A student survey was drafted and reviewed by six professionals in second

language writing and program assessment outside of Arizona State University. Two

current Stretch L2 students with language backgrounds other than English piloted the

survey for ease of understanding and timing. The survey was then revised and developed

through Qualtrics and sent to the most recent L1 and L2 cohorts (2014-2016) who had

finished the Stretch FYC sequences. Emails of these cohorts were obtained by searching

the student data system for each class. The survey replicated verbatim three survey

questions from Glau (1996, 2007) including, "Do you think your writing has improved?

If so, how? If not, why do you suppose that is?" and "What was the best thing about

Stretch?" and "What was the worst thing about Stretch?" Other questions specifically

inquiring about the perceived value of the amount of time spent in FYC, having the same

teacher, and having the same classmates, and perceived "lag" were included in the survey

(see survey in Appendix A).

This survey was sent shortly before the end of the spring 2017 semester, and the first 50 students were given a $20 Amazon Gift Card for completing the survey. The rest of the students were entered into a raffle for four (4) Amazon Gift Cards worth $50 each.

The survey was sent to 1265 students—766 from WAC 101 and 499 from WAC 107.Results from the first round of invitations included 273 responses total including 233 responses from WAC 101 students and 40 responses from WAC 107 students. The second round of invitations was sent only to a reduced list of 458 L2 students. The final response rates from survey canvassing were 30% for WAC 101 students, 10% for WAC 107 students, and 22% overall.

The survey was analyzed quantitatively and qualitatively for patterns of student perception and compared between L1 and L2 cohorts. L2 students who took part in the survey were also asked if they were interested in being contacted for a follow-up interview. Four Stretch L2 students responded and were interviewed with follow up questions in the fall 2017 semester asking for clarification or expansion of their answers to the survey. They were each remunerated with an additional $20 Amazon Gift Card. All funding was generously provided by Arizona State University's Graduate & Professional Student Association's Graduate Research and Support Program (GRSP).

CHAPTER 4

RESULTS

Population Description

According to the institutional data collected and analyzed, the Writing Programs

at ASU served 64,085 students from fall 2007 to spring 2014 in FYC. These students

came from over 148 countries including the United States and Canada. They represented

an extensive range of cultures, language backgrounds, and minority statuses. Table 1

describes the total populations and their respective percentages of minority status as it

was represented in both the Traditional FYC and Stretch FYC sequences. Immediately

noticeable are the larger percentages of historically underrepresented minority students

(HUM) in higher education served by the Stretch Program. The Stretch Program serves

more minorities in higher education (historically underrepresented populations such as

American Indians/Alaskan Natives, Asians, Blacks or African Americans, and

Hispanics/Latinos) than does the traditional FYC program with 43.83% being minorities

in Stretch as opposed to 29.08% of the traditional program being minorities. Stretch also

serves a larger percentage of International students at 16.96% of the total Stretch

population, as compared to 4.45% of the total traditional FYC program. Nationally, the

percentage of international students in the total U.S student population in the years 2013-

2014 was 4.2% ("Fast Facts 2014", 2015).

Table 1

Minority Status of Students from 2007-2014

First Year Composition Program

Minority Status	Traditional	Stretch	Total
American Indian/Alaska Native*	688 (1.28 %)	358 (3.44 %)	1046
Asian*	3034 (5.65 %)	634 (6.10 %)	3668
Black or African American*	2600 (4.84 %)	978 (9.41 %)	3578
Hispanic/Latino*	9161 (17.06 %)	2565 (24.67 %)	11726
Native Hawaiian/Pacific Islander	128 (0.24 %)	22 (0.21 %)	150
International	**2391 (4.45 %)**	**1763 (16.96 %)**	4154
Not Available	869 (1.62 %)	152 (1.46 %)	1021
Two or More Races	1621 (3.02 %)	183 (1.76 %)	1804
White	33197 (61.83%)	3741 (35.98 %)	36938
Total	53689 (100 %)	10396 (100 %)	64085

*Historically underrepresented minorities (HUM) in higher education

Over a 20-year period, the Stretch Program roughly tripled in size. The Stretch Program enrolled 512 students into WAC 101 in the fall of 1994, and it enrolled 1,689 students in the fall of 2013. Of the 2013 fall enrollment, 1,093 students were enrolled in WAC 101, and 596 were enrolled in WAC 107.The growth of the WAC 107 population is not exactly known as these students were not disaggregated in previously analyses, but the program is now approximately comprised of two-thirds WAC 101 and one-third

WAC 107students.For comparison, the total enrollment for ASU has doubled over the past 20 years from 45,766 students in 1994, to 58,156 in 2004, and 83,301 in 2014 ("ASU Enrollment History" 2015). Likewise, the overall population of international students in the United States has grown 96% in 20 years, from 452,635 in 1994-1995 to 886,052 in 2013-2014 ("Fast Facts 1996/97", 1997 and "Fast Facts 2014", 2015).

Figure 3

Demographic Data Overview

- International (top)
- Other (middle)
- Historically Underrepresented (bottom)

	Traditional FYC: 1994-2004†	Traditional FYC: 2007-2014	Stretch FYC: 1994-2004†	Stretch FYC: 2007-2014
International (top)		2,391		1,763
Other (middle)	35,795	35,687	4,557	4,076
Historically Underrepresented (bottom)	9,873	15,611	2,856	4,970
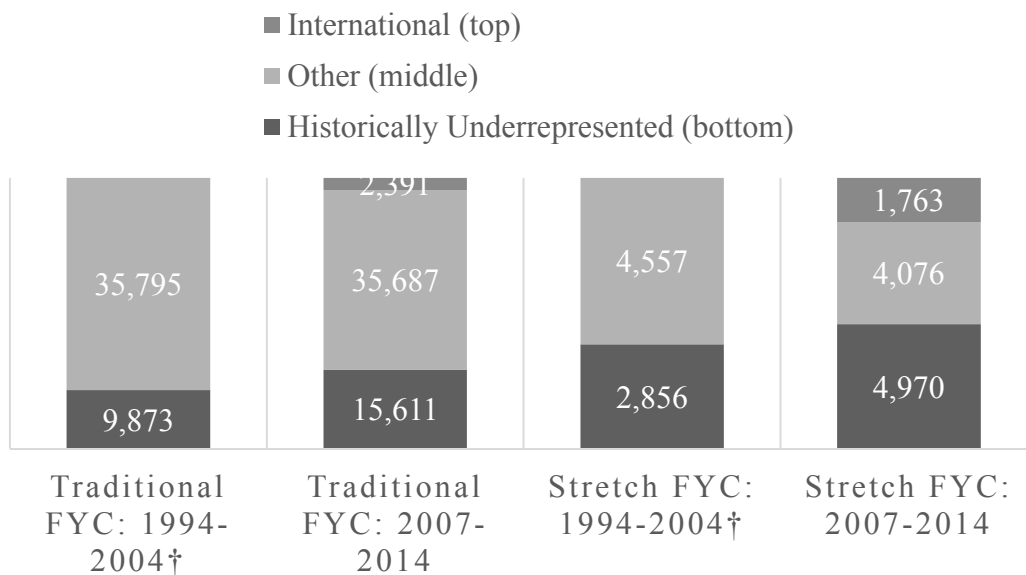
† All data from 1994-2004 adapted from Glau 2007. International students were not separately reported on.

When comparing demographic data over the 20 years that Stretch has been in place, it can be seen that HUM and international students are growing in ASU FYC, overall (see Figure 3). HUM have roughly doubled in the Stretch population from 2,856 (36.49%) in 1994-2004 to 4,970 (43.83%) in2007-2014.Similar growth can be observed

in the non-Stretch sections. From 1994-2004, the population of HUM increased in Traditional FYC from 9,873 students (21.62%) to 15,611 students (29.08%) in 2007-2014. An overview of the demographic data is included in Figure 3 which shows the relative proportions of demographics.

The international student population was not reported on in Glau's articles (1996; 2007) so no longitudinal comparison can be made. Figure 3 shows the international student population is included in the current data set from 2007-2014.International students were separated from the Traditional and Stretch FYC populations in Figure 3 and are the top third section. International students comprised 4.45% (2391) of the Traditional FYC population and 16.96% (1763) of the Stretch population from 2007-2014.The middle section of the graph represents the other demographic group categories which include "Native Hawaiian/Pacific Islander," "Not Available," "Two or More Races," and "White."

Although they are not synonymous, the L2 writing population in both Stretch and non-Stretch courses and the international student population at ASU overlap significantly. In this data set, there were 4,157 international students, and just under 10% (409 students) chose to take the first language sections of Stretch or Traditional FYC, identifying themselves as students who did not prefer to have L2 writing support, possibly because they were native speakers of English from a foreign country, but possibly because they felt that their English skills were sufficient. The other 90% elected to take L2 writing sections of FYC.A reverse analysis for "market" (a classification that reflects tuition differences based on residency requirements at ASU) of L2 writers shows

3,664 students enrolled in L2 writing class sections (thus, self-identifying as L2 writers), of which 3% (113) were Arizona resident students, 4% (134) were non-Arizona resident students, and 93% (3,417) were international students. Save for the roughly 10% (both ways) of L2 writers who were U.S. residents for tuition purposes, the data shows a substantial overlap between L2 writers and international students.

Student Performance

Pass Rates

The previous studies (Glau 1996, 2007) were both able to show that Stretch students pass ENG 101 at a higher rate than Traditional students, and so has the data for this study. Table 2 shows that Stretch students in the current data set have passed ENG 101 at a rate of 93.58% while Traditional students are passing ENG 101 at a rate of 92.30%.The claims of the Stretch model are validated through this data, as Stretch seems to help the "students seen as the most at-risk become the best achievers" ("Stretch Program" 2014).Longitudinally, the Stretch ENG 101 pass rate has increased by .93% from 92.65% as reported in Glau (2007) to 93.58% as reported in this study. The Traditional ENG 101 pass rate has also increased by 3.42% from 88.88% to 92.3% of students who pass ENG 101.Of particular interest is the L2 population, which exhibits the highest pass rate in ENG 107 at 96.19% for the Stretch population and 93.24% for the Traditional population. Overall, the pass rates of students over the last 20 years has been increasing, and that the Stretch Program has higher success rates than Traditional FYC sections overall as shown by the positive "Gap" (see Table 3 below). The Gap, or the difference between the pass rate of the Stretch section and the Traditional section of

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equivalent classes (see Tables 3 and 4), is telling. It is meaningful because it used to show the "gap" of student success between underserved or underprepared and traditional students. In theory, if the models are comparable, the gap will be close to zero, and a positive gap shows a positive effect of the Stretch Program model for the populations served. In all student populations, and at all check-ups in the last 20 years, Stretch has reported a higher rate of students passing Stretch ENG 101/107 than Traditional FYC, therefore the gap is positive.

Table 2

ENG 101 (L1 FYC)/ENG 107 (L2 FYC) Pass Rates*

Study	Class	Stretch	Traditional	Gap
1994 (Glau 1996)	ENG 101	92.58%	88.33%	+4.25%
1994-2004 (Glau 2007)	ENG 101	92.65%	88.88%	+3.77%
2007-2014 (This Study)	ENG 101	93.58%	92.30%	+1.28%
	ENG 107	96.19%	93.24%	+2.95%

* Includes students who have passed ENG 101/107 with a C or better.

A concern was raised in Glau (2007) that this higher pass rate may be due to grade inflation because the students had the same teachers for two semesters. If there were some teacher bias as a result of having the students longer, a sharp drop in pass rates of ENG102/108 might be expected, as the students usually have different teachers. Table 3 shows the Pass Rates of ENG102/108 students who took Stretch and Traditional FYC

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over the past 20 years. It was demonstrated that Stretch helped students pass at a higher

rate in Glau's 1996 and 2007 reports. This study's 2007-2014 data for ENG 102 and

ENG 107 show the highest pass rates ever in the history of Stretch.L2 students, display

the highest rate of passing ENG 108 when compared to Traditional L2 counterparts, with

95.44% for ENG 108 and a 96.18% pass rate for Traditional L2 students. There is a very

small negative gap between Stretch and Traditional L1 and L2 students.

Table 3

ENG 102 (L1 FYC)/ENG 108 (L2 FYC) Pass Rates*

Study	Class	Stretch	Traditional	Gap
1994 (Glau 1996)	ENG 102	81.20%	66.20%	+15.00%
1994-2004 (Glau 2007)*	ENG 102	88.32%	85.39%	+2.93%
2007-2014 (This Study)	ENG 102	91.68%	93.24%	-1.56%
	ENG 108	95.44%	96.18%	-0.74%

 *Adapted from "Stretch Award" 2014, 2

Persistence Rates

The Step Model also allows us to look at persistence rates, or as Glau (1996,

2007) operationalized it, the enrollment of a student from the first class to the second

class within subsequent semesters. Subsequent semesters were normally fall to spring in

the Glau studies. Table 4 shows the persistence rates of Stretch and Traditional students

from 1994 to 2014.According to Glau (1996), in 1994, in the combined L1 and Stretch

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L2 courses, Stretch students persisted to ENG 101 from WAC 101 at a rate of 81.8%.

Traditional students persisted to ENG 102 from ENG 101 at a rate of 66.2%. The gap (or

the difference between the Stretch persistence and Traditional persistence) in 1994 was

15.6%, which meant that Stretch students were persisting to the second class at a much

higher rate than Traditional students. According to Glau (2007), between 1994 and 2004,

on average Stretch students persisted to ENG 101 at a rate of 90.9% and Traditional

students persisted to ENG 102 at a rate of 86.5%.Again, Stretch students were found to

persist at a higher rate than Traditional students, although the gap was much smaller at

4.4%.Between 2007 and 2014, Stretch L1 students persisted to ENG 101 at a rate of

91.7%, while Traditional L1 students persisted at a similar rate of 92.5%, showing a

small but negative gap of -0.9%.Also between 2007 and 2014, 79.9% of Stretch L2

students persisted to ENG 107, while 96.6% of Traditional L2 students persisted to ENG

108.This again, shows a negative gap that is quite large (-16.7%) between persistence of

Stretch and Traditional L2 students.

Table 4

Persistence Rates Between First Class and Second Class*

Study	Class Track	Stretch	Traditional	Gap
1994 (Glau 1996)	Combined L1+ L2	81.8%	66.2%**	+15.6%
1994-2004 (Glau 2007)	Combined L1 + L2	90.9%	86.5%	+4.4%
2007-2014 (This Study)	L1	91.7%	92.5%	-0.9%
	L2	79.9%	96.6%	-16.7%

*First class to second class for Stretch students is from WAC 101 to ENG 101 (L1) or WAC 107 to ENG 107 (L2).First class to second class for Traditional students is ENG 101 to ENG 102 (L1) or ENG 107 to ENG 108 (L2).L2 students' data were not separately analyzed until this study.

**Average of three years (1991-1994) of fall to spring "retention."Adapted from Glau (1996), p. 83.

Time to Degree

Institutional data was also used to examine the average time to degree (TTD), which is much lower than the national average of six years. As can be seen in Table 5, on average, Traditional FYC students are graduating in just under four years with an average GPA of 3.38 (mostly As and Bs), while Stretch FYC students are graduating in four and a half years with an average GPA of 3.07 (B average). The exceptions to the averages are International students: International Traditional FYC students are graduating in 3.68 years with an average GPA of 3.39, and International Stretch FYC students are graduating in an average of 3.94 years (about a semester more of difference), with an average GPA of 3.33—the first and second lowest TTD averages and the highest GPAs.

Table 5

Time to Degree with Average GPA for All Graduated ASU Students from 2007-2014

Average Years of TTD (with Average GPA on 4.0 Scale)			
Ethnicity	Traditional FYC	Stretch FYC	Combined FYC
American Indian/Alaska Native*	4.45 (3.16)	4.95 (2.96)	4.61 (3.10)

Asian*	4.01 (3.39)	4.53 (3.07)	4.10 (3.33)
Black or African American*	4.09 (3.11)	4.66 (2.86)	4.26 (3.04)
Hispanic/Latino*	4.08 (3.30)	4.49 (3.06)	4.18 (3.25)
Native Hawaiian/Pacific Islander	3.27 (3.19)	4.13 (2.86)	3.36 (3.16)
International	**3.68 (3.39)**	**3.94 (3.33)**	**3.77 (3.37)**
Not Available	4.14 (3.30)	4.69 (3.01)	4.23 (3.26)
Two or More Races	3.72 (3.39)	4.29 (3.24)	3.76 (3.38)
White	3.98 (3.36)	4.53 (3.06)	4.05 (3.32)
Grand Average	3.99 (3.34)	4.48 (3.07)	4.07 (3.30)

That Stretch students are consistently taking one more semester to complete their Baccalaureate degrees at ASU is noteworthy. For some teachers and administrators, it represents the ability to bring the students with the lowest test scores into the university with only a semester of extra work and see them succeed. For students, it may represent an extra semester of tuition. Especially when considering international students, who most often are L2 writing students, the cost of non-resident tuition and fees is at least $12,600 a semester ("ASU Tuition Estimator" 2015), which is not including either college-specific tuition or room and board. This may also be a problem for international students who are on a four-year scholarship, if Stretch is creating a lag between them and their Traditional FYC cohorts, as the completion of ENG 102/108 is often required as a prerequisite class for other major-specific coursework.

Student Perception

Participant Demographics

The number of participants who took the survey was 270. However, not all participants completed the survey. When sorted for 90% completion or higher, 210 responses remained, and 170 represented the WAC 101 population, and 40 represented the WAC 107 population.

The demographics of the Stretch students who took the Stretch survey roughly matched the demographics of the total population as described in the institutional data set. Students self-reported their ethnicity, language most commonly spoken outside of Arizona State University, and the tuition paid at Arizona State University. When asked for their ethnicity, 151 WAC 101 students responded. The largest populations of respondents were Hispanic/Latino (46%), White (26%), Black or African American (11%) and Asian (5%) with the rest of the ethnicities totaling less than 2% of the populations. One exception was the "Two or More Races" in which students elaborated that they were a mixture of White and Hispanic/Latino or White and Black or African American. This demographic data for WAC 101 students is in Table 6 below.

Table 6

Demographic Information of WAC 101 Respondents

Self-Reported Minority Status	WAC 101 (N=151)
American Indian/Alaskan Native	2% (n=4)
Asian	5% (n=8)
Black or African American	11% (n=16)

Hispanic/Latino	46% (n=69)
Native Hawaiian/Pacific Islander	2% (n=3)
Two or More Races including:	6% (n=9)
White	26% (n=39)
Arab or Middle Eastern	1% (n=2)
Other	1% (n=1)

If students reported that they took WAC 107, then the survey asked for their visa status, and then further delineated country of origin so it did not categorize WAC 107 students in any typical United States ethnic minority category. Thirty WAC 107 students reported holding F-1 visas. WAC 107 students were predominantly from China (n=21, 70%), with small numbers from Japan (2) and Vietnam (2) and one each from Myanmar, the Philippines, Saudi Arabia, Sweden, and Ukraine. However, three WAC 107 students reported that they were residents of the United States. These WAC 107 students reported their ethnicity as Asian, Hispanic/Latino, and White.

Perhaps the more illustrative demographic information for WAC 107 students was the self-reported language most commonly spoken outside of ASU in Table 7 below. The question was specifically worded as such to elicit a "dominant language" without calling it one. In WAC 101, 82% of students reported their most commonly spoken language outside of ASU as English, followed by Spanish at 14%. The majority (63%) of the WAC 107 survey respondents spoke Chinese/Mandarin, and 5% of WAC 107 students reported speaking English the most outside of ASU. One WAC 107 respondent speaks Arabic the

most outside of the classroom. The six WAC 107 students who reported speaking "Other" languages wrote in Tagalog, Vietnamese (2), Swedish, Zomi, and Russian. The three "resident" WAC 107 students reported speaking Chinese (1) and English (2) predominantly outside of ASU.

Table 7

Language Spoken Outside of ASU

Language	WAC 101	WAC 107
English	82% (n=140)	16% (n=5)
Spanish	14% (n=23)	0% (n=0)
Arabic	0% (n=0)	3% (n=1)
Chinese/Mandarin	.5% (n=1)	63% (n=20)
Other	3.5% (n=6)	18% (n=6)
Total	100% (N=170)	100% (N=32)

The third demographic data point to compare the survey population to the total population as described by the institutional data set (which students could semi-reliably self-report) is which tuition the student pays to attend ASU (see Table 8). The majority of WAC 101 students (70%) pay Arizona Resident tuition (the lowest tuition), whereas the majority of WAC 107 students (88%) pay International tuition (the highest tuition). This demographic measure of the survey population roughly reflects the total population, as, according to the institutional data set, 93% of WAC 107 students pay International tuition.

Table 8

Tuition Classification of WAC 101 and WAC 107 Students

Tuition Classification	WAC 101	WAC 107
AZ Resident	70% (n=119)	6% (n=2)
Non-AZ Resident	28% (n=48)	6% (n=2)
International	2% (n=3)	88% (n=28)
Total	100% (N=170)	100% (n=32)

There were 33 WAC 107 students who responded to the survey represented a stratified sample of every WAC 107 class. Almost every student was from a different class (there were only two who had been in the same class) and every instructor was represented by at least two students (four was the median, and the range was 2-5 responses per instructor). The instructors looked to be represented proportionately based on the number of sections that they taught. As not every student answered every question, and a few students did not finish the survey (see Limitations section for a thorough discussion), the number of responses for each survey question varies slightly.

The Follow-Up interview consisted of four Chinese males, who speak Chinese/Mandarin the most outside of university, and who are international WAC 107 students. Their chosen pseudonyms are: Chad, Jimmy, John, and Daniel.

Survey and Follow-Up Interview Results

Students who responded to the survey gave insight into a few different questions and issues with the Stretch Program. Overall, students largely felt that their Stretch

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classes improved their writing, and WAC 107students felt that this was largely true (94%) slightly more so than their WAC 101 counterparts (87%). Students from WAC 101 who reported improvement in their writing cited reasons such as confidence in themselves and their writing, improvement in the writing process and skills such as peer review, organization of an academic essay, research and citations, grammar, style, etc. Students from WAC 107 reported improvement in their writing techniques, but also their grammar, listening, speaking, and vocabulary. WAC 101 students who felt that their writing did not improve largely cited that the class was nothing new for them, citing overlap in content from their "college prep" high school classes, and that the class was slow. At the time that students took the survey, many had finished ENG 101, the second course in the Stretch Program, and they expressed dissatisfaction that WAC 101 and ENG 101 were very similar. Two WAC 107 students responded negatively to this question, claiming that "[t]he instructor didn't provide enough material… the method used was not efficient at all", and that they did not learn helpful skills. Overall, both student groups believe that the Stretch Program helped them improve their writing.

Previous Stretch Program reports (Glau, 20016; 2007; Snyder, 2017) had identified three major factors that might benefit students when planning the structure of the program: having the same teacher and the same classmates for two semesters, and, specifically for L2 students, having more time in English classes to practice their writing. Survey participants largely reported that these factors were indeed helpful. Table 9 shows that 74% of WAC 107 students appreciated having the same teacher for both WAC 107 and ENG 107.Both WAC 101 and WAC 107 students largely cited a satisfactory teacher-

student relationship deepened by a time span longer than one semester. Students also appreciated not having to re-learn the expectations of the class or the teacher, expressing a comfort in having experience in how their teacher would grade their papers. WAC 101 students who did not consider the same teacher factor as an advantage alluded to a negative teacher-student relationship. One WAC 107 student explained that having the same teacher was not an advantage because he wanted to "get to know different ways to write." Many students in WAC 101 and WAC 107 did not continue with the same instructor, mostly because of scheduling issues with other classes that took priority over ENG 101 or ENG 107.Both populations had students who reported intentionally choosing a different professor. However, some students reported that they (or more importantly their advisor) did not know taking the next class with the same professor was an option. The WAC 101 student who recorded their answer as "Other" was only at ASU for one semester. No reason was given for the WAC 107 student who recorded "Other."

Table 9

The "Teacher Factor"

Answer	WAC 101	WAC 107
Yes, having the same teacher was an advantage for me	61% (n=93)	74% (n=20)
No, having the same teacher was not an advantage for me	5% (n=7)	7% (n=2)

I did not have the same teacher for WAC101/ENG101 or WAC107/ENG107	34% (n=52)	15% (n=4)
Other	< 1% (n=1)	4% (n=1)
Total	100% (N=153)	100% (N=27)

In follow-up interviews, WAC 107 students elaborated on the teacher factor. For example, all four students expressed their understanding that the teacher would, according to Chad, get "familiar with each other, and if I take the same professor she knows what's my disadvantage, and which parts should I improve." Chad had recorded in his survey that, for that reason, having the same professor for WAC 107 and ENG 107 was an advantage, but after taking ENG 108, he reflected on his experience in the following way:

> Chad: For now I think it's not an advantage. It's more about ... I thought it was an advantage for now. This semester I took another professor, and I feel like I need to learn different ways to learn. Like one professor ... This professor will teach me how to write an essay, and another professor will teach me in another way. I think it's fair to have different professors.
>
> Sarah: Okay. Because they teach you different things in different ways?
>
> Chad: Yeah.
>
> Sarah: Okay. You don't agree with [your previous answer] anymore?
>
> Chad: No.

For Chad, the realization that different teachers will teach writing differently made him want to have different teachers, which he thought was "fair." Jimmy originally stated in

his survey that it was an advantage because "the teacher will know you better" but he also pointed out that, although he did not have a negative experience, he could see how a negative teacher-student relationship could affect the student when he said, "Maybe it's good thing, maybe it's bad thing. Because if you don't like the WAC 107 teacher, but you can't choose English 107 teacher, it's worse." Jimmy, Daniel, and John all mentioned their colleague's sentiments that ENG 107 was easier because they were more able to "just concentrate on school." Specifically, John said, "I get familiar with my professor and she told ... I know how prepare for her class. That's the point I thought... I prepared for a whole semester. Second one is fine." It seems like students want the predictability of the same teacher, but they realize that they might miss out on different perspectives about teaching and learning writing, or they might not agree with or like the teacher, which might encourage them to take their second English course with another professor.

The second factor, the "classmate factor," or having the same classmates for two semesters also retrieved some interesting results (see Table 10 below).About half of the WAC 101 and WAC 107 survey students appreciated the classmate factor. The reasons they gave for this were largely the same: familiarity with their classmates that helped them create a culture of support outside of the classroom, making the classroom a safer space with less anxiety, and making friends. One WAC 107 student wrote, "Reinforce the friendship [sic] is kind of important for international students" which is more easily done in smaller classes such as English. Still, 7% of WAC 101 students and 22% of WAC 107 students expressed dissatisfaction with the student factor. "No one really talked to each other and was [sic] all kind [sic] of upset that they were placed in the stretch program

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because it puts students behind their academic calendar, me especially." said one WAC 101 student. As many other students reported that their class did not talk to each other, the classmate factor seemed unnecessary. WAC 107 students expressed that they wanted to meet new people and that having the same classmates was boring. A direct example of this sentiment also came from the WAC 107 student who said, "[t]he same classmates cannot help me anything [sic]." Similar to the "teacher factor" the 39% of WAC 101 and 22% of WAC 107 students who reported not having the same classmates all cited schedule conflicts with other classes, athletics, or other priorities.

Table 10

The "Classmate Factor"

Answer	WAC 101	WAC 107
Yes, having the same classmates for both classes was an advantage for me	51% (n=78)	52% (n=14)
No, having the same classmates for both classes was not an advantage for me	7% (n=11)	22% (n=6)
I did not have the same classmates for WAC101/ENG101 or WAC107/ENG107	39% (n=59)	22% (n=6)
Other	3% (n=4)	4% (n=1)
Total	100% (N=152)	100% (N=27)

In the follow-up interviews, John and Jimmy reported positive interactions with their continuing classmates from WAC 107 to ENG 107, saying that "As a new student,

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freshman is like to be ... suddenly to be a student, you already pretty weird. And they won't be familiar with each other. So, in second semester I began to get comfortable with my friends, it really helps" (John) and "The classmates know you so, we have like peer-review, something, so they know ... I can easily contact with them if I know them in last semester, so it's very easy to communicate with my classmates" (Jimmy). However, Daniel felt that his classmates brought down his class experience because of their lack of motivation:

> Sarah: So you said, was having the same classmates advantage or disadvantage? And you said, other. You didn't say it was an advantage or disadvantage, you said it was neither.
>
> Daniel: I have some the same students and classmates for the ENG assignment. But some students are very nice and like to engage into the class activities. But some of them are not. So that was a problem.
>
> Sarah: Do those students affect the class?
>
> Daniel: Yes. I think some of them are.
>
> Sarah: Are they making people ... How are they affecting the class?
>
> Daniel: In the group activities they didn't draw anything. And just waiting for the classmates, the other group members' ideas and answers.
>
> Sarah: Gotcha.
>
> Daniel: Yeah, and if the professor like has to discuss about capture in the textbook, but one student didn't read anything. She cannot provide us any useful information to, for us to be discussing.

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Sarah: Why do you think they're not doing their homework?

Daniel: Because they told me.

Sarah: They just don't care, or?

Daniel: I don't know. I think they don't care

It seems, from Daniel's transcript in the follow-up interviews, that the classmate factor can be somewhat unpredictable. Still, half of each population reported that they found the same classmates to be an advantage in the Stretch Program citing camaraderie and support as the main reasons.

The third factor for the Stretch Program, is the "time factor" (see Table 11).This is arguably the most important factor as it was the primary rationale to create the Stretch L2 sequence from the original Stretch Program. According to the survey, 81% of WAC 101 students and 89% of WAC 107 students found that this was an advantage for them, retrospectively. WAC 101 and WAC 107 students both cited the adage "practice makes perfect" when describing why they found more time to be an advantage. WAC 101 students also mentioned that more time to plan their assignments, do research, get feedback from the teacher, and revise helped them to be more confident writers. WAC 107 students mentioned that they also improved in speaking English as well as writing in English. Sixteen percent of WAC 101 students who responded to the survey did not feel that more time was an advantage to them because of the "slow" pace of the class. They also mentioned that this class put them "behind for ENG 102" and that they did not learn anything new and were unsatisfied with standardized test scores that placed them into the Stretch Program. The 11% of WAC 107 students who did not consider more time an

advantage explained that they felt their time was "wasted" and that they could have

learned faster by themselves.

Table 11

The "Time Factor"

Answer	WAC101	WAC107
Yes, having more time to learn and practice writing was an advantage for me because	81% (n=119)	89% (n=24)
No, having more time to learn and practice writing was not an advantage for me because	16% (n=28)	11% (n=3)
Other	3% (n=4)	0% (n=0)
Total	100% (N=151)	100% (N=27)

Follow-up interview data also contributed interesting perspectives from WAC 107

students on the amount of time that it took them to complete their Stretch classes. Chad

and Jimmy both reported that WAC 107 and ENG 107 were mostly the same, and that by

the time they reached ENG 108, they felt that none of the class material was new. Chad,

in particular, felt that he could have "done [WAC 107 and ENG 107] in one semester,"

but Jimmy preferred to have what he called a "practice" class where no new writing

theory was learned, but writing was practiced. Daniel appreciated the time because he

was able to work on his speaking skills as well in presentations that were required by the

class. John considered the time an advantage because he felt that, in comparison to

speaking English, he was not always writing English every day. Having a space

specifically to practice writing English was helpful for him.

One of the main student complaints in the history of the program was that the Stretch Program made students "lag" behind their peers (Glau, 1996; 2007; Snyder, 2017).The survey results of reported delay in major coursework are included in Table 14.Students in WAC 101 (40%) and WAC 107 (37%) reported being delayed by the Stretch Program. However, 44% of both WAC 101 and WAC 107 students reported no delay in their major course work. Twelve percent of WAC 101 students and 15% of WAC 107 students said that they did not know if Stretch was going to or had affected their major coursework schedule (see Table 12).WAC 101 students, in their "Other" explanations said that taking Stretch was going to "intensify" their next semester, or they had not yet taken ENG 102.One student said, "Yes WAC 101 did affect my schedule in taking some course requirements for my major but I just had to switch my time schedule for ENG 101 in order to take some of my classes needed on my major map" which suggests that this student did not complete ENG 101 with the same teacher or classmates, as is the intent of the Stretch Program.

Table 12

Reported Delay in Major Coursework

Answer	WAC 101	WAC 107
Yes, three semesters of WAC/ENG courses made me delay my major coursework. This was because I couldn't take my major course requirements until the WAC/ENG classes	40% (n=59)	37% (n=10)

were finished because the WAC/ENG were

prerequisites to my major coursework.

No, three semesters of WAC/ENG courses did not affect my major's course schedule.	44% (n=66)	44% (n=12)
Other	4% (n=6)	4% (n=1)
I don't know.	12% (n=18)	15% (n=4)
Total	100% (N=149)	100% (N=27)

Follow-up interviews with Chad, Daniel, Jimmy, and John from WAC 107 revealed that all four students felt that Stretch delayed their major coursework. When asked to explain, each student went into more detail, recounting that they were taking about 20 credits each semester, and sometimes summer courses, which helped them recover the extra semester that was required for Stretch. Daniel and Jimmy were pursuing double majors and expected to do so in four years. In Daniel's case, Stretch took priority and made him bump another prerequisite class, MAT211, into a subsequent semester, which delayed his major coursework. He said, "The first semester I only have 13 credits. The second is the [sic] 19. This semester I take 21. Then another three credits... So I have 24 credits for this semester." Jimmy, also a double major, mentioned that he did not want WAC 107 to be included in the semester credit limit, as he wanted to take a full schedule of other classes that directly contributed to his double major. Jimmy was also taking 27 credits with a combination of ASU classes and Rio Salado Community College online courses. John said that he had to make his schedule around his Stretch ENG 107 class as there was only one choice for him. This created a schedule conflict for his major

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coursework that semester. Although Stretch seems to have made course scheduling more difficult, Stretch L2 students seemed to have the capability to take upwards of 18 credits each semester and summer courses to "catch up" with their ideal schedule, or to finish a double major in four years.

CHAPTER 5

ANALYSIS

Replication

The results of this study were very close to those of Glau (1996, 2007), and

Snyder (2017a). Similarities in the results between the original studies and this study

suggest that the replication portion of this study was successful. Similarities in the results

between the 2007-2014 WAC 101 and WAC 107 comparisons could have many

interpretations. They are included below.

Student Demographics

Reporting the demographics alone proved to be a study of the students in the

Stretch Program. Longitudinally, the Stretch population has tripled from inception in

1994. Stretch is also now about two-thirds WAC 101 students and one-third WAC 107

students. The data showed an overrepresentation[3] of HUM in the WAC 101 classes

(43.85%), as compared to the distribution of HUM in the general ASU population

(29.08%). This is also an increase over time, as Glau (2007) reported that between 1995

and 2005, HUM students comprised 36.49% of the Stretch population, and 21.63% of the

Traditional population. The Stretch Program demographics are continuing to

overrepresent[3] traditionally underserved populations such as African Americans and

Latinos, indicating that the use of standardized test scores for placement in the Stretch

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[3] The use of the term "overrepresent" is meant to index its use in many studies of the American prison
system and the overrepresentation of African Americans and Latinos in the American prison system.

Program may still be identifying people who speak non-dominant discourses as underprepared for university. This phenomenon may also be happening with L2 students as the TOEFL composite score does not include a writing component. International L2 students are also overrepresented in Stretch (16.69%), as compared to the distribution of International students in the general ASU population (4.45%) It is true that the populations of HUM at ASU are also rising, perhaps due to aggressive marketing and recruiting campaigns as the "New American University" to include HUM and international students.

This dissertation also shed light on just how complicated identifying L2 writers in the Stretch Program can be. The analysis concentrated primarily on L2 writers as identified by students choosing to take WAC 107.However, when the demographic data was reported for WAC 101, the possibility for linguistic diversity in the so called "L1" population was high. For example, 16% of the WAC 101 students reported speaking a non-English language the most outside of ASU, with 14% of that population reporting Spanish as their most spoken language outside of their classrooms. These multilingual students, could very well be resident ESL students (Matsuda & Matsuda, 2009) who may not fit the traditional narrative of the Basic Writer that the Stretch Model was based on. The potential for multilingual and even multi-dialectal students in WAC 101, as evidenced by the linguistic and ethnic diversity shown by student survey results warrants, at the very least, cross-training between the fields of basic writing and second language writing. This evidence of multilingualism furthers the goal of studies such as Matsuda, Saenkhum & Accardi (2013) to describe the multilingual populations in common first-

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year composition courses in ways that are beneficial for all students involved in basic writing (Matsuda, 2003).It also lends support to Matsuda (1999) who has been calling for the cease of a division of labor, or the specialization in one student population regardless of who is actually in the classroom, since the 1990s.

The demographic data may have also identified a new population of L2 writers. The three students who took WAC 107 and were considered residents of the United States reported their ethnicity as Asian, Hispanic/Latino, and White with their dominant language outside of ASU being Chinese, and English respectively. Although more data is needed to say for sure (e.g., length of time in the United States, bilingual proficiencies) these students may not be considered international students as they are residents of the state of Arizona for tuition purposes, and they may not be considered resident ESL students either. Without knowing the exact bilingual proficiencies of the students, questions can be raised as to how these students, especially the White, English-speaking student came to be in WAC 107.This student might be a fascinating case study for a researcher like Saenkhum (2016) who researched L2 student agency in first year composition course selection.

Student Performance

Pass Rates

Stretch students in general pass their second class (ENG 101 or ENG 107) at higher rates than the Traditional FYC students (refer to Table 3). However, the current ENG 101 and ENG 107 pass rates of Traditional students are also higher than they were

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in Glau's past studies. Of note is the Stretch L2 population with the highest ENG 107 pass rate at 96.19%, which was roughly 3% ahead of any other population, which was also confirmed in Snyder (2017a).Stretch students are no longer passing their third classes (ENG 102 and ENG 107) at a higher rate than Traditional students, although the difference between rates is nominal: 1.56% for ENG 102 students and 0.47% for ENG 108 students. The Traditional L2 population has the highest pass rate at 96.78%.

The claim of the Stretch Program helping students pass their second and third classes at a higher rate than Traditional students seems to be both validated and invalidated by this data. The question that is asked here is how significant are these results when they are within <1 to 3 percentage points of each other. Inferential statistics would be helpful to determine this, although they were not utilized in this study for replication purposes. See "Limitations" section for a deeper discussion. One reason that the program may be so successful for both L1 and L2 students in terms of pass rates is that the L1 and L2 classes are no longer merged as they were until 2007, and the curricula are distinct to their respective populations. Although they satisfy the same learning outcomes, the teacher training for each curriculum is separate. WAC 107 teachers take an L2 writing practicum, and WAC 101 teachers take a Basic Writing practicum during their first semester of teaching. Additionally, theory classes in both subjects are offered for interested teachers. It should be noted that L2 students can choose to be in L1 classes (this is true for traditional FYC courses as well), and a portion of the L1 classes may be resident ESL students, so it is prudent to have L1 teachers take L2 practica as L2 students could be in any class (Matsuda, Saenkhum, & Accardi, 2013).Also, high and similar rates

of passing could suggest an awareness of retention as a measurement of university success over the last few decades, which is reflected in the current Arizona State University Charter ("ASU Charter," 2016).

Persistence Rates

Overall, Stretch students are not persisting at nearly the same rate as Traditional students, and there are also striking differences between L1 and Stretch L2 persistence (refer to Table 5). Traditional L1 students persist to their second class (ENG 102) at 92.59%, and Stretch L1 students persist to their second class (ENG 101) at 91.72%, which shows little bit of a negative difference, but does not seem concerning at less than a percentage point. Stretch L2 students, however, have the lowest persistence rate to their second class (ENG 107) at 79.96%, while Traditional L2 students have the highest persistence rate to their second class (ENG 108) at 96.64%. If we go a little bit further and add the persistence rates of Stretch students in their third semester class, a negative effect is clearly shown. Stretch L1 students persist to ENG 102 at a rate of 85.46%. The lowest rate of persistence is held by Stretch L2 students, as 66.87% enroll in ENG 108 in their third semester. Although this study aimed to research this phenomenon as Snyder (2017a) had uncovered similar results, the students who have not persisted are no longer able to be contacted, nor interviewed to find out why this happens. However, further manipulation of the institutional data revealed a few explanations.

Further Manipulation of Institutional Data

As students could not be queried, the data was further manipulated in attempt to explain the low persistence rates of L2 students, and Stretch students in general. In an unpublished internal report, Snyder (2017b) noted that the "Step Model" used to analyze pass and persistence data by Glau (1996, 2007) highlights student pass rates, and deemphasizes student persistence rates. When Snyder (2017a) analyzed the Stretch retention data with a yield model, instead of the step model, L2 students in Stretch were found to be persisting at the lowest rates, with a 48% yield of students persisting to the end of the FYC sequence. The yield retention rate of basic writing Stretch students was comparable at 53%, although still not acceptable for a program that is intended to level the playing field for "at-risk" students as the yield retention of traditional L1 students was 80% and of L2 students was 82%.Historically, Adams, Miller, Gearhart and Roberts (2009) also noted low persistence rates for basic writers in their respective program, terming it "leakage" and concluding that "the longer the [required basic writing course sequence], the more likely there will be 'leakage' from it—in other words, the more likely students will drop out before passing first-year composition" (p. 53). This is problematic for student success if success is defined as first finishing the mandatory FYC sequence and then graduating from the university.

Furthermore, data from Snyder's (2017b) unpublished study showed that there is a marked difference in the number of L2 writing students and basic writing students who are leaked out of the Stretch program, or who do not return to take the next class in the sequence regardless of passing the previous class. The results showed that significantly more L2 writing students are leaked out of the Stretch Program than the traditional FYC

program. In the last seven years, 35.09% (792 students; yield) of the L2 writing students have been leaked from the Stretch Program; 15.16% (yield) of those students did not persist between the first and second class, and 19.93% (yield) did not persist between the second and third class. That's around 70 students per year who were leaked from the Stretch Program because of persistence issues. For comparison, when retention data from L2 writers in the traditional classes is analyzed only 3.12% (60 students; yield) of L2 students are leaked from the first to second Traditional L2 courses—about seven per year. The ten-to-one leakage of L2 students in the Stretch Program versus traditional FYC is problematic. More analysis is needed to determine the cause of this leakage as it could be many variables that are unique to international students such as possible loss of international scholarship funding, individual program length, and cultural adjustments, among others. The data may also suggest that retention and persistence data may be insufficient to adequately measure the success of writing program ventures for international students as they may be non-degree seeking in their programs, and thus create a false impression of the program from low retention results.

Using the Step Model versus the Yield Model for Retention Data

   The Step Model (refer to Figure 2 in Method section) gives information about student pass and persistence rates in FYC at ASU. In Table 13, it can be seen that from 2007-2014, of the 90.77% of Stretch L1 students who passed WAC 101, 91.72% enrolled in ENG 101, and 93.58% of those students passed ENG 101.Then, 85.46% enrolled in ENG 102, and 91.68% passed ENG 102.However, if we demonstrated this with a Yield Model, the numbers would look starkly different. With a yield model, instead of

replenishing and starting at 100% for each "step" (e.g., enrolling in WAC 101, passing

WAC 101), a yield model refers to the original population as 100% and subtracts the

percentage of students who are no longer in the sample at each "step." So, for example in

Table 14, although the Step Model shows that 91.68% of Stretch L1 students who started

at ASU went through the entire FYC sequence and passed ENG 102, that only represents

57.69% of the original population that started at ASU. Likewise, the Step Model shows

that 93.24% of Traditional L1 students went through the FYC sequence and passed

ENG102, whereas the Yield model would call that same population 77.16% of the

original population.

Table 13

Stretch and TraditionalL1 Retention Overview

	Stretch			Traditional		
	Number of Students	Step Model	Yield Model	Number of Students	Step Model	Yield Model
Enroll WAC 101	9,666	100%	100%	--	--	--
Pass* WAC 101	8,774	90.77%	90.77%	--	--	--
First Attempt	8,504	87.98%	87.98%	--	--	--
Multiple	270	2.79%	2.79%	--	--	--
Enroll ENG 101	7,800	91.72%	80.70%	33,351	100%	100%

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Pass* ENG 101	**7,299**	**93.58%**	**75.51%**	**30,782**	**92.30%**	**92.30%**
First Attempt	7,117	91.24%	73.63%	29,804	89.36%	89.36%
Multiple	182	2.34%	1.88%	978	2.94%	2.94%
Enroll ENG 102	**6,082**	**85.46%**	**62.92%**	**27,597**	**92.59%**	**82.75%**
Pass* ENG 102	**5,576**	**91.68%**	**57.69%**	**25,732**	**93.24%**	**77.16%**
First Attempt	5,112	84.05%	52.89%	24,492	88.75%	73.44%
Multiple	464	7.63%	4.80%	1,240	4.49%	3.72%

*Overall pass with a C or better

If this same principle is used to compare the Stretch L2 and Traditional L2 populations, it can be seen in Table 14 below that overall, L2 students seem to be doing very well passing at the highest rates for all classes in the Stretch and Traditional L2 sections. However, persistence data seem to be giving the opposite indication. For Stretch L2 students, the biggest hurdle seems to be persistence (enrolling in the next class) as 18.91% (yield) of students are lost in between passing WAC 107 and enrolling in ENG 107.Another 24.06% (yield) of Stretch L2 students are lost after passing ENG 107 and before enrolling in ENG 108.Traditional L2 students only have a loss of 9.44%.Traditional L1 students are lost at a rate of 9.55%, however Stretch L1 students are lost at 22.66%.

Table 14

Stretch and Traditional L2Retention Overview

	Stretch			Traditional		
	Number of Students	Step Model	Yield Model	Number of Students	Step Model	Yield Model
Enroll WAC 107	**2,258**	**100%**	**100%**	--	--	--
Pass* WAC 107	**2,131**	**94.38%**	**94.38%**	--	--	--
First Attempt	2,078	92.03%	92.03%	--	--	--
Multiple	53	2.35%	2.35%	--	--	--
Enroll ENG 107	**1,704**	**79.96%**	**75.47%**	**1,927**	**100%**	**100%**
Pass* ENG 107	**1,639**	**96.19%**	**72.59%**	**1,852**	**96.11%**	**96.11%**
First Attempt	1,599	93.84%	70.81%	1,788	92.79%	92.79%
Multiple	40	2.85%	1.78%	64	3.32%	3.32%
Enroll ENG 108	**1,096**	**66.87%**	**48.53%**	**1,728**	**96.64%**	**89.67%**
Pass* ENG 108	**1,046**	**95.44%**	**46.32%**	**1,662**	**96.18%**	**86.25%**
First Attempt	1,007	91.88%	44.60%	1,588	91.90%	82.41%
Multiple	39	3.56%	1.73%	74	4.28%	3.84%

*Overall pass with a C or better

The largest discrepancy between yield pass rates of the final FYC sequence class (ENG 108) is between Stretch L2 students (43.62%) and Traditional L2 students (86.25%). L1 students in Stretch and Traditional classes are passing ENG 102 at 57.69%

(yield) and 77.16% (yield), respectively. Most of this data is flattering even at its lowest values when reminded that the National Center for Education Statistics (2015) reported that, "59 percent of first-time, full-time students who began seeking a bachelor's degree at a 4-year institution in fall 2006 completed the degree at that institution within 6 years" and, "at 4-year institutions with open admissions policies, 33 percent of students completed a bachelor's degree within 6 years" (n.p.).

Student Perception

Another interpretation of the success of Stretch L2 classes could lie in the student perception results of the "factors." The survey and follow-up interviews suggested that both WAC 101 and WAC 107 students largely appreciate having the same teacher, the same classmates, and more time in their classes. However, there are a few caveats to this that may be helpful when considering Stretch Program Models for L2 students.

Regarding the classmate and teacher factors, classmates and teachers do not always get along. This was also supported by the L1 student responses. In a situation like the Stretch Model, this may be more detrimental to students over two semesters than students in traditional one-semester classes. Additionally, limiting students' choice to one class at a predetermined time creates significant scheduling issues primarily for the student, but also for the writing program. Staffing any Stretch section requires an unspoken guarantee that the same teacher will be available for two semesters, when some teachers are on one-semester adjunct contracts. It also proves difficult to keep the cohorts together as students become confused about enrolling themselves into the correct classes when their specific classes are not made public. WAC 107 students, in particular, may be

having trouble understanding email communications regarding these courses and the enrollment instructions. WAC 107 students also reported taking more than a full load of classes at multiple institutions, indicating that they had to schedule many classes around their Stretch ENG 107 class. A small number of students did not take the connected class with their cohort or previous teacher because of these issues. The data suggest that potential collegial benefits of a cohort may not outweigh the practical issues of scheduling the cohorts.

Concerning the time factor, students largely appreciated the two semesters of the Stretch Program and thought that their writing improved because of it. However, as students feared in Glau's previous reports, the two-semester Stretch Program may be putting students behind their major schedules. Even though students are given elective credits for the extra class that is built into Stretch, Table 7 showed that there is a disproportionate effect on time to degree for Stretch students (except international students) of taking an extra semester to graduate. This inequity could be considered somewhat of a tax on underprepared students. However, students reported being motivated to regain control over their schedules by taking more than the recommended amount of credits per semester, as well as summer courses. As is mentioned in the Limitations section, it would be beneficial to include the survey population as they enter their final semester of their undergraduate careers, and to interrogate a Degree Audit Reporting System (DARS) report to see where the WAC courses actually count as electives.

Feedback for the Stretch Program that was specific to L2 learners included the following: First, WAC 107 students enjoying the ability to practice their speaking in a writing class. At the surface, many ESL teaching methods and classes seem to separate the four skills, listening, speaking, reading, and writing. However, as there are currently no ESL speaking classes beyond the pre-matriculation intensive English program, WAC 107 seems to be playing the role of the ESL speaking class as well. There is evidence that integrating the four skills is an effective way to teach ESL, and there is no way to teach writing without utilizing the other three skills as well. As many of these students identify with ESL and have ESL learning needs, it is appropriate and desirable to integrate speaking assignments into the curriculum of WAC 107.This can best be done by a person who is trained in both TESOL and rhetoric and composition (e.g., Matsuda, 1999).

CHAPTER 6

DISCUSSION

Recommendations for the Stretch Model

The findings of this study suggest some considerations for implementation of the

Stretch Model. As almost two in every five students who took the Stretch Program at

ASU did not take the second Stretch course with the same teacher and classmates, mostly

due to scheduling issues, perhaps there is a scenario where the administrators and Stretch

teachers could coordinate curricula and classroom practices enough so that students could

take any Stretch course from any Stretch teacher. This may be more feasible at a smaller

institution than Arizona State University. Still, if students want to switch teachers, or

have a schedule conflict and need to switch teachers, and the program design wants them

not to, taking classes from different Stretch teachers may be an acceptable compromise

between two semesters with the same teacher to two semesters with two different Stretch

teachers. This is preferable to taking a Traditional class with a teacher who may not have

Stretch training. At Arizona State University, the instructors who are teaching Stretch all

have Traditional L1 FYC (ENG 101 and ENG 102) training as a base training.

Additionally, these instructors will take the Stretch practicum training if they will teach

the Stretch L1 classes, and L2 practicum training if they will teach the Stretch L2 classes

or Traditional L2 FYC. As there were only about 30 students who switched between L1

and L2 tracks of Stretch between 2007-2014, the risk of mismatching an instructor's

training and a student's needs is lower, but not absolute. Ideally, all teachers would be

trained for the needs of all students, and as a field we could overcome the division of

labor (Matsuda, 1999). However, this may not be feasible as career instructors and lecturers at ASU are teaching at least five courses each semester with no allocated time for professional development or service. With the extra burden of a semester-long teaching practicum course and a graduate-level theory course, it may not be feasible to ask of career instructors or TAs who are both invariably busy.

Furthermore, there may be an opportunity for Directed Self Placement (DSP) for Stretch students who thought that WAC 101 or WAC 107 was "too slow." These students would overcome one of the primary concerns with DSP, students having unrealistic evaluations of their abilities, and unrealistic expectations of the requirements in FYC (Crusan, 2006, 2011; Ferris, Evans, & Kurzer, 2017). Having taken WAC 101 or WAC 107, these students would have a very good idea of what is expected in the next course and their abilities from the first course, and more importantly, the institution would have a record of the student's work.

As Stretch students actually compose a total of nine projects over three semesters compared to Traditional students with six projects over two semesters, Stretch students are technically writing three papers more than any Traditional FYC student. If they were indeed incorrectly placed by standardized test scores, as evidenced by their performance in WAC 101 or WAC 107, it is not unfeasible to allow students to "skip" ENG 101 or ENG 107 and go straight to ENG 102 or ENG 108. This approach could reduce the "leakage" from the three-semester program, and perhaps also create a situation where students could motivate themselves to learn faster. Of course, these students would need to be monitored and the program reevaluated if a DSP system were put into place.

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Limitations and Future Directions

Perhaps the most difficult limitation to overcome would be the replication design of the study. When the first study (Glau, 1996) was conducted, higher education was responding to a decades-long shift in attitude toward which students should have access to the university. Quoting Bartholomae, Glau stated that the Stretch Program made a space at ASU for those students who did not previously "fit" (1996, p. 79), referring to HUM students. The design of the study suggests that it was more important to show student success in terms of passing and persistence than a finer measure of quality of learning because of the political climate of encouraging access for the HUM students that Stretch primarily serves. During this time, as Skinnell (2011) notes, the act of offering basic writing courses or programs was starting to be viewed as a mark of institutional excellence, and Glau's studies helped ASU and the Stretch Program to achieve that status. However, the argument to keep these classes was not necessitated upon the quality of student success, but the quantity. Glau's studies needed only to show that HUM or underprepared students could take these FYC classes successfully and be integrated into traditional classes, which it did. Now that we have a place for these students on campus, our academic responsibility should shift to making sure that these students are receiving the best possible education that we can impart, thus shifting the definition of success in basic writing from pass and persistence to quality of learning measured by quality of writing. Analysis of quality of product, as Brown (1995) includes in his triple axis model of language program assessment, would be a helpful way of analyzing the Stretch Program (and any other writing program model). Future iterations of this study might try

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to understand the quality by which these students are showing success in the Stretch Program, and perhaps beyond to their upper-level coursework.

A study of the quality of product that could come out of the Stretch Program versus the Traditional FYC program could incorporate what White, Elliot, & Peckham (2015) refer to as *phase two portfolio assessment*. Phase two portfolio assessment would consist of an analysis of student writing taken out of the classroom context, anonymized for evaluation and then aggregated for analysis. This study would look at a sample of the student writing from the final class in FYC (either ENG 102 or ENG 108) from each area: Stretch L1, Stretch L2, TraditionalL1, Traditional L2 and compare the quality of writing. Then, what were previously leading, perception questions such as "Stretch helped me improve my writing" and "more time helped me improve my writing" or "the same teacher…" and "same classmates…" could truly be evaluated when correlated with the institutional data. As White, Elliot, and Peckham (2015) point out, "because Phase 2 portfolio scoring is, in reality, a form of modeling the writing construct, assessment results reveal how students are performing on each of the core competencies" (p. 108).Although the archival system (Digication) was in place, and student writing had been collected through it, the hours and volunteers necessary to be able to perform a high-quality portfolio review of student writing was deemed unfeasible for the current study's scope. For Phase 2 portfolio review to work, a coordinated orchestration of assignments and a careful selection of texts from the courses is necessary, as many of the syllabi indicate different types of assignments for the three writing projects, and even the standard reflection assignment at the end of the course varies greatly. It is at this point

many will recognize the resources needed for and difficulty in arranging a study such as this in an institution as large as ASU with so many variables inherent in tiers of instructors, their favorite assignments, and accessing the writing through Digication. Keeping in mind the limitations of this sample, perhaps a sample of convenience from the practicum groups could work, as these teachers are required to follow a certain curriculum. However, a serious understanding of how and why to use Digication as a portfolio assessment tool is somewhat lacking by teachers (Wu, 2018) making the project a difficult goal. Future versions of this study would also benefit from inferential statistics to compare the populations beyond descriptive statistics to determine the effect and significance of the "time," "cohort," and "teacher" factors, and even differences between placement scores and measures of "success" across different student groups. The institutional data set could certainly lend itself to other types of studies as well.

As far as limitations within the current study, although this study was generously funded, money could not solve all the research problems. Perhaps the most expensive part of this project was usage of funds to motivate student participation in the survey and follow-up interviews. While many WAC 101 students were well motivated to take the survey (273 responses were received in five days), some WAC 107 students were not motivated enough to take this survey. Response rates to the first invitation of the survey were 30% from WAC 101 students and an eight percent response rate for WAC 107 students. As this study was primarily about WAC 107 students, I canvassed only WAC 107 students for four more weeks, (which significantly delayed the anticipated timeline)

only to receive 11 more responses. The final response rate for WAC 107 students was 10%, which, compared to the WAC 101 response rate, was not ideal.

Possible reasons why students did not take the survey include timing of the survey, students' unfamiliarity with the sender of the survey, language issues, and email spam filters. First, students were probably not checking their emails in late June of 2017.Many international students go home, or are not expecting official university correspondence over the summer, and may not check their university emails in a timely fashion. Another reason why students did not respond could be that the students were not familiar with an administrator asking for their opinion on their classes. In order to alleviate this, the strategy of contacting students through their teachers who were familiar to them was explored. However, in order to change the flow of survey solicitation to be routed through instructors, another round of IRB reviews would be required. Due to the already thin timeline, this avenue was not pursued. Student emails may also have a mass-email-filtering-function which would render the invitation, sent to over 5,000 students, a piece of junk mail.

In addition to the low response rate, there was somewhat of an attrition rate. Many students started the survey and never finished it. Reasons for this include the length of the survey (survey fatigue) and potentially sensitive questions for undocumented student populations. While the survey was lengthy, I had tried to incentivize students to take the entire survey with a decent monetary reward (refer to Method section) as well as a percentage indicating the survey progress for the student, but survey fatigue still remained a large factor in the response rate.

The questions about Visa status were thought to be sensitive, and possibly why students might have stopped taking the survey. However, when the trends of where students were stopping were analyzed, the largest number of students (21; 8 of whom were WAC 107 students) stopped at 48%, which was four questions after the Visa questions. The last question at that point was "Are you trying to get a Bachelor's Degree from Arizona State University?" which they all answered. This was the end of the demographic questions and the students stopped just before "Has the Stretch Program improved your writing? If it has, in what way(s)? If it has not, why not?" These questions were not eliciting radio-button answers, but short paragraphs, which also may have de-motivated the students. As a result of this experience, in future studies, the survey will be much shorter.

Also, the one-shot survey design may have missed important timing to get the best reported data about students' experiences in the Stretch Program. Having a stratified or pre- and post-test survey strategy would be helpful to capture pertinent information while it is fresh in the students' minds. Perhaps a future study design could be to work with one cohort over their undergraduate careers including at the beginning of the Stretch Program to find out their attitudes and perceptions toward placement and curriculum, during the program to monitor students who are reported by their instructors as a-risk of failing or dropping out, a survey after Stretch and during the third class (either ENG 102 or ENG 108) to find out if Stretch students think that they are more prepared than non-stretch students, a survey mid-career to inquire about their acquired and applied writing skills and the changes to their major coursework schedule due to Stretch or other

influences, and a final survey as they graduate to find out whether or not Stretch was included in their credits for their degree.

Future studies would also benefit from including Stretch teacher perceptions as they are the boots on the ground and can perhaps report more reliably on students' progress over time, the cohort factor, and the student-teacher relationship built over two semesters. Another helpful population to triangulate the data about Stretch's status as a degree credit-bearing class would be to include observations of academic advisors and their perceptions of the Stretch Program.

As mentioned in Snyder (2017a), the same problem with identifying resident ESL (e.g., Matsuda & Matsuda, 2009) students could not be overcome in this study. The small population of students who reportedly spoke English or Spanish outside of ASU or paid resident tuition may have been resident ESL. This population's data was not able to be separated confidently and was included in both of the WAC 101 and WAC 107 data, much like the L2 students' data in Glau's previous studies. As resident ESL writers have a unique language background and therefore unique language learning needs, future studies may attempt to find the resident ESL writers who are taking either WAC 101 or WAC 107 and study their trajectory through the Stretch Program.

As a personal reflection on limitations not with the study itself, but with the context in which I tried to conduct this study, I experienced considerable constraints being a graduate student trying to conduct program research. Although my position at the time of the data collection was that of the Associate Director of Second Language

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Writing, I was not privy to the institutional data that was collected about the Writing Programs at ASU. The over 1 million data points had to be queried by an analyst at the College Dean's Office. It was difficult to know what data the analyst could pull, so many conversations were spent clarifying what information was available and what I needed from that selection. Instead of asking for "pre-crunched" data, I asked for the raw data, which I thought would have been easier, but it was actually much harder. I consistently plugged the value of this research to the Dean's Office during this process to keep motivation levels high. The data for 2007-2014, although it was automatically collected by the university, ultimately took five months to receive in an excel spreadsheet for my own analysis.

The original intent for this study was to include data from 2007-2017, but as I had started the analysis in 2014, only data from 2007-2014 could be collected at that time. The Dean's Office agreed in 2014 to pull the same data again in 2017 at the culmination of the project, but when that time came, the Dean's Office staff had too little "bandwidth" to fulfill the second request as a result of a staff member on leave. At that point my request was also low priority as I was no longer the Associate Director of Second Language Writing. In the end, it was feasible for this study to continue with the data in hand, although it was not a neatly-packaged snapshot of the whole second decade of the Stretch Program.

Upon reflection, it is concerning that the raw data about the Writing Programs is not readily available for the use of program inquiry for many reasons. First, the data about a program that could be used to assess and improve the program, should be readily

available to the program, with the permission of the WPA to whomever is rightly authorized to use it. The restrictive permissions of this data set discourage future studies of this kind, and creates a disproportionately difficult research environment for WPAs to conduct program research. In this decades-long quest to reinforce the role of WPAs as researcher (e.g., Rose & Weiser, 1999), this will continue to be a hurdle if the data collection procedures are similar at other institutions. It also seems counterintuitive for an administrative office to not seem to want to assess their own programs for student success.

Hesse (2012), in his recommendation that Writing Program have fast facts on hand at all times, or what he called a "digital cupboard," recommends WPAs to have a minimum set of descriptive data about their Writing Programs:

> program mission, vision and goals statements; course numbers and titles, catalog descriptions, detailed goals and requirements, section caps; a standard syllabus or representative pair of syllabi; **number of sections and seats offered in each of the past four items plus total actual enrollments; overall GPA and grade distributions for each course in the program;** complete list of teaching faculty for each of the past four terms, including courses/sections taught, faculty status (TT, GTA, part time, and so on), and degrees and expertise; description of placement or credit processes; employment conditions for each category of faculty, and position descriptions (p. 155, bold mine)

The digital cupboard calls for "number of sections and seats offered…total actual enrollments, [and] overall GPA and grade distributions for each course in the program"

(p. 155), which are the building blocks for an institutional data set like the one used in this study. It is very important to note here that this information must not be "pre-crunched" and must be the raw data. The reasons for this are as follows.

If data is only relayed to a writing program "pre-crunched" and in aggregate, a data analyst who is not familiar with the complexities of Second Language Writing, Basic Writing, and Rhetoric and Composition may miss or simply not know to inquire about certain variables that could identify populations of interest to our field. Researchers need to be familiar enough with the data to understand the variables that could be affecting the data. If the raw data had been analyzed for me, I might not have realized patterns that could have some relevance for the program. For example, a noticeable amount of students were getting two grades in one class per semester. When I inquired about this issue, I learned what this pattern could mean: if students realize they are failing their 16-week ENG course before the second 8-week session, many are savvy enough to find an online, 8-week ENG course, withdraw from their original course, and pass the 8-week course. These students have given themselves (or have been given) a second chance to stay on track. Likewise, another pattern seemed to tell a story about students who took Stretch and who were motivated to finish their FYC requirement in two semesters, as they took WAC 101 and ENG 101 in subsequent semesters, but enrolled in ENG 102 online halfway through the second semester, effectively taking three semesters of coursework in two semesters. However genius this action was, their first "W" grade would have been the grade recorded, which could have been factored into the pass and persistence rates, which could have affected the outcomes of this study. From my

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experience, I feel that it is imperative that this raw data be readily available to every WPA, or collected by the Writing Program itself so that there are no barriers to program assessment and inquiry. In the same vein, it is imperative that other Stretch Programs be conducting research like the project in this dissertation so that there is comparable and perhaps generalizable data by which to evaluate the Stretch Model across institutions.

Implications

During my oral exam to progress in my PhD program and throughout the process of writing this dissertation, I often wondered, like Hesse (2012) how we can "audit and analyze what we know and practice in the name of writing and teaching" (Hesse, 2012, p. 153). Specifically, for Stretch, is what we are doing to help students in terms of developmental classes (e.g., more time, same teacher, and same classmates) really helping? For most students, both L1 and L2, these efforts seem to be helping, and more support seems to be a good option for students who have been traditionally underserved by institutions of higher education. However, there is still a population of students who have expressed valid complaints about these efforts. Until now, their perceptions have not been recorded or considered. Especially when it comes to L2 students, a population that pays an enormous amount of tuition and does not seem to have adequate representation in the student government or via student support services, efforts to receive student input are scarce. Perhaps we are scared that we will not be able to deliver effective change once we hear the feedback, but we owe the students a chance to deliver their critiques. We ought to listen to them.

We also need to listen to the institutional data. The data show that there is a decisive difference for students who have taken the Stretch Program: both L1 and Stretch L2 students' time to degree is one semester longer on average than traditional students. Some may argue that it was not entirely the fault of the Stretch Program as students who are coming into developmental English classes often also need developmental mathematics and science classes as well. Without Stretch, these students would not have access to the university. However, developmental programs like Stretch seem to be *taxing* students with an extra semester of university. This may be an issue of discrimination based on income as those placement test scores infamously correlate with lower family incomes, making university tuition one semester more expensive for less-affluent students who are sorted into the Stretch Program by ACT and SAT test scores. Programs like these should be commended for following the original intentions of the Stretch Program by offering graduation credit for the first course. Developmental courses equivalent to the Stretch Program at the local community college would be considered below the "100-level" (such as ENG 091) and not be given graduation credit. However, at the local community colleges, ENG 091 is offered at a much lower tuition rate than at the university. If universities could consider the cost of these mandatory programs for the students who need them, a balance between access and cost may be achieved.

The conundrum of L2 students passing but not persisting is a troubling one. Normally, according to common sense around the concept of motivation, when people are good at certain activities, they tend to continue. It makes sense that in a program as highly tailored to the students in terms of curricula would have high pass rates, as

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teachers would theoretically be well prepared to meet students' needs. However, L2 students experienced the lowest rates of retention in this program. Although the study was not designed to figure out why this is happening, there are some avenues that could be explored. One hypothesis may be while there is a separate track for L2 students in FYC, there does not seem to be separate tracks for L2 students in other coursework such as math, engineering, humanities, and almost any other educational topic. This is not to suggest that a separate track would be desirable, but as WAC 107, ENG 107, and ENG 108 are only one class of a typical 4-class load per semester for undergraduate students, perhaps this signifies a lack of ESL support in and for their other coursework, which could be confirmed by full transcript data or, more easily, academic probation records. Longitudinal studies of students' trajectories and how they are affected by their language development throughout these trajectories are needed. Helpful studies in this area include Leki (2007) in her study of international undergraduates and Wilson (2013) and Kibler (2013) in their studies of L2 high school students. Studies of this kind may be especially important for students who are already identified as having low English language standardized test scores. As Bunch and Kibler (2015) have called for with Generation 1.5 students, when designing support for L2 and language minority students in the community college ESL and "remedial" classes, we need to move beyond the discussion of whether or not these students should be in such programs, but concentrate on "efforts to provide language and literacy support [that is] inextricably linked with efforts to enhance their progress toward meaningful and rewarding academic and professional futures" (p. 31). The Stretch Model has been one of the first steps toward

this goal. Using the findings from this dissertation, hopefully institutions of higher

education can move closer to the goal of creating equally successful environments for L2

students.

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APPENDIX A

QUALTRICS SURVEY

L2_Stretch_Assessment

Survey Flow

EmbeddedData
  ClassValue will be set from Panel or URL.
  Line NumberValue will be set from Panel or URL.
  InstructorValue will be set from Panel or URL.

Standard: Informed Consent (3 Questions)

Branch: New Branch
  If
    If Will you participate in this survey? No, I will not participate in this survey. Is Selected

  EndSurvey: Advanced

Standard: Opt-Out Message (1 Question)
Standard: Demographic Information (19 Questions)
Block: Opt-In: Replication Questions (14 Questions)
Standard: Opt-In: Retention & Persistence Questions (6 Questions)
Standard: Gift and Future Interviews. (4 Questions)

Page Break ————————————————————————————————

Q1 You have been selected to participate in a survey about The Stretch Program, which means you took English courses called WAC 101 and ENG 101 or WAC 107 and ENG 107 at ASU.

If you are one of the first 50 people to answer the survey, you will receive a $20 Amazon gift card via email.Anyone who takes the survey after the first 50 people will be entered in a raffle to win one of four $50 Amazon gift cards.The survey will close May 10, 2017 at which point you will be contacted to receive your award via email.

Informed Consent:

L2 Stretch AssessmentI am a graduate student under the direction of Professor Shirley Rose in the Department of English at Arizona State University.I am conducting a research study to evaluate the Stretch Program for the populations that it serves.
I am inviting your participation, which will involve your participation in a 15-20 minute survey.You have the right not to answer any question, and to stop participation at any time.
Your participation in this study is voluntary.If you choose not to participate or to withdraw from the study at any time, there will be no penalty.If you are one of the first 50 students to take this survey completely, you will be compensated with a $20 Amazon gift card.Every student after 50 will be entered into a raffle for one of four $50 Amazon gift cards. You must have taken either WAC 101 or WAC 107 in order to participate in this study.
Benefits to your participation in this study are possibly earning an Amazon gift card, as well as lending your experience in the Stretch Program to improve it for future students. You may also be contacted for an interview, for which you could earn another Amazon gift card.There are no foreseeable risks or discomforts to your participation.
Your responses will be confidential. The results of this study may be used in reports, presentations, or publications but your name will not be used.
If you have any questions concerning the research study, please contact the research team at: sesnyder@asu.edu. If you have any questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you can contact the Chair of the Human Subjects Institutional Review Board, through the ASU Office of Research Integrity and Assurance, at (480) 965-6788. Please let me know if you wish to be part of the study.
By clicking "yes" below, you are indicating that you will participate in the study.If you click "no" below, you will be exited from the survey and you will not be contacted again.

Q2 What is your full name?

_____

Q3 Will you participate in this survey?

○ Yes, I will participate in this survey.(1)

○ No, I will not participate in this survey.(2)

Page Break

Display This Question:

If Will you participate in this survey? = No, I will not participate in this survey.

Q4 Thank you for your time.You will not be contacted again.If you change your mind, please email the study coordinator, Sarah Snyder, at sesnyder@asu.edu before May 10, 2017.

Skip To: End of Survey If Thank you for your time. You will not be contacted again. If you change your mind, please email t...() Is Displayed

Q5 This section of the survey will ask you to share your demographic information.Please answer with as much accuracy as possible.

Q6 Have you taken either WAC 101 (Stretch First-Year Composition) or WAC 107 (Stretch First-Year Composition for Multilingual Writers)? These are both English courses.

○ No(1)

○ Yes(2)

Skip To: End of Survey If Have you taken either WAC 101 (Stretch First-Year Composition) or WAC 107 (Stretch First-Year Com... = No

Q7 When did you take WAC101 or WAC107?

○ I took WAC 101 in Fall 2016(1)

○ I took WAC 107 in Fall 2016(2)

○ Other (include which class and what semester/year)(3)

_____

Q8 Who (or what) told you to take WAC 101 or WAC 107?

○ My advisor(1)

○ My teacher(2)

○ My friends(3)

○ myASU(4)

○ Other(5) _____

Q9 How many times did you take your WAC class before you passed it?

○ 1 time(1)

○ 2 times(2)

○ 3 times(3)

○ Other(4) _____

Q10 What grade did you get in your final WAC class?

○ A(1)

○ B(2)

○ C(3)

○ D(4)

○ E/F(5)

○ W(6)

Q11 What ENG course are you taking this semester (Spring 2017)?

○ ENG 101(1)

○ ENG 107(2)

○ Other(3) _____

Q12 What grade are you currently getting in your ENG class this semester (Spring 2017)?

- ○ A (includes A+ and A-)(1)

- ○ B (includes B+ and B-)(2)

- ○ C (includes C+ and C-)(3)

- ○ D (includes D+ and D-)(4)

- ○ E/F(5)

- ○ W(6)

- ○ I don't know.(7)

Q13 Were you born in the United States?

- ○ Yes(1)

- ○ No(2)

Display This Question:
  If Were you born in the United States? = No

Q14 What country (or countries) do you have citizenship in?

_____

Display This Question:
  If Were you born in the United States? = No

Q15 Do you have a visa?

○ Yes(1)

○ No(2)

Q16 Which Type of visa do you have?

○ J-1(1)

○ F-1(2)

Q17 How would you describe your official U.S. status?

○ Permanent resident or refugee(1)

○ No official status(2)

○ Other(3) _____

Q18 What is your home state?

_____

Q19 What is your ethnicity?

○ American Indian/Alaskan Native(1)

○ Asian(2)

○ Black or African American(3)

○ Hispanic/Latino(4)

○ Native Hawaiian/Pacific Islander(5)

○ Not Available(6)

○ Two or More Races including:(7)

_____

○ White(8)

○ Arab or Middle Eastern(9)

○ Other(10) _____

- -

Q20 What is the language that you speak the most outside of ASU?

○ English(1)

○ Spanish(2)

○ Arabic(3)

○ Chinese/Mandarin(4)

○ Korean(5)

○ Japanese(6)

○ Portuguese(7)

○ Other(8) _____

Q21 What tuition do you pay?

○ AZ Resident(1)

○ Non-AZ Resident(2)

○ International(3)

✱

Q22 How do you pay for university?(Please estimate what percentages of your university costs are paid by each source. For example, if student loans pay for half of your tuition

and fees, then put 50 in the first box.Total must equal 100%. Estimate if you do not know the exact amount.)

Student Loans : _____(1)
Personal Funds (Your own money) : _____(2)
Merit-based U.S. Scholarship (For example: scholarships based on achievement/grades) : _____(3)
Need-based U.S. Scholarship (For example: Pell Scholarship) : _____(4)
Parental support : _____(5)
Non-U.S. Government scholarship (For example: Saudi Arabian Cultural Mission and others) : _____(6)
Work-Study Program : _____(7)
Other : _____(8)
Total : _____

Q23 Are you trying to get a Bachelor's Degree from Arizona State University?

○ Yes, and my major is:(1)

_____

○ Maybe, but I might switch to another university or community college(2)

○ No, I am on a study abroad program to learn English.(3)

○ Other(4) _____

Q24 These questions are about the Stretch Program at Arizona State University.The Stretch Program is the combination of either the WAC 101 and ENG 101 classes or the WAC 107 and ENG 107 classes.

Q25 Has the Stretch Program improved your writing?If it has, in what way(s)? If it has not, why not?

    ○ Yes, these classes improved my writing in the following way(s)(1)
_____

    ○ No, these classes did not improve my writing because(2)
_____

Q26 The best thing about the Stretch Program is...

_____

Q27 The worst thing about the Stretch Program is...

_____

Q28 Was having the same teacher for both classes an advantage or a disadvantage for you?

    ○ Yes, having the same teacher was an advantage for me because(1)
_____

    ○ No, having the same teacher was not an advantage for me because(2)
_____

    ○ I did not have the same teacher for WAC101/ENG101 or WAC107/ENG107 because(3) _____

    ○ Other(4) _____

Q29 Was having the same classmates for both classes an advantage or a disadvantage for you?

○ Yes, having the same classmates for both classes was an advantage for me because(1) _____

○ No, having the same classmates for both classes was not an advantage for me because(2) _____

○ I did not have the same classmates for WAC101/ENG101 or WAC107/ENG107 because(3) _____

○ Other(4) _____

- -

Q30 Is having more time in English classes to learn and practice writing an advantage or a disadvantage for you?

○ Yes, having more time to learn and practice writing was an advantage for me because(1) _____

○ No, having more time to learn and practice writing was not an advantage for me because(2) _____

○ Other(3) _____

- -

Q31 Does taking WAC 101/107, ENG 101/107, and ENG 102/108 (three semesters of English courses) affect the timing of the classes that you must take for your major?(Did you have to take major coursework later because of your English classes?)

○ Yes, three semesters of WAC/ENG courses made me delay my major coursework.This was because I couldn't take my major course requirements until the

WAC/ENG classes were finished because the WAC/ENG were prerequisites to my major coursework.(1)

○ No, three semesters of WAC/ENG courses did not affect my major's course schedule.(2)

○ Other(3) _____

○ I don't know.(4)

Q32 Does WAC 101 or WAC 107 count as an elective in your degree program? (DARS)

○ Yes(1)

○ No(2)

○ I don't know(3)

Q33 Do you feel that your placement into the Stretch Program was correct? Please explain why in the box next to your answer.

○ Definitely yes(1) _____

○ Probably yes(2) _____

○ Might or might not(3)

_____

○ Probably not(4) _____

○ Definitely not(5) _____

Q34 Would you recommend the Stretch Program to your friends?

○ Yes, because(1) _____

○ No, because(2) _____

○ Other(3) _____

Q35 What writing skills (or other skills) that you learned from your Stretch English classes (WAC 101 or 107 / ENG 101 or 107) have you used for other classes or activities in university?

_____

Q36 How would you describe the Stretch Program if your friends asked you what it was?

_____

Q37 Is there anything else you would like to say about the Stretch Program?

_____

End of Block: Opt-In: Replication Questions

Start of Block: Opt-In: Retention & Persistence Questions

Q38 For the next set of questions, please think about reasons that someone would drop out of the Stretch Program.This can be your own reasons, or a friend's reasons.

Q39 Did you or anyone you know drop out of the Stretch Program?

○ Yes(11)

○ No(12)

Q40 What, in your opinion, were common reasons that students dropped out of the Stretch Program?Please move the slider from **not common at all** (0) to **very common** (8).

	0	1	2	3	4	5	6	7	8
Running out of money for school (1)									
Not liking the teacher (2)									
Not liking classmates (3)									
The two-semester course was too slow (4)									
Medical issues (5)									
Exceeding the ASU Writing Programs' absence policy (6)									
Deciding to take English at the community college instead and transfer in (7)									
Personal issues (please describe below) (8)									
Other (9)									
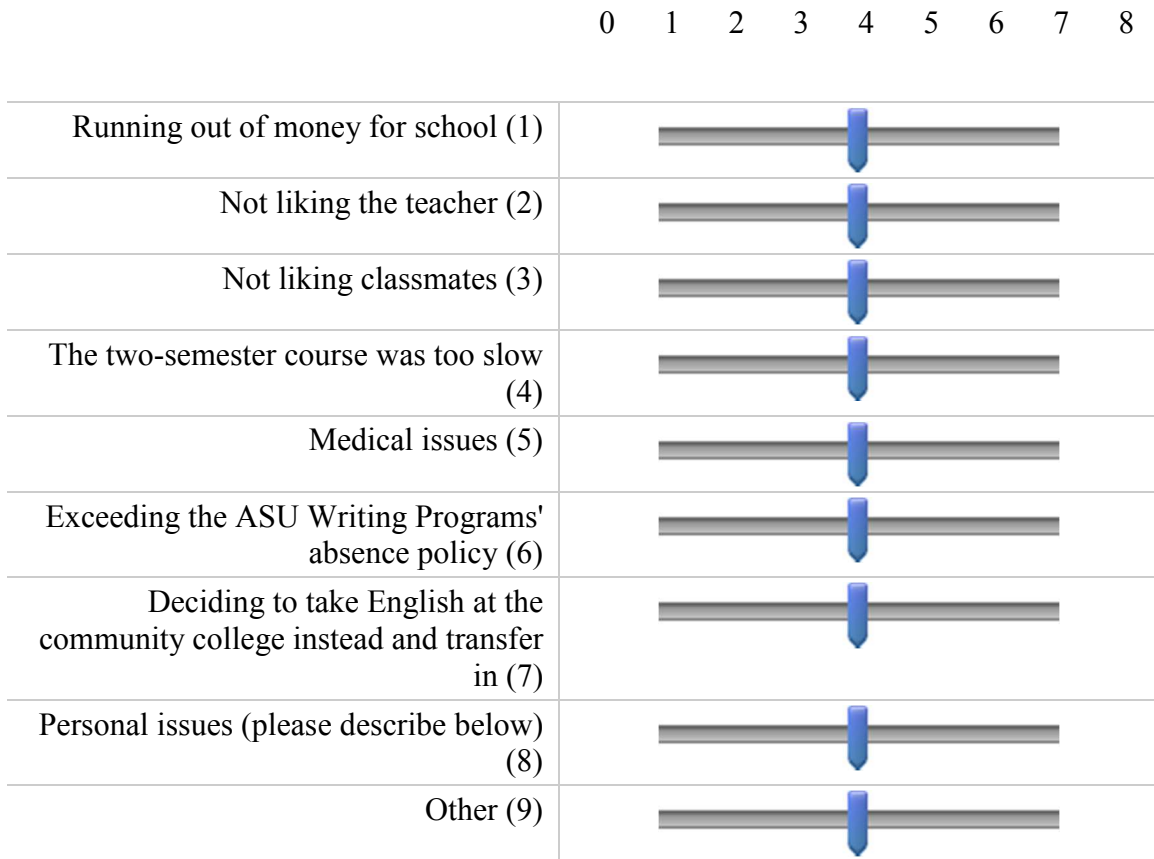
Q41 If you or your friend failed or dropped the WAC/ENG course, what week of the Spring 2017 semester did you or your friends realize that you/they would fail or drop the WAC/ENG course?

○ Before the semester started(1)

○ Weeks 1-2(2)

○ Weeks 3-4(3)

○ Weeks 5-6(4)

○ Weeks 7-8(5)

○ Spring Break(6)

○ Weeks 10-11(7)

○ Weeks 12-13(8)

○ Weeks 14-15(9)

○ Week 16(10)

○ Finals week(11)

- -

Q42 If you or your friends could go back and do anything differently in the class that was dropped, what would it be?

_____

- -

Q43 If ASU could do something to help you or your friends finish your WAC/ENG courses that were dropped, what would it be?

_____

Q44 Thank you for your honest answers!I will contact you by May 10th if you were one of the first 50 people to take the survey, or if you won a gift card.

- -

Q45 If you are interested in being contacted and interviewed in person during May 10-30, 2017, with the possibility of earning an additional $20 Amazon gift card, please provide your name, your ASU.edu email and the best email to reach you at during the summer.

○ Yes, I want to be contacted for an interview.(1)

○ I do not want to be contacted for an interview.(2)

Skip To: End of Survey If If you are interested in being contacted and interviewed in person during May 10-30, 2017, with t... = I do not want to be contacted for an interview.
- -

Q46 What is your ASU.edu email?

_____

- -

Q47 What is the best email address to contact you during the summer?(Please note that 163.com and 126.com emails will not work.)

_____

APPENDIX B

IRB APPROVAL

Knowledge Enterprise Development

APPROVAL:CONTINUATION

Shirley Rose
English
480/965-3898
Shirley.Rose@asu.edu

Dear Shirley Rose:

On 10/5/2017 the ASU IRB reviewed the following protocol:

Type of Review:	Continuing Review
Title:	Stretch Assessment Plan for L2 Writers
Investigator:	Shirley Rose
IRB ID:	STUDY00000515
Category of review:	(7)(b) Social science methods, (7)(a) Behavioral research
Funding:	Name: Arizona State University (ASU)
Grant Title:	None
Grant ID:	None
Documents Reviewed:	

The IRB approved the protocol from 10/5/2017 to 10/25/2018 inclusive. Three weeks before 10/25/2018 you are to submit a completed Continuing Review application and required attachments to request continuing approval or closure.

If continuing review approval is not granted before the expiration date of 10/25/2018 approval of this protocol expires on that date. When consent is appropriate, you must use final, watermarked versions available under the "Documents" tab in ERA-IRB.

In conducting this protocol you are required to follow the requirements listed in the INVESTIGATOR MANUAL (HRP-103).

Sincerely,

IRB Administrator

BIOGRAPHICAL SKETCH

Sarah Elizabeth Snyder is a product of Arizona schools. Born and raised in Tempe, Arizona, she attended public middle and high school and was awarded a Presidential Scholarship to attend Arizona State University as an undergraduate. There, she pursued a Bachelors of Science degree in Nutrition on the Polytechnic campus. After her Nutrition faculty members asked her to work in the Writing Center to help her Nutrition colleagues with their writing (and after failing Chemistry 101 three times) she switched majors to an interdisciplinary degree centered around technical and creative writing. While working in the Writing Center, Sarah found that she loved working with second language writers. In 2009, her first career move after her Bachelor's Degree was to a tiny city in Japan, teaching English as a Foreign Language with the Japanese Exchange and Teaching Programme. A year later, Sarah returned to the United States and became an Academic Success Specialist at Arizona State. Sarah wanted to continue learning how to teach the English language, so she attended Northern Arizona University from 2011-2013, gained more teaching experience in the first year composition program, and earned two Masters Degrees: Teaching English as a Second Language, and Rhetoric and the Teaching of Writing. She pursued two MAs with the hopes of combining them to be prepared for a PhD program concerning the field of Second Language Writing, which Sarah pursued at Arizona State University from 2013 to 2018. Sarah loves traveling, hiking, dancing, teaching, learning, her family, her bunnies, and sparkly things.