## THE ACCELERATED LEARNING PROGRAM (ALP) DEEPENING THE TEACHING OF COMPOSITION TO BASIC WRITERS

Two-Year College Association(TYCA)

Northeast 47<sup>th</sup> Annual Conference

Linda De La Ysla & Monica Walker, Presenters

Friday, October 26, 2012





# THE ACCELERATED LEARNING PROGRAM (ALP) DEEPENING THE TEACHING OF COMPOSITION TO BASIC WRITERS

Word on the Street about the Accelerated Learning Program (ALP)

- Describe one thing that you've heard about ALP.
- Describe one thing that you would like to discover about ALP today.

WELCOME

## **ACCELERATED LEARNING PROGRAM (ALP)**

#### Part I: ALP Overview

- CCBC Demographics & Developmental Education
- ALP Program Design Defined
- ALP Program Evaluation & Results: Why It Works

#### Part II: ALP: Deepening Basic Writers' Understanding of Composition

- Orientation to Student Relationships
- Affective/Life Issues

### Part III: ALP Professional Development & Resources

- ALP Inquiry Network (ALPIN) & Website
- National Conference on Acceleration in Developmental Education
- Summer, Winter & Fall Institutes

**Monthly Mentoring** 

Part IV: Discussion

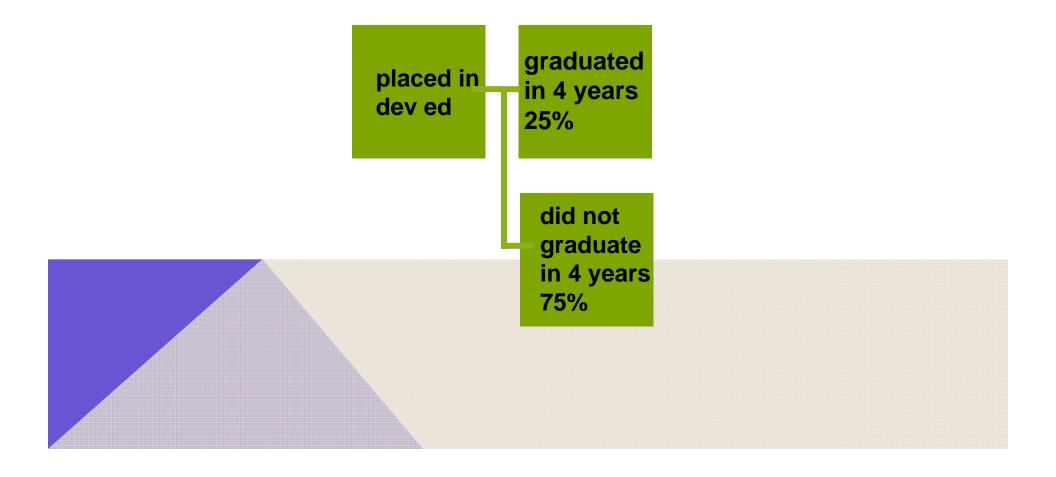
PART I. ALP OVERVIEW

CCBC Demographics & Developmental Education ALP Design Defined

ALP Evaluation & Results: Why It Works

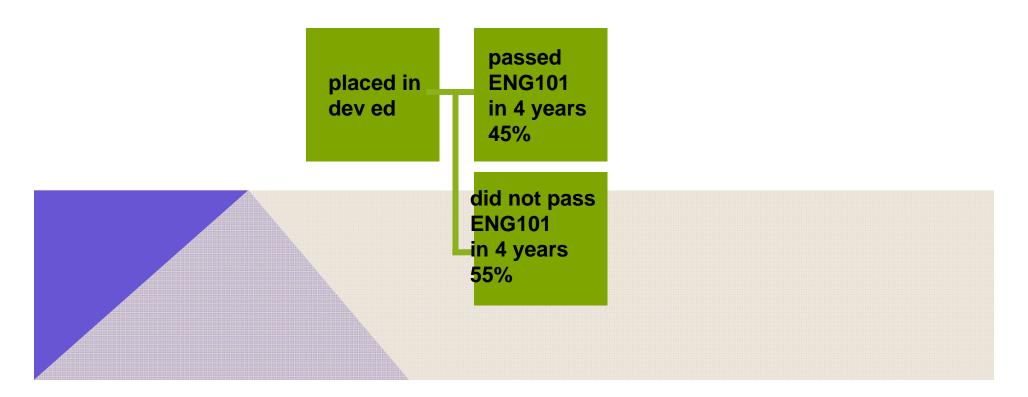
### **Data from Recent Studies**

The Gates Foundation reports three quarters of developmental students do not receive a degree or certificate within four years.



### Recent Study Data: Community College Research Center

CCRC has found that "that few students referred to developmental education progress through their developmental education sequence of courses to succeed in college-level courses: within four years, only . . . 45 percent of students in the study successfully completed a course in college-level . . . English."



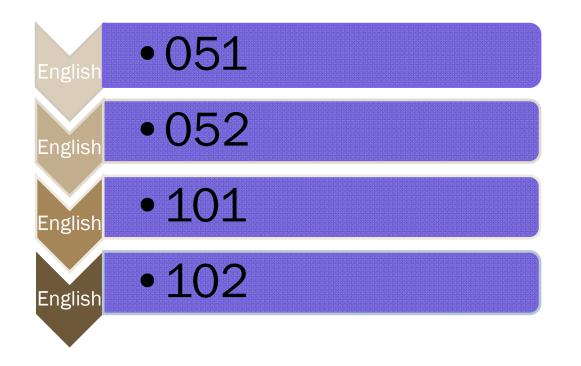
### **CCBC DEMOGRAPHICS**



- ☐ Number of credit students: 33,817
- □ Average age: 29
- ☐ Female/male ratio: 58/42%
- ☐ African American students: 43%
- ☐ Full/part time student ratio:
  - 34/66 %
- ☐ Sixty-two percent work 20 hours or more per week
- ☐ Thirty-seven percent receive financial aid.

81% of students
entering CCBC test into
one or more
developmental
disciplines

65% Dev. Writing 77% Dev. Mathematics 58% Dev. Reading

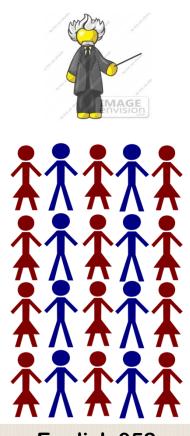


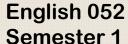
CCBC'S NON-CREDIT-TO-CREDIT TRADITIONAL WRITING SEQUENCE

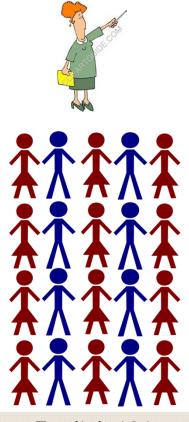


# HOW IS THE ACCELERATED LEARNING PROGRAM STRUCTURED?

In the traditional ENGL 052 to ENGL 101, two-semester sequence, there are 20 students per class and two different instructors.







English 101 Semester 2

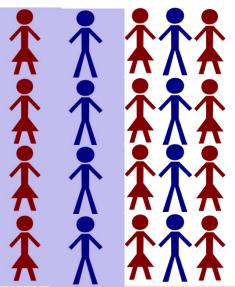


# HOW IS THE ACCELERATED LEARNING PROGRAM STRUCTURED?

One semester concurrent/accelerated English 101 and ALP/052.

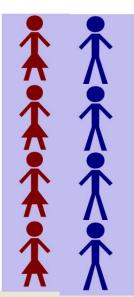
Eight students take both classes together with the same instructor.





English 101 Semester 1





English 052/ALP Semester 1



The English 101/ALP class is similar to and conducted just like a regular 101 class.

It is essential to maintain the same standards, cover the same material, meet the same requirements as in a "traditional" 101 class.





The ALP instructor seeks to maximize student success by:
☐ Answering questions from the 101 class;
☐ Conducting writing assignments, usually shorter papers;
□Planning the next essay;
☐ Reviewing drafts of essays;
☐ Reviewing grammar, punctuation, and mechanics;
☐ Being mentor, coach, teacher, and advisor to ensure
overall student success in course completion; and
☐ Advising students on how to manage obstacles that may
interfere with success.

## Video Clip:

http://www.youtube.com/watch?v=c1yykg7CY5g



### Four possible ALP outcome scenarios:

English 052	English 101
Pass	Pass
Pass	Fail
Fail	Fail
Fail	Pass



PART I. ALP OVERVIEW

ALP Evaluation & Results: Why It Works

# **Cross Matrix Reference** of Positive Outcomes

Feature

### Persistence **Attachment** Successful Behavior Bonding Positive College attitude Useful **Mainstreamed into English 101** Membership in cohort **Small class size** Meaningful context **Shortening of pipeline Exposure to strong writers** Attention to behavioral issues Attention to life issues



**Effects on ALP students** 

### **Survey results indicate ALP students:**

- ☐ Improved attitude
- ☐ Enhanced successful behavior
- ☐ Increased persistence
- □ Capitalized on bonding opportunities
- □ Raised confidence
- □ Discovered relevance of learning and
- Became more attached to college community.



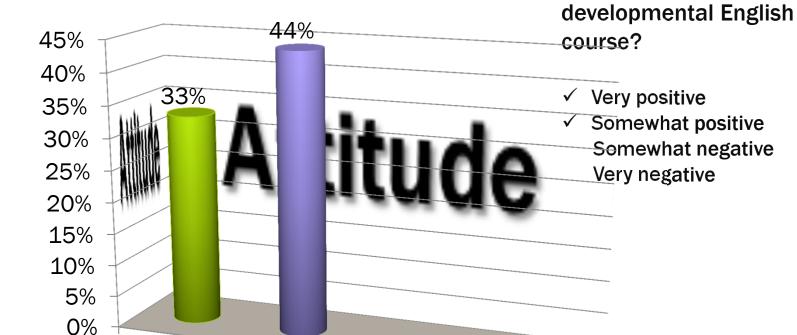


## Improved attitude

Pre Trad

052

Pre ALP

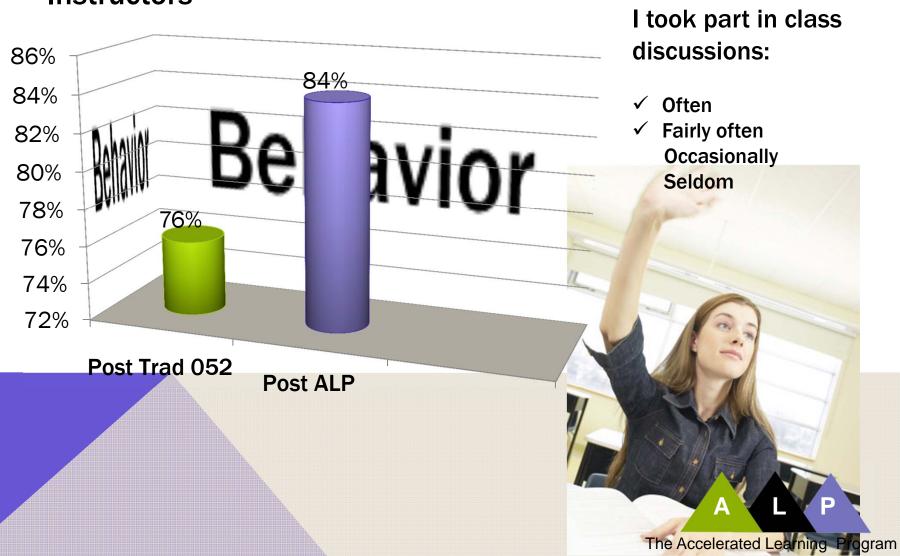


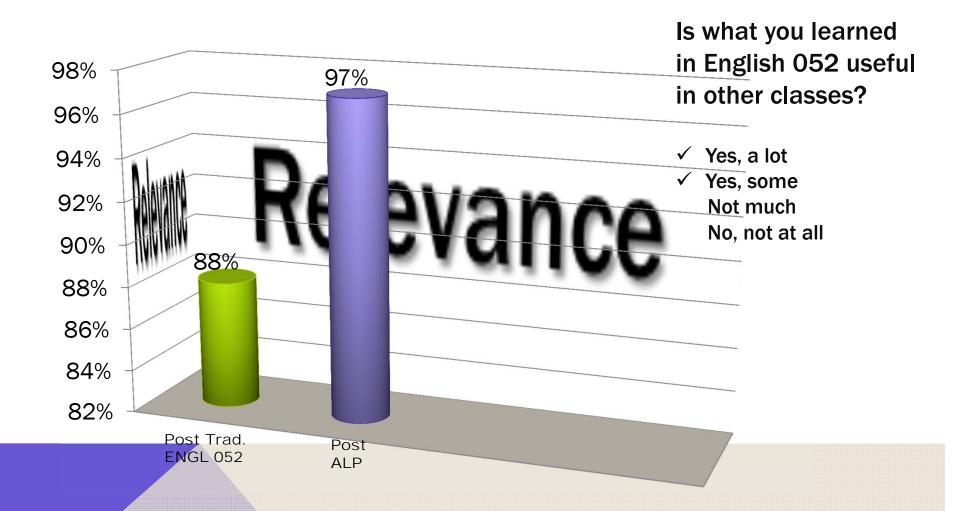


How do you feel about not

getting credit for this

Weekly Report on Student Behavior Completed by ALP Instructors

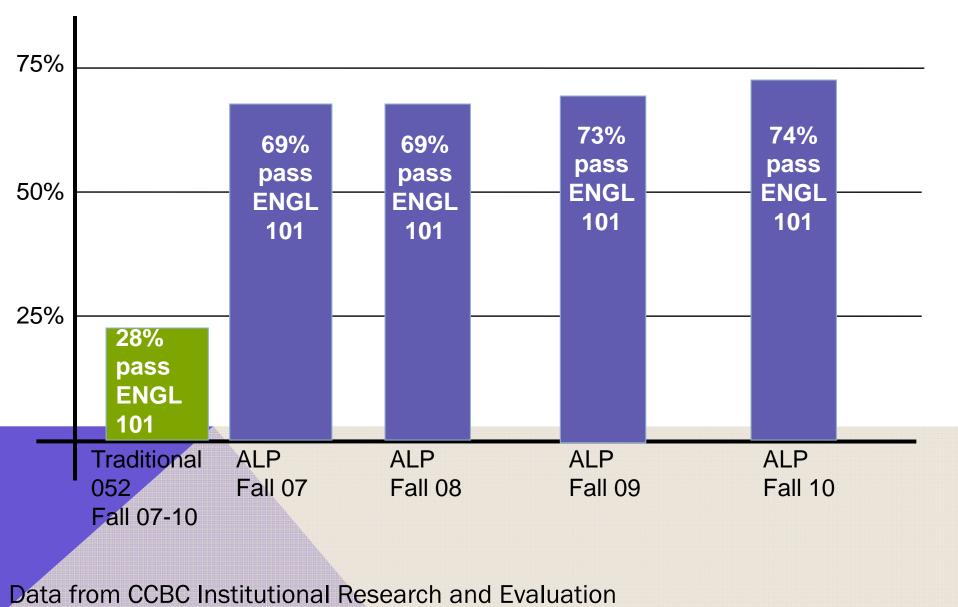






### **ALP Success Rates, 2007-10**

(data from CCBC Institutional Research)





#### SUMMARY OF CCRC PRELIMINARY ANALYSIS OF EFFECTIVENESS

Based on data collected by CCRC, when compared to the traditional developmental sequence, ALP:

- □ Increases ENGL101 passes
- Increases ENGL102 attempts and passes and
- □ Increases total college-level courses attempted in the year following ENGL 052
- □ Significantly enhances the success rate
- Significantly reduces attrition
- Completes sequence in half the time
- Costs slightly less per student than traditional model

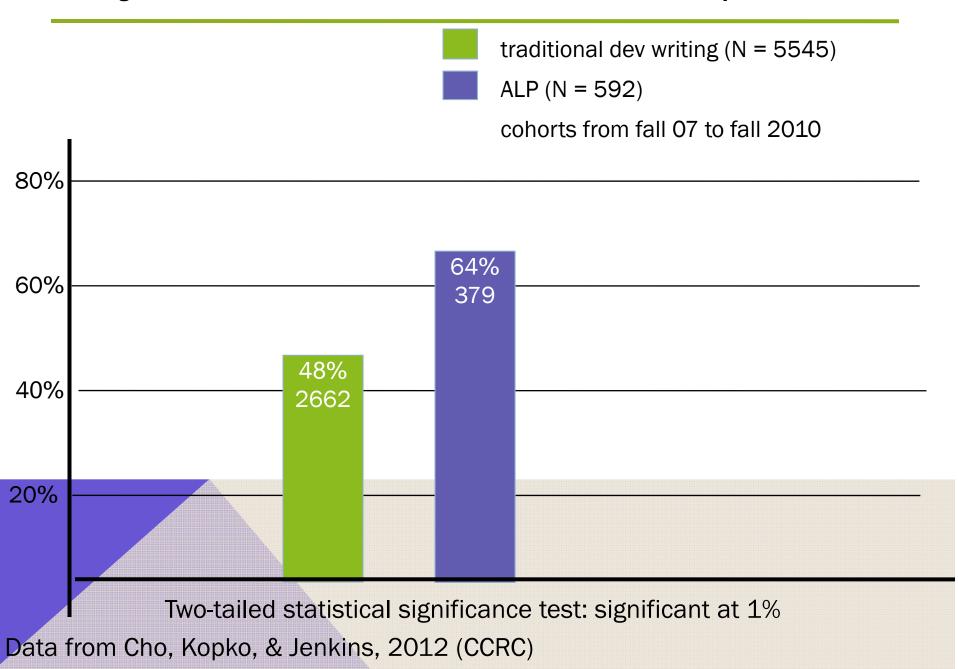
Nikki Edgecombe and Davis Jenkins Teachers College, Columbia University



Funded by the Lumina Foundation



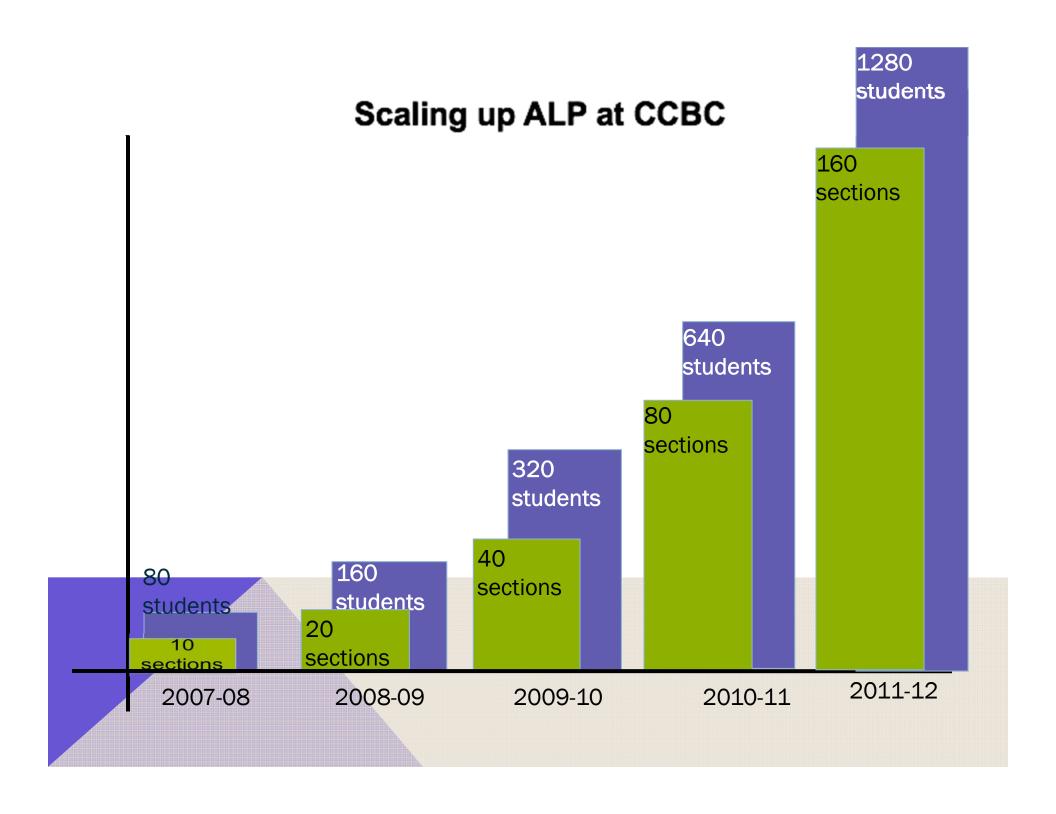
### Longitudinal Studies: Persisted to Next Year after Developmental Course



### **Summing It All Up**

Compared to traditional developmental writing approaches, ALP

- doubles the success rate,
- cuts the attrition rate in half,
- does it in half the time,
- at slightly less cost per successful student.



Part II. ALP: Deepening Basic Writers'

- **Orientation to Student Relationships**
- Affective/Life Issues

# DEEPENING BASIC WRITERS' UNDERSTANDING OF COMPOSITION

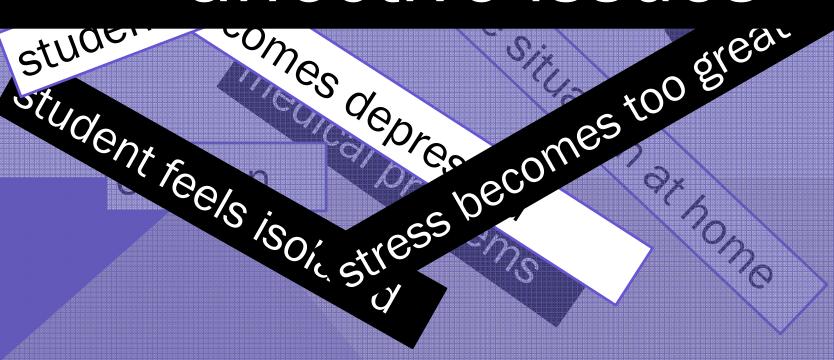
"We all know that theoretical scholarship in education does not vouch for pedagogic competence. One may be steeped in theories of education and yet be a poor educator" (145).

"Pedagogy is not something that can be 'had,' 'possessed,' in the way that we can say that a person 'has' or 'possesses' a set of specific skills or performative competencies. Rather, pedagogy is something that a parent or teacher continuously must redeem, retrieve, regain, recapture in the sense of recalling" (149).

#### Source:

van Manen, Max. Researching Lived Experience: Human Science for An Action Sensitive Pedagogy. Albany: SUNY, 1990.



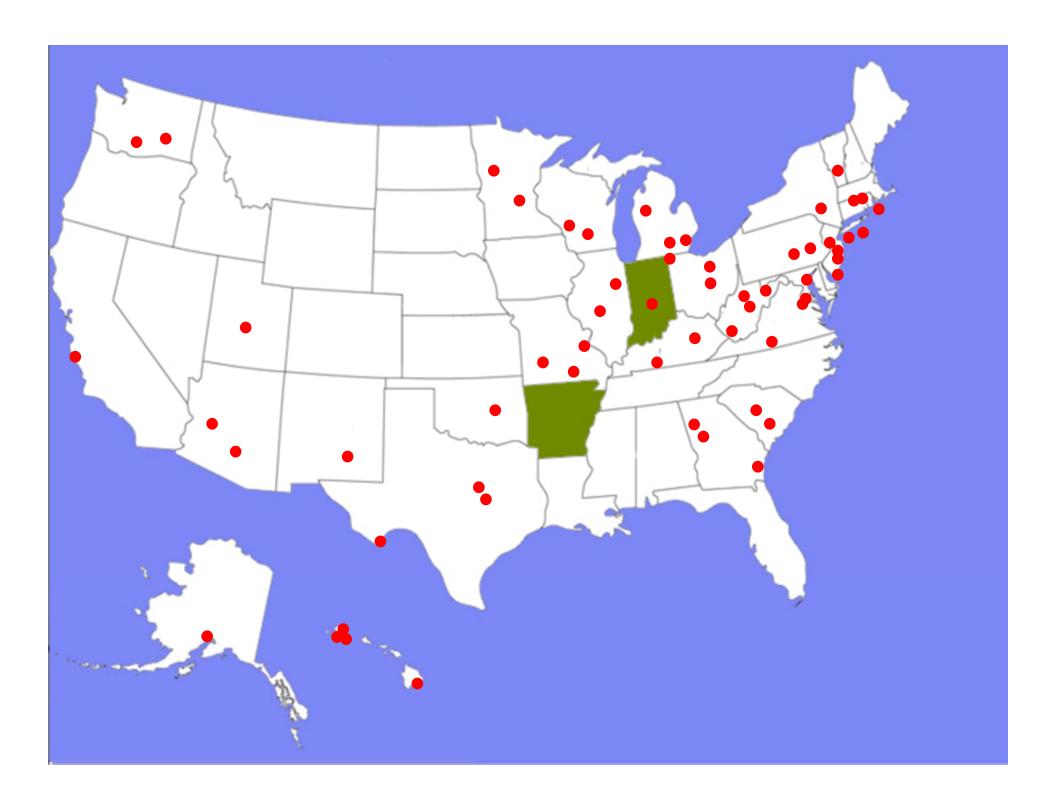


PARTIII: PROFESSIONAL URCES
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- ALP Inquiry Network (ALPIN) & Website
- National Conference on Acceleration in Developmental Education
- Summer, Winter & Fall Institutes
- Monthly Mentoring

## **ALP ADMINISTRATION**

ALP Steering Committee responsible for planning and oversight at CCBC external outreach and liaison.				
☐ Five members				
		Director of ALP		
		Assistant Director of ALP		
		Project Director, Kresge Foundation Grant		
		Developmental English Coordinator		
		ALP Implementation Team Member		
		ALP Implementation Team Member		
ALP Inquiry Network (ALPIN) responsible for CCBC faculty development and setting pedagogical principles.				
		Member Steering Committee		
	Five	ALP Faculty Members (New or Seasoned)		



### Schools Currently Offering ALP

Allegheny College (MD)

Atlantic Cape Com Col (NJ)

Bellevue College (WA)

Bergen Com Col (NJ)

Bloomfield College (NJ)

Blue Ridge Tech and Com Col (WV)

Brookdale Com Col (NJ)

Cayuhoga Com Col (OH)

Century College (MN)

College of Coastal Georgia (GA)

Com Col of DC (DC)

Com Col of Vermont (VT)

El Paso Com Col (TX)

Gateway Tech and Com Col (KY)

Georgia Gwinnett College (GA)

The Graduate School (DC)

Greenville Tech College (SC)

Gwinnett Technical College (GA)

Heartland Com Col (IL)

Highline Com Col (WA)

Ivy Tech Com Col (IN)

Jackson Com Col (MI)

Kanawha Valley Tech & Com Col

(WV)

Kapiolani Com Col (HI)

Lansing Com Col (MI)

LaGuardia Com Col (NY)

Leeward Com Col (HI)

Lone Star College Tomball (TX)

Long Island University (NY)

Mesa Community College (AZ)

Metropolitan Com Col (MO)

Middlesex Com Col (MA)

Missouri State U-West Plains

(MO)

Mott Community College (MI)

New Mexico State U, Alamogordo(NM)

Northampton Community College

(PA)

North Central State College (OH)

North Central Michigan College (MI)

North Hennepin Com Col (MN)

Northeast Lakeview College (TX)

Northampton Com Col (PA)

Patrick Henry Com Col (VA)

Phillips Com Col (AR)

Phoenix Com Col (AZ)

Prairie State College (IL)

Salt Lake Com Col (UT)

Santa Barbara Com Col (CA)

Springfield Tech and Com Col (MA)

St. Louis Com Col (MO)

SUNY Adirondack (NY)

Tulsa Com Col (OK)

University of Alaska, Anchorage

(AK)

Valley Forge Military College (PA)

West Kentucky Tech &Com Col (KY)

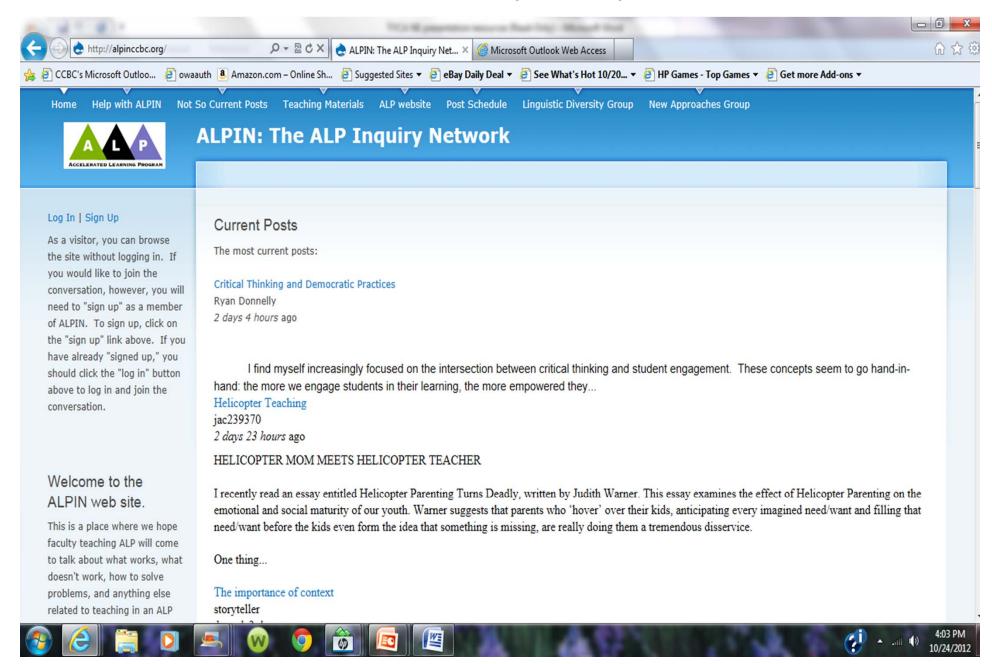
West Virginia North Com Col (WV)

Windward Com Col (HI)

York Technical College (SC)



## **ALP INQUIRY NETWORK (ALPIN)**







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**ALP Conferences** 

ALP at CCBC

**ALP Nationally** 

Recognition

**ALP Programs** 

#### Accelerated Learning Program (ALP)

The Community College of Baltimore County Baltimore, Maryland

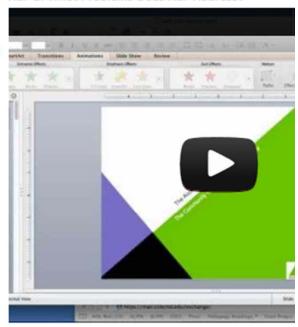
ALP is an innovative approach to basic writing programs that accelerates basic writing students through their developmental writing course and ENG 101 in one semester. ALP builds on the strengths of earlier approaches such as mainstreaming, studios, learning communities, and bridge programs. It is showing great promise in improving the success rates of students.

A study of ALP conducted by the Community College Research Center at Columbia University.

Latest ALP overview including the new CCRC data.

#### PETER ADAMS DISCUSSES ALP: 4 VIDEOS

#### ALP 1: What Problems Does ALP Address?



## ALP INSTITUTES: SUMMER & FALL 2012, WINTER 2013

### **Twenty Hour ALP Faculty Institute**

Mon	12-1	Getting acquainted and intro to ALP
7/9	1-2	Why ALP works
	2-3	Backward design curriculum development
	3-4	Active learning in a writing classroom
Tue	12-2	Integrating reading with writing
7/10	2-4	Thinking skills in the writing classroom
Wed	12-2	Dealing with affective and life issues
7/11	2-4	Financial literacy
Thu	12-2	Improving students ability to edit their own writing
7/12	2-4	Culturally responsive pedagogy
Fri	12-1	Coordinating the 101 and the 052 classes
7/13	1-2	Selecting texts and readings
	2-3	Planning your syllabi
	3-4	Planning the first week of the course
A		

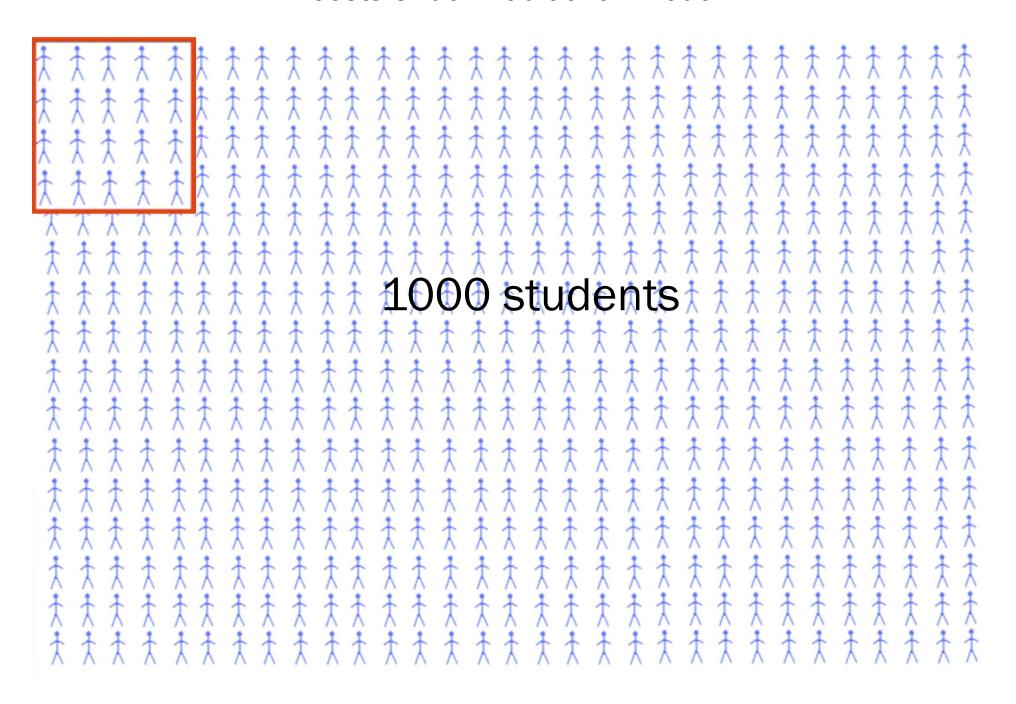
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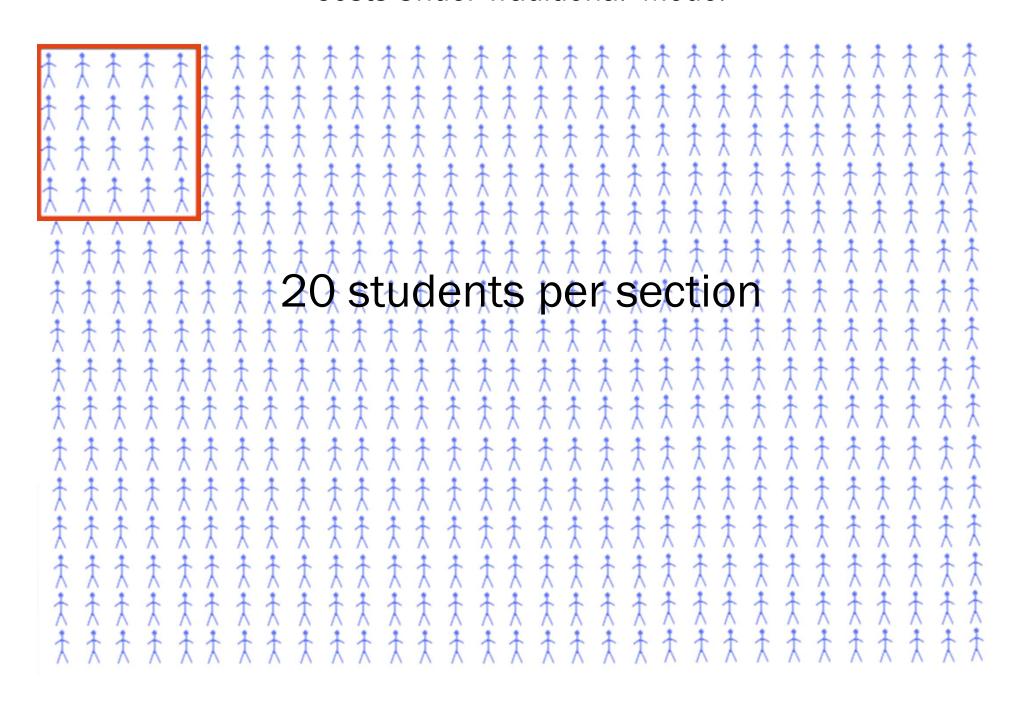
Linda De La Ysla, Ph.D. Monica Walker, Ed.D. <u>mwalker@ccbcmd.edu</u>

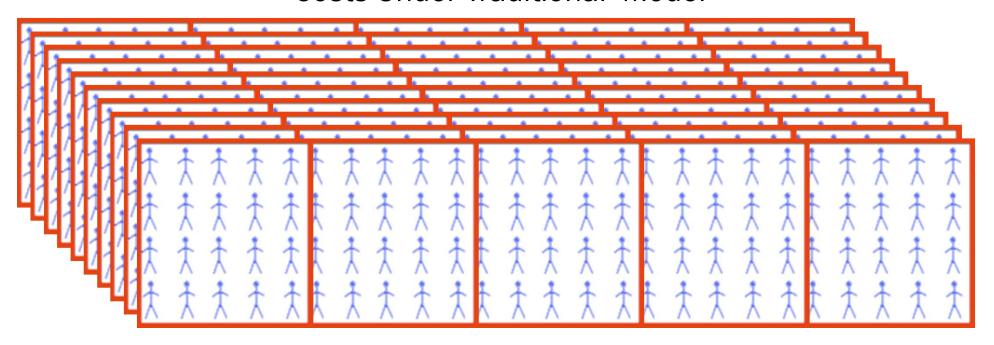




### Costs Under Traditional Model







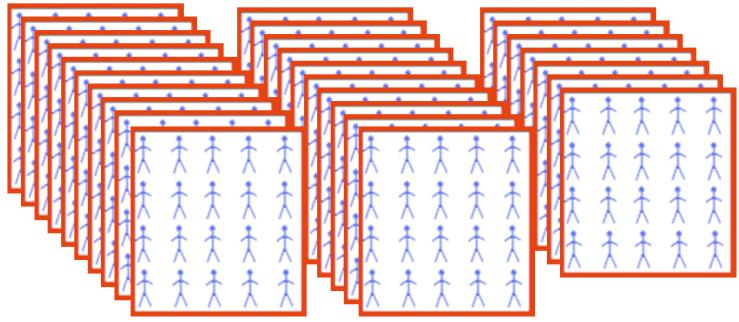
50 sections of Dev Eng

X 3 faculty credit hours/section

= 150 faculty credit hours







54% of traditional developmental students take 101

 $.54 \times 1000 = 540 \text{ students}$ 

540 students ÷ 20 students/section

= 27 sections

27 sections X 3 faculty credit hours/section

= 81 faculty credit hours



total for developmental course 150 faculty credit hours

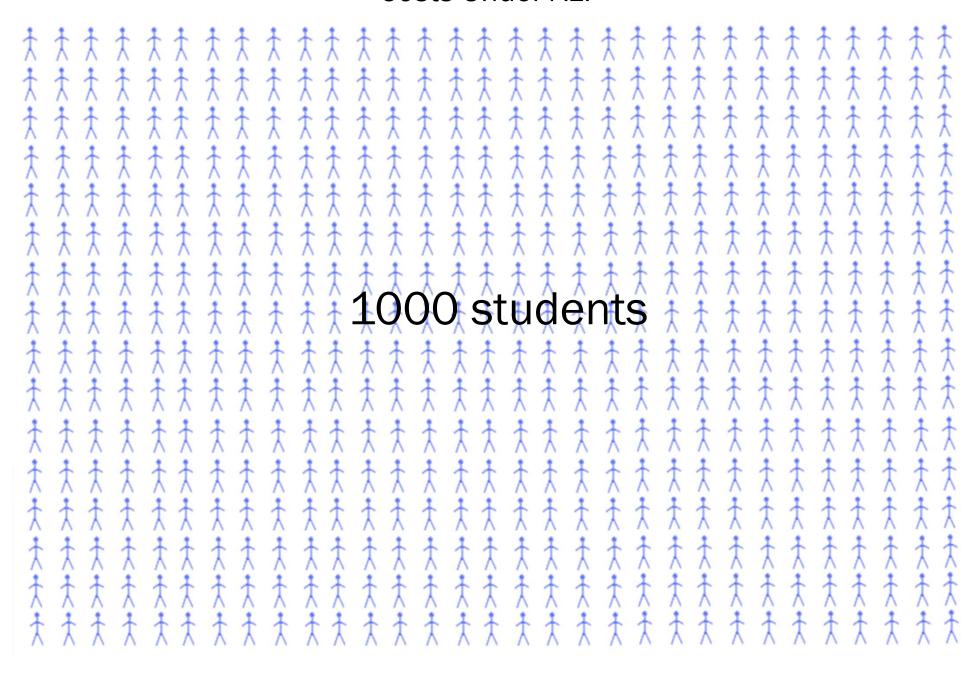
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total for 101= 81 faculty credit hours

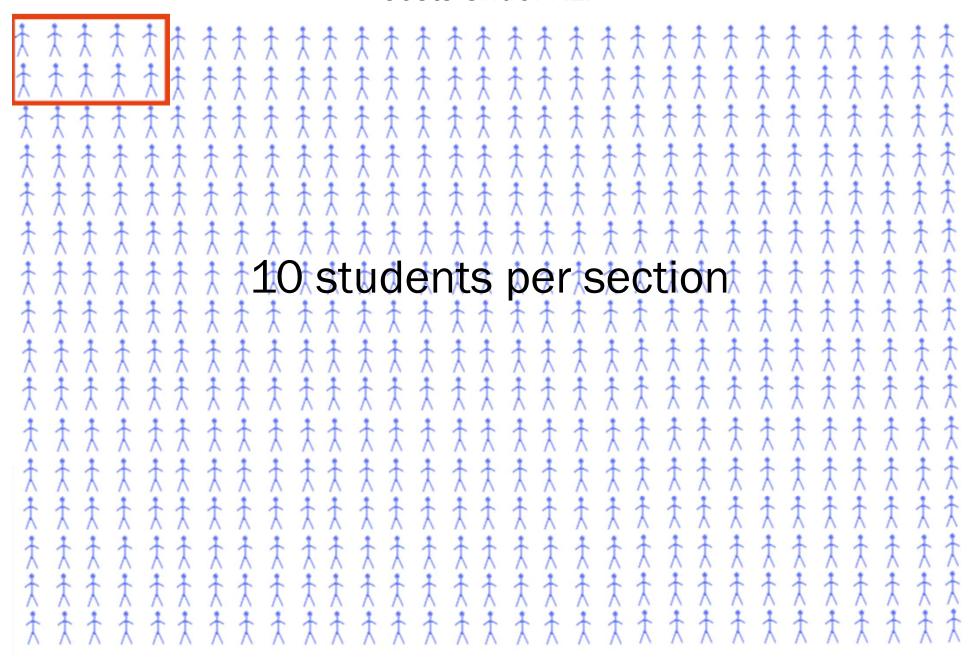
total = 231 faculty credit hours



#### Costs Under ALP



#### Costs Under ALP





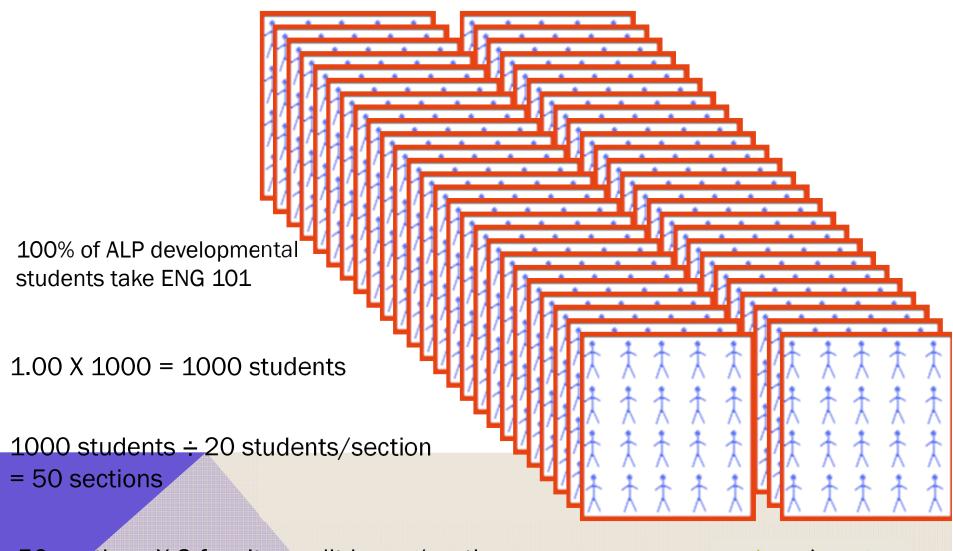
100 sections of ALP Dev Eng

X 3 faculty credit hours/section

= 300 faculty credit hours



## Costs Under ALP



50 sections X 3 faculty credit hours/section

= 150 faculty credit hours



## Comparison of Costs for 500 Students

#### **Traditional**

**DEV**:  $50 \sec t \times 3 \operatorname{cr/sect} = 150 \operatorname{fch}$ 

**101**: 18.5 sect X 3 cr/sect = 81 fch

TOTAL:

231 fch

#### **ALP**

**DEV**: 100 sect X 3 cr/sect = 300 fch

**101**: 50 sect X 3 cr/sect = 150 fch

TOTAL:

450 fch



# An Analogy

	cost/year to operate	widgets per year	cost per widget
traditional factory	\$231,000	33,000	\$7.00
ALP factory	\$450,000	74,000	\$6.08
			The Accelerated Learning Program

## An Analogy

	cost per year	students per year	cost per student
traditional factory	231 fch	330 (33%) of 1000 students pass FYC	.700 fch per passing student
	cost per year	students per year	cost per student
ALP factory	450 fch	740 (74%) of 1000 students pass FYC	.608 fch per passing student
			The Accelerated Learning Pr

