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

Two-Year College Association (TYCA)
Northeast 47th 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.
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
The Gates Foundation reports three quarters of developmental students do not receive a degree or certificate within four years.
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.”

Recent Study Data: Community College Research Center

- 55% placed in dev ed
- 45% passed ENG101 in 4 years
- 55% did not pass ENG101 in 4 years
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

- English 051
- English 052
- English 101
- English 102
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.
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.
ACCELERATED LEARNING AND DEVELOPMENTAL WRITING

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
ACCELERATED LEARNING AND DEVELOPMENTAL WRITING

Four possible ALP outcome scenarios:

<table>
<thead>
<tr>
<th>English 052</th>
<th>English 101</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>Pass</td>
</tr>
<tr>
<td>Pass</td>
<td>Fail</td>
</tr>
<tr>
<td>Fail</td>
<td>Fail</td>
</tr>
<tr>
<td>Fail</td>
<td>Pass</td>
</tr>
</tbody>
</table>
PART I: ALP OVERVIEW

ALP Evaluation & Results: Why It Works
<table>
<thead>
<tr>
<th>ALP Features</th>
<th>Positive attitude</th>
<th>Successful Behavior</th>
<th>Persistence</th>
<th>Bonding</th>
<th>Useful Learning</th>
<th>College Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mainstreamed into English 101</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Membership in cohort</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Small class size</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Meaningful context</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Shortening of pipeline</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Exposure to strong writers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Attention to behavioral issues</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Attention to life issues</td>
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</tbody>
</table>
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.
ACCELERATED LEARNING AND DEVELOPMENTAL WRITING

Improved attitude

How do you feel about not getting credit for this developmental English course?

- Very positive
- Somewhat positive
- Somewhat negative
- Very negative

The Accelerated Learning Program

Pre Trad 052
Pre ALP
ACCELERATED LEARNING AND DEVELOPMENTAL WRITING

Weekly Report on Student Behavior Completed by ALP Instructors

I took part in class discussions:

- Often
- Fairly often
- Occasionally
- Seldom

The Accelerated Learning Program
ACCELERATED LEARNING AND DEVELOPMENTAL WRITING

Is what you learned in English 052 useful in other classes?

- Yes, a lot
- Yes, some
- Not much
- No, not at all

The Accelerated Learning Program
ALP Success Rates, 2007-10
(data from CCBC Institutional Research)

Traditional 052 Fall 07-10

<table>
<thead>
<tr>
<th>Semester</th>
<th>ENGL 101 Pass Rate</th>
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<tbody>
<tr>
<td>Fall 07</td>
<td>69%</td>
</tr>
<tr>
<td>Fall 08</td>
<td>69%</td>
</tr>
<tr>
<td>Fall 09</td>
<td>73%</td>
</tr>
<tr>
<td>Fall 10</td>
<td>74%</td>
</tr>
</tbody>
</table>

Data from CCBC Institutional Research and Evaluation
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

- traditional dev writing (N = 5545)
- ALP (N = 592)

cohorts from fall 07 to fall 2010

Two-tailed statistical significance test: significant at 1%

Data from Cho, Kopko, & Jenkins, 2012 (CCRC)
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.
Scaling up ALP at CCBC

- **2007-08**: 80 students, 10 sections
- **2008-09**: 160 students, 20 sections
- **2009-10**: 320 students, 40 sections
- **2010-11**: 640 students, 80 sections
- **2011-12**: 1280 students, 160 sections
Part II: ALP: Deepening Basic Writers’ Understanding of Composition

- Orientation to Student Relationships
- Affective/Life Issues
“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:
student becomes discouraged
student loses confidence
financial problems
medical problems
conflict
stress becomes too great
student feels isolated
medical situation at home
stress becomes too great
student feels isolated
student becomes depressed
student becomes depressed
affective issues
life happens
PART III: PROFESSIONAL DEVELOPMENT & RESOURCES

- 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.
  - Six Member Steering Committee
  - Five ALP Faculty Members (New or Seasoned)
<table>
<thead>
<tr>
<th>Schools Currently Offering ALP</th>
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<tbody>
<tr>
<td>Allegheny College (MD)</td>
</tr>
<tr>
<td>Atlantic Cape Com Col (NJ)</td>
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<tr>
<td>Bellevue College (WA)</td>
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<tr>
<td>Bergen Com Col (NJ)</td>
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<tr>
<td>Bloomfield College (NJ)</td>
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<tr>
<td>Blue Ridge Tech and Com Col (WV)</td>
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<tr>
<td>Brookdale Com Col (NJ)</td>
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<tr>
<td>Cayuhoga Com Col (OH)</td>
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<tr>
<td>Century College (MN)</td>
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<tr>
<td>College of Coastal Georgia (GA)</td>
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<tr>
<td>Com Col of DC (DC)</td>
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<tr>
<td>Com Col of Vermont (VT)</td>
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<tr>
<td>El Paso Com Col (TX)</td>
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<tr>
<td>Gateway Tech and Com Col (KY)</td>
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<tr>
<td>Georgia Gwinnett College (GA)</td>
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<tr>
<td>The Graduate School (DC)</td>
</tr>
<tr>
<td>Greenville Tech College (SC)</td>
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<tr>
<td>Gwinnett Technical College (GA)</td>
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<tr>
<td>Heartland Com Col (IL)</td>
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<tr>
<td>Highline Com Col (WA)</td>
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<tr>
<td>Ivy Tech Com Col (IN)</td>
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<tr>
<td>Jackson Com Col (MI)</td>
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<tr>
<td>Kanawha Valley Tech &amp; Com Col (WV)</td>
</tr>
<tr>
<td>Kapiolani Com Col (HI)</td>
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<tr>
<td>Lansing Com Col (MI)</td>
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<tr>
<td>LaGuardia Com Col (NY)</td>
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<tr>
<td>Leeward Com Col (HI)</td>
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<td>Lone Star College Tomball (TX)</td>
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<td>Long Island University (NY)</td>
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<td>Mesa Community College (AZ)</td>
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<td>Metropolitan Com Col (MO)</td>
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<td>Middlesex Com Col (MA)</td>
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<td>Missouri State U-West Plains (MO)</td>
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<td>Mott Community College (MI)</td>
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<td>New Mexico State U, Alamogordo(NM)</td>
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<td>Northampton Community College (PA)</td>
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<td>North Central State College (OH)</td>
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<td>North Central Michigan College (MI)</td>
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<td>North Hennepin Com Col (MN)</td>
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<td>Northeast Lakeview College (TX)</td>
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<td>Northampton Com Col (PA)</td>
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<tr>
<td>Patrick Henry Com Col (VA)</td>
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<td>Phillips Com Col (AR)</td>
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<td>Phoenix Com Col (AZ)</td>
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<td>Prairie State College (IL)</td>
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<td>Salt Lake Com Col (UT)</td>
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<td>Santa Barbara Com Col (CA)</td>
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<td>Springfield Tech and Com Col (MA)</td>
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<td>St. Louis Com Col (MO)</td>
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<td>SUNY Adirondack (NY)</td>
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<tr>
<td>Tulsa Com Col (OK)</td>
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<td>University of Alaska, Anchorage (AK)</td>
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<td>Valley Forge Military College (PA)</td>
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<td>West Kentucky Tech &amp;Com Col (KY)</td>
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<td>West Virginia North Com Col (WV)</td>
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<td>Windward Com Col (HI)</td>
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<tr>
<td>York Technical College (SC)</td>
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</tbody>
</table>
ALP INQUIRY NETWORK (ALPIN)

ALPIN: The ALP Inquiry Network

Current Posts

The most current posts:

Critical Thinking and Democratic Practices
Ryan Donnelly
2 days 4 hours ago

I find myself increasingly focused on the intersection between critical thinking and student engagement. These concepts seem to go hand-in-hand: the more we engage students in their learning, the more empowered they...

Helicopter Teaching
jac239370
2 days 23 hours ago

HELECOPTER MOM MEETS HELICOPTER TEACHER

I recently read an essay entitled Helicopter Parenting Turns Deadly, written by Judith Warner. This essay examines the effect of Helicopter Parenting on the emotional and social maturity of our youth. Warner suggests that parents who ‘hover’ over their kids, anticipating every imagined need/want and filling that need/want before the kids even form the idea that something is missing, are really doing them a tremendous disservice.

One thing...

The importance of context

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

## Twenty Hour ALP Faculty Institute

<table>
<thead>
<tr>
<th>Day</th>
<th>12-1</th>
<th>12-2</th>
<th>12-3</th>
<th>12-4</th>
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<tbody>
<tr>
<td>Mon</td>
<td>Getting acquainted and intro to ALP</td>
<td>Integrating reading with writing</td>
<td>Dealing with affective and life issues</td>
<td>Improving students ability to edit their own writing</td>
</tr>
<tr>
<td>7/9</td>
<td>Why ALP works</td>
<td>Thinking skills in the writing classroom</td>
<td>Financial literacy</td>
<td>Culturally responsive pedagogy</td>
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<tr>
<td>7/10</td>
<td>Backward design curriculum development</td>
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<tr>
<td>7/11</td>
<td>Active learning in a writing classroom</td>
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<tr>
<td>7/12</td>
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<tr>
<td>7/13</td>
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<td></td>
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<tr>
<td>Fri</td>
<td>Selecting texts and readings</td>
<td>Planning your syllabi</td>
<td>Planning the first week of the course</td>
<td></td>
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</tbody>
</table>
THE ACCELERATED LEARNING PROGRAM (ALP)
DEEPENING THE TEACHING OF COMPOSITION TO BASIC WRITERS

Linda De La Ysla, Ph.D.         ldelaysla2@ccbccmd.edu
Monica Walker, Ed.D.              mwalker@ccbccmd.edu
Costs Under Traditional Model

1000 students
Costs Under Traditional Model

20 students per section
50 sections of Dev Eng
X 3 faculty credit hours/section
= 150 faculty credit hours

The Accelerated Learning Program
54% of traditional developmental students take 101

\[ \frac{.54 \times 1000}{20 \text{ students/section}} = 27 \text{ sections} \]

\[ 27 \text{ sections} \times 3 \text{ faculty credit hours/section} = 81 \text{ faculty credit hours} \]
Costs Under Traditional Model

\[
\text{total for developmental course} = 150 \text{ faculty credit hours}
\]

\[
\text{total for 101} = 81 \text{ faculty credit hours}
\]

\[
\text{total} = 231 \text{ faculty credit hours}
\]
Costs Under ALP

1000 students
Costs Under ALP

10 students per section
100 sections of ALP Dev Eng
X 3 faculty credit hours/section
= 300 faculty credit hours
100% of ALP developmental students take ENG 101

1.00 X 1000 = 1000 students

1000 students ÷ 20 students/section = 50 sections

50 sections X 3 faculty credit hours/section = 150 faculty credit hours
## Comparison of Costs for 500 Students

<table>
<thead>
<tr>
<th></th>
<th>Traditional</th>
<th>ALP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DEV</strong></td>
<td><strong>50 sect X 3 cr/sect = 150 fch</strong></td>
<td><strong>100 sect X 3 cr/sect = 300 fch</strong></td>
</tr>
<tr>
<td><strong>101</strong></td>
<td><strong>18.5 sect X 3 cr/sect = 81 fch</strong></td>
<td><strong>50 sect X 3 cr/sect = 150 fch</strong></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>231 fch</strong></td>
<td><strong>450 fch</strong></td>
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The Accelerated Learning Program
An Analogy

<table>
<thead>
<tr>
<th></th>
<th>cost/year to operate</th>
<th>widgets per year</th>
<th>cost per widget</th>
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<tbody>
<tr>
<td>traditional factory</td>
<td>$231,000</td>
<td>33,000</td>
<td>$7.00</td>
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<tr>
<td>ALP factory</td>
<td>$450,000</td>
<td>74,000</td>
<td>$6.08</td>
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The Accelerated Learning Program
## An Analogy

<table>
<thead>
<tr>
<th></th>
<th>cost per year</th>
<th>students per year</th>
<th>cost per student</th>
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</thead>
<tbody>
<tr>
<td><strong>Traditional Factory</strong></td>
<td>231 fch</td>
<td>330 (33%) of 1000 students pass FYC</td>
<td>.700 fch per passing student</td>
</tr>
<tr>
<td><strong>ALP Factory</strong></td>
<td>450 fch</td>
<td>740 (74%) of 1000 students pass FYC</td>
<td>.608 fch per passing student</td>
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</table>