

ALP Writing Workshop, June 15th, Tuscan Room, 3rd Floor

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	Function	Responsibility
8-9:30	Registration & Continental Breakfast	
9-9:05	Welcome/Announcements	Andrew Rusnak
9:05-9:30	Opening Remarks	Donna McKusick
9:30-10:45	Workshop I: ALP Overview: The Accelerated Learning Program has received national recognition for its progressive, independently-verified results in assimilating 8 developmental writing students with 12 first-year, college composition students. How does the Community College of Baltimore County significantly enhance success rates, reduce attrition, and develop confident, dedicated, developmental writing students?	Andrew Rusnak Linda De La Ysla Fawcett Dunstan
10:45-11	Break	
11-12:15	Workshop II: Are ALP Instructors Biased? And, First Semester ALP Teaching Impressions: Dr. Monica Walker will present findings of her qualitative research on perceptions of ALP instructors on their teaching experience. Nejla Camponeschi & Masetsaba Kambui also will share their initial impressions of ALP after their first time teaching ALP.	Monica Walker Nejla Camponeschi Masetsaba Kambui
12:15-2	Lunch	
12:30-1	The Perfect Storm: The Future of Developmental Education: Basic Writing is in the midst of several major transformations. Much national attention has focused on developmental education in general and on its fairly low success rates, which have a major impact on college completion rates. In addition, much of the responsibility for basic writing is shifting to community colleges. In recent years, a number of promising innovations have appeared in basic writing programs. This presentation will discuss these developments and how those of us responsible for basic writing can shape these transformations in a positive way.	Peter Adams (Lunch Speaker)
2-3:15	Workshop III: ALP Classroom: Worst Practices & Lessons Learned: What are some of the lessons learned in taking on such a pedagogically and logistically challenging program like ALP? Dr. Jan Allen leads this CCBC Faculty Panel.	Jan Allen, Cheryl Scott, Monica Walker
3:15-4:30	Workshop IV: ALP Start-Up Kit. Everything You Need to Replicate ALP at Your College: Peter Adams conceived of and started the Accelerated Learning Program at the Community College of Baltimore County and has been responsible for its implementation, recognition, and now replication in many other community colleges.	Peter Adams
4:30-4:45	Break	
4:45 - 6	Workshop V: The Replication Project, How Other Community Colleges are Implementing Accelerated Writing Programs: This panel is made up of representatives from the Community College of Baltimore County, Patrick Henry, and LaGuardia Community Colleges. All community colleges are different, present different challenges. How is ALP overcoming some of these unique challenges?	Linda De La Ysla, Michelle Zollars, Heidi Johnsen, Robert Miller
6-7	Break Before Dinner	
7-9	* ALP Dinner, The Helmand	Linda De La Ysla Coordinator

*Dinner at The Helmand is an additional \$50 cost. Please sign up at registration. Limit is 50.

Time	Function	Responsibility
8:00-9:00	Registration & Continental Breakfast	
	Welcome/Housekeeping (schedule updates, announcements, etc ...)	Kristin Duckworth
9:00-9:15		Christine Mirbaha Tejan Tingling
9:15-10:00	Jackson State Community College: Tim Britt will discuss the Redesign project at JSCC and how faculty have modularized their developmental mathematics program into a multi-exit, emporium model to meet the needs of a widely-varied student population. Wehre is the program now? Where is it going and what are future challenges?	Tim Britt
10:00-10:45	Patrick Henry Community College: PHHC began using ALP in the math classroom in fall 2009 when faculty saw success in the English curriculum. The ALP program complemented the already successful Fast-Track math program. Both delivery systems are designed to move developmental students through the "pipeline" faster and with more positive outcomes. How did faculty set up ALP and Fast-Track math?	Bronte Miller
10:45-11:00	Break	
11:00 – 11:45	Los Medanos College: Los Medanos College has completed the second year of a pilot that accelerates students to and through transfer-level Statistics in two semesters. Path2Stat is open to all non-STEM students regardless of initial math placement. Path2Stats students complete Statistics at 3.5 to 8 times the rate of students at equivalent math placement in the developmental math sequence. On the math department's final exam for Statistics, all of the Path2Stat students meet the criteria for proficiency on 2 of 3 learning outcomes assessed by the department, and outperformed the honors students on the 3 rd . How did faculty at Los Medanos achieve such remarkable results?	Myra Snell
11:45-12:30	Montgomery College: Montgomery College formed a Developmental Math Task Force in 2009 to address the problem of low success and retention rates for students in developmental math classes. After extensive research, faculty decided to adopt the emporium model of course redesign. Beginning fall 2011, the math department will implement college-wide a new developmental course, MA 094 Math Prep, which is a combination of our two lowest level courses, Pre-algebra and Elementary Algebra. This presentation will focus on the work of the task force and what was done to get the college onboard with this momentous change.	Susan King Stephanie Pepin
12:30-1:30	Lunch	
1:30-2:15	The Community College of Baltimore County: CCBC's Mathematics Department has piloted several different approaches to enable students to efficiently progress through the developmental mathematics sequence. Strategies include 7-week+7-week course combinations, the merging of two consecutive courses into a one-semester offering, allowing students to enroll in the next higher course concurrent to their actual placement, and providing students the opportunity to complete more than one course in a semester by working in a self-paced environment. What's worked? What hasn't? What are the challenges for the future?	Kristin Duckworth Christine Mirbaha Tejan Tingling
2:15-3:00	Towson University	Raouf Boules
3:00-3:15	Break	
3:15-4:30	Panel Discussion: The panelists will provide further insight into their programs and respond to audience questions and concerns.	Presenters listed above
4:30-5:30	Break before dinner	
5:30-7:30	ALP Dinner	