Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

ROBERT FROST

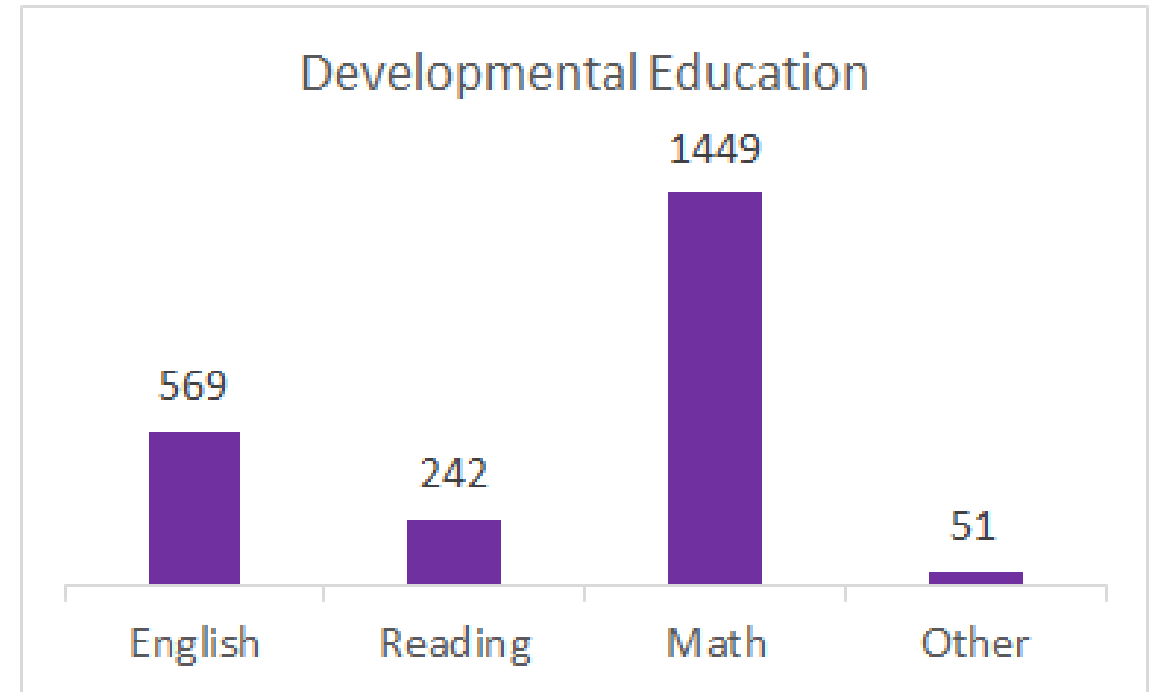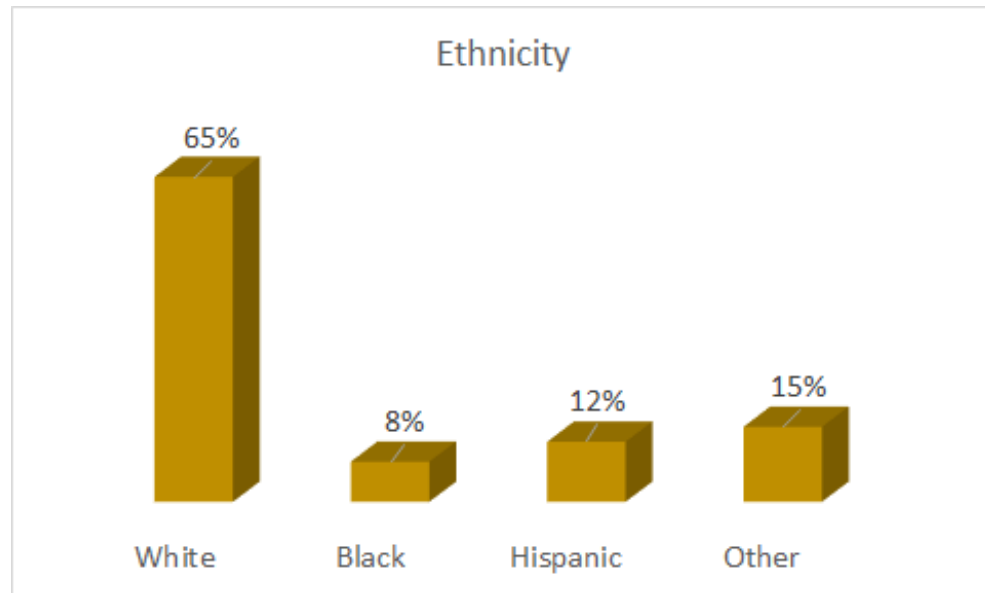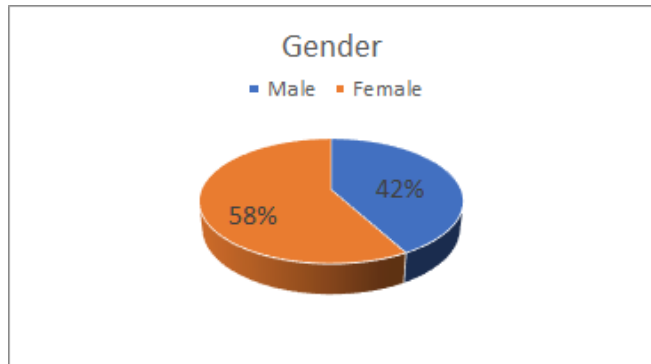# The Road Taken and the Road Not Taken: Results from Two ALP Studies

Dr. Troy Nordman

Dr. Noreen Templin

Butler Community College

Butler Community College

Enrollment: 9,190

Gender
- Male
- Female

42%
58%

Ethnicity

65% White
8% Black
12% Hispanic
15% Other

Developmental Education

English: 569
Reading: 242
Math: 1449
Other: 51

ALP at Butler
Community College
El Dorado, KS
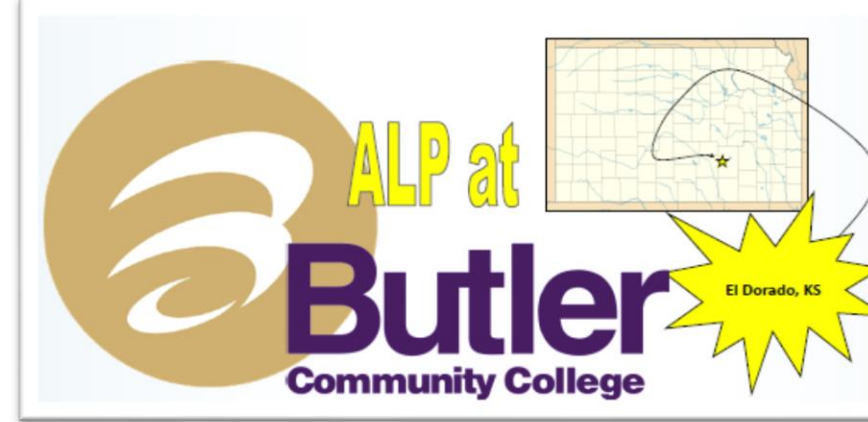
Background of ALP

Full-scale implementation

Fall 2016

Pass Rates of ALP EG101

	Pass Rate
Spring 2017	56%
Fall 2016	62%
Baseline 2012	39%
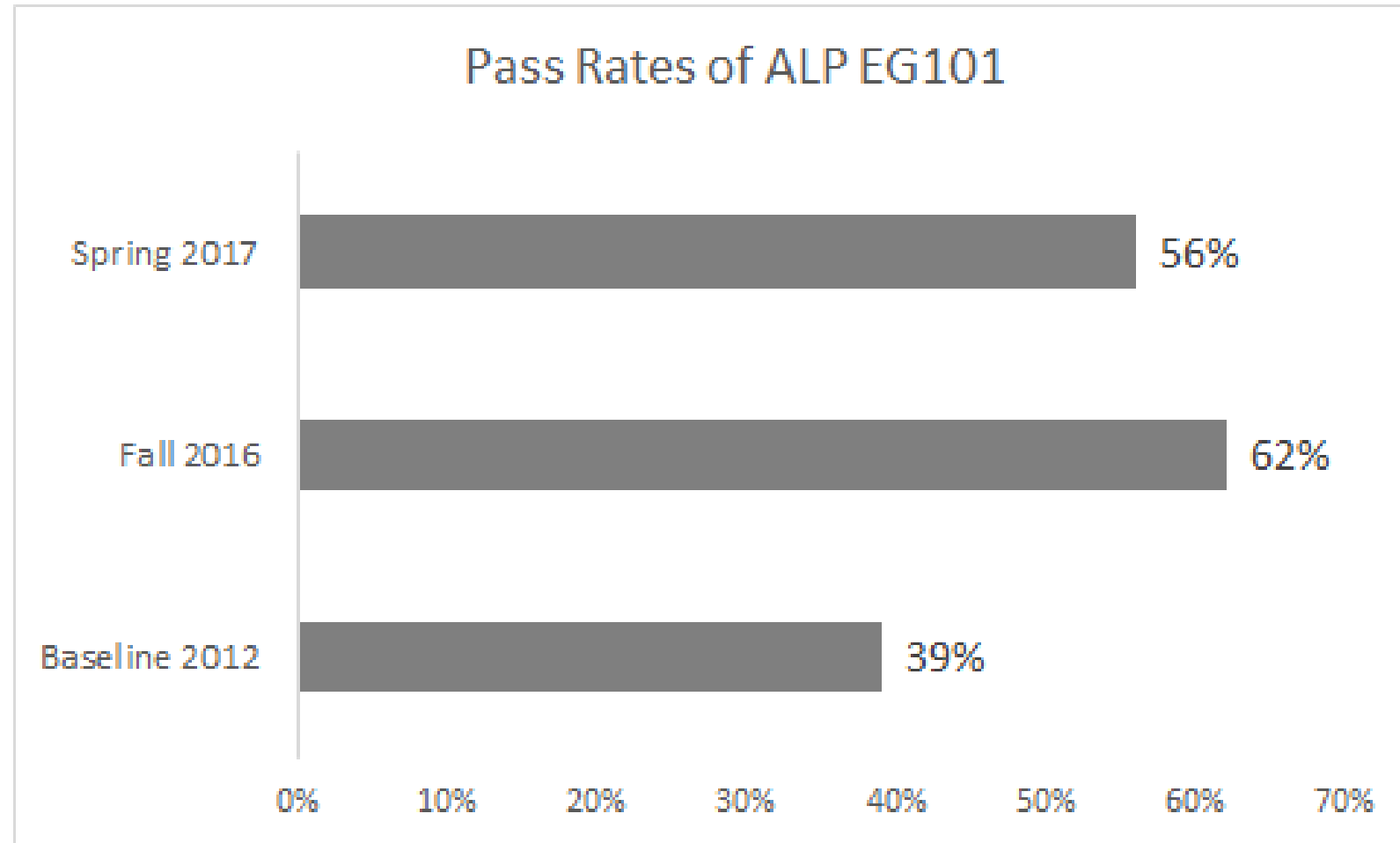
Road Taken:
Difference of Success

Purpose and Framework

➢ **Identify and gain greater understanding regarding what students who enrolled in and successfully completed an accelerated English course at Butler Community College perceived to be factors that contributed to their success.**

➢ **Butler's 3-pronged strategy approach –** *structured design*, *high engagement*, *high support* **– a problem of practice**

In general, a purposeful support structure embedded within the structured pathway providing students with more intrusive guidance (Dadgar, et. al., 2013; Scott-Clayton, 2011) coupled with rigor and higher levels of academic engagement.

Road Taken

The developmental dilemma

➢ Mission critical (Boylan, 2002 ; Cohen & Brawer, 2008)

➢ Costly and challenging (Adams et. al., 2009; Bailey, 2009; Bailey et al., 2015; Barnett & Cormier, 2014 Scott-Clayton et al., 2012;)

➢ Successful models (Boylan, Bliss, & Bonham, 1997; Levin & Kater, 2013; Perin, 2002)

Successful models

➢ How intrusive? (Calcagno, Crosta, Bailey, & Jenkins, 2006; Cuseo, 2015; Dadgar, et. al., 2013)

➢ Acceleration and how it works (Bailey et al., 2015; Bailey, 2009; Edgecombe et al., 2013; Hern, 2012)
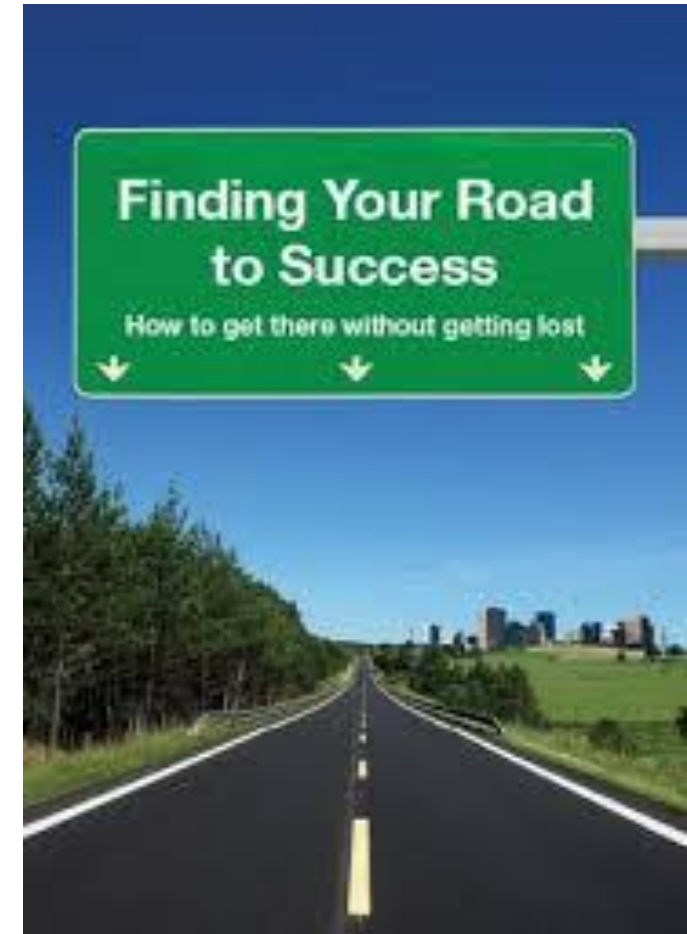
Need for additional study

➢ What works for students and institutions? (Adams et. al., 2009; Edgecombe, 2011; Hern, 2012)

Road Taken

Analysis and Findings

➤ Pattern and theme analysis (Patton, 15) – using the lens of Narrative Inquiry

➤ Transcription and Coding

  ➤ Deductive and Inductive coding (Saldaña, 2015; Miles et al., 2013)

  ➤ Observations and themes

  ➤ Participating in the "transaction" (Caine et al. 2013)

➤ Engaging the narrative / an ALP Learning Community

Finding Your Road
to Success
How to get there without getting lost

Deductive Coding Pattern Categories

Category	Code Pattern	Frequency
Perceptions of ALP curricular design	ALP course encouraged [helped, emphasized, supported, provided, was different, helped students, made learning fun, was a smaller class, believed ALP would help, …]	**54**
Perceptions of AVID high engagement learning strategies in the ALP class	The student engaged in peer editing a lot [described using Speed Dating often, felt group work was efficient, felt comfortable working with others, connected well with others, felt challenged but supported, felt engaged in course, …] The instructor asked students [engaged, taught WICOR skills, encouraged, broke down details, had the students, incorporated lots of reading, never said no, used lots of examples…]	**151**
Perceptions of engagement in mandatory tutoring/outside support mechanisms	The student went to tutoring [formed their own study group, would often go together to tutoring lab, used the OWL, used instructor for tutoring, interacted with peers in tutoring lab, …] The instructor encouraged students to use the tutoring lab [made students aware of the tutoring labs, required students to submit essays to the OWL, was available in his office, was available via email, …]	**31**

Inductive Coding Pattern Categories

Category	Code Pattern	Frequency
Student awareness of personal growth (cognitive)	The student felt he would not have passed without ALP [felt more confident in her abilities, believed ALP course improved student confidence, felt ALP course reinforced reading skills, thought ALP class was more personable, believed ALP class helped with other courses, liked that the ALP class provided comfortable atmosphere, enjoyed working with other students in the ALP class…]	**67**
Instructor influence on learning (non-cognitive)	The student enjoyed having the same instructor [feel faculty are supportive, felt instructor become more like a friend, felt instructor had lots of energy, felt more confident using instructor for tutoring, believed the instructor inspired confidence, felt instructor respected students, liked that instructor shared personal experiences, believed instructor understood student level, appreciated that instructor kept student aware of his performance, …]	**29**

Butler's ALP Learning Community

Factors from Inductive Analysis

- students perceive ALP course as a path to greater confidence and awareness in writing, reading, and analytical skills

- students perceive ALP course as a significant factor to success in other courses

- students perceive ALP course instructor engagement levels and peer collaboration significant to course success

Factors from Deductive Analysis

- students perceive the ALP course design as an effective and efficient path to success in English Composition I

-students perceive engagement and collaboration essential to persistence, learning, and success

- students perceive tutoring and supporting mechanisms as contributing to overall course success

Continuing on the Road: EG102

239 Passed ALP EG101

 154 Attempted EG102 (64%)
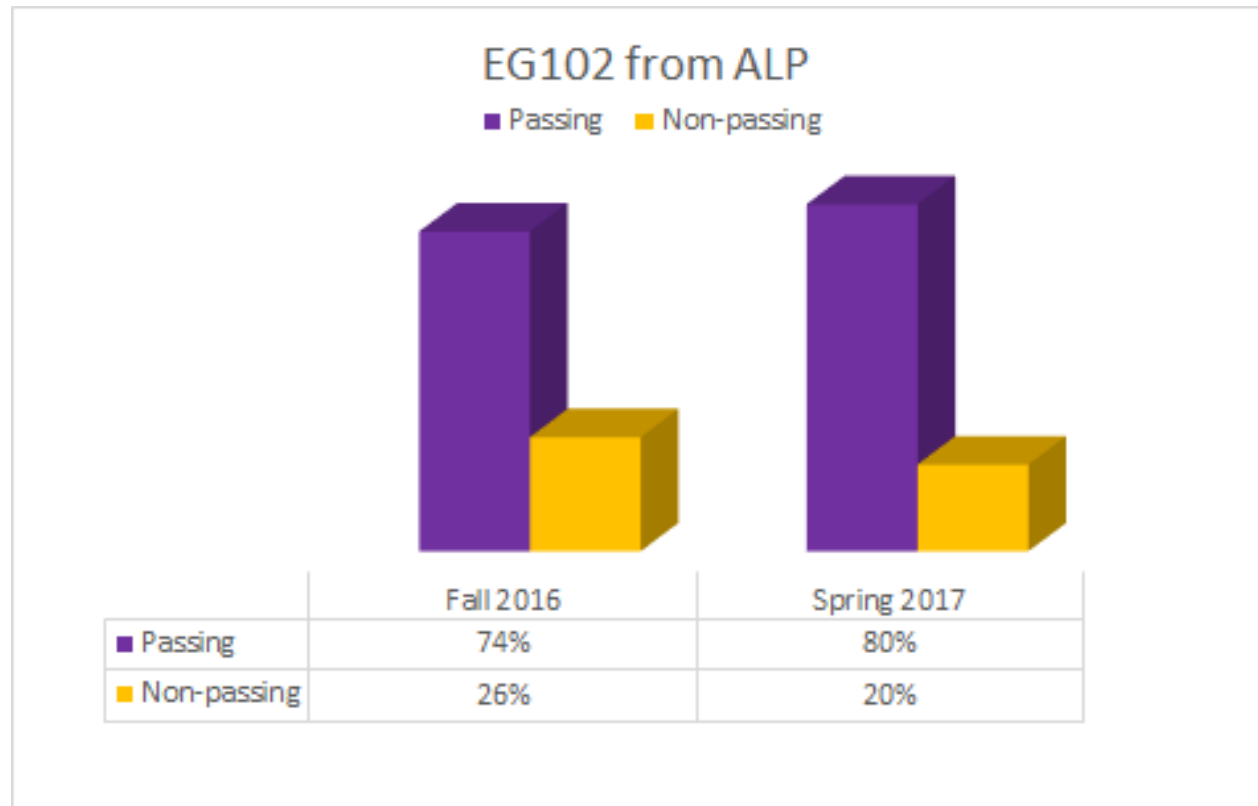
EG102 from ALP

■ Passing ■ Non-passing

	Fall 2016	Spring 2017
■ Passing	74%	80%
■ Non-passing	26%	20%

Road Not Taken: Difference of Non-passing

Personal Characteristics

Age

Gender

Ethnicity

Residency

Academic Characteristics

Previous credit hours

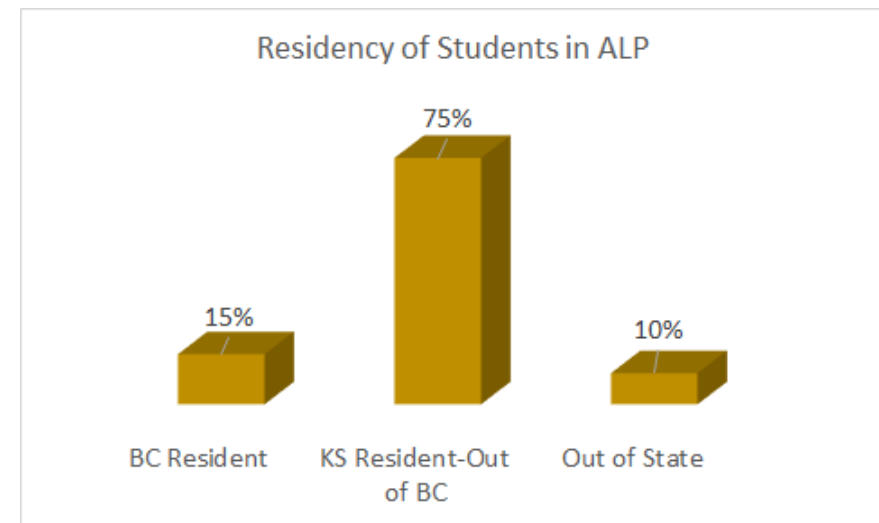Current credit hours and GPA
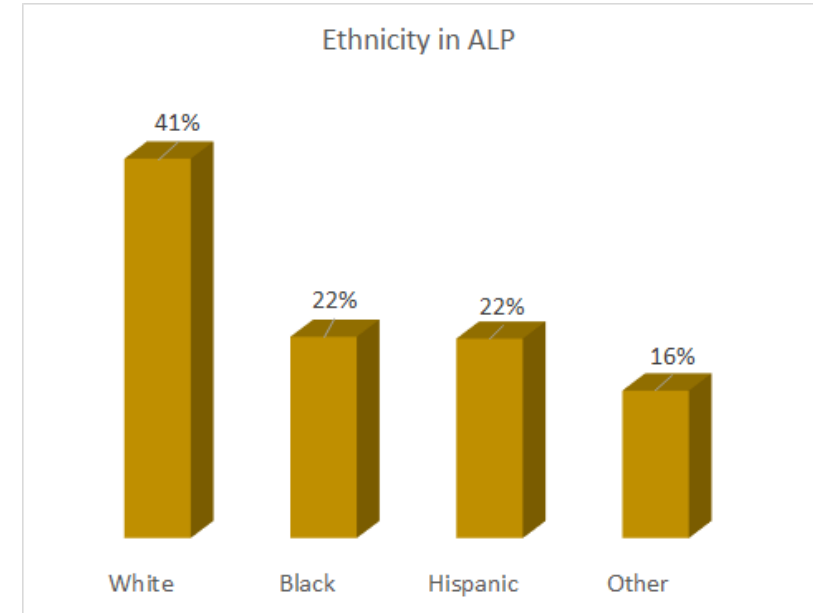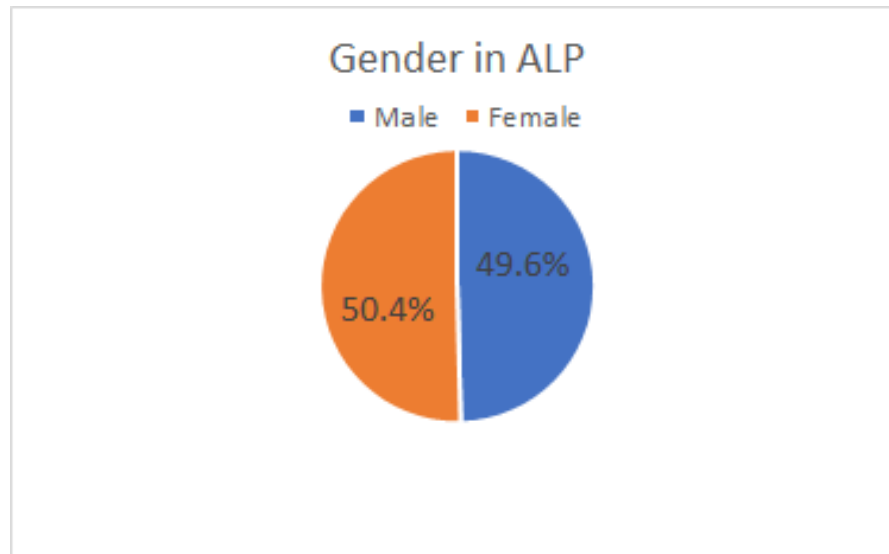
    ALP (6 hours)

Degree Declared

Co-enrolled Remedial Reading

Personal Characteristics

Age: 21.2 years
Youngest: 17.5
Oldest: 53.2

Gender in ALP
- Male
- Female

49.6%
50.4%

Ethnicity in ALP

41% White
22% Black
22% Hispanic
16% Other

Residency of Students in ALP

15% BC Resident
75% KS Resident-Out of BC
10% Out of State

Academic Characteristics

Current credit hours: 12.6 cr hrs
    Minimum: 6
    Maximum: 25

Current GPA
    Minimum: 0
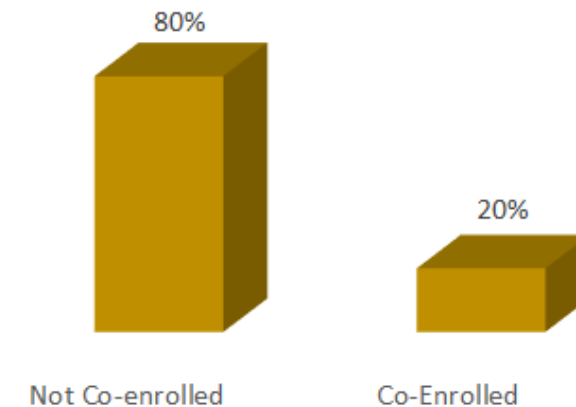   Maximum: 4

Previous credit hours: 9.1 cr hrs
    Minimum: 0
    Maximum: 59

Degree Declared for Students in ALP

- AA: 25%
- AS: 63%
- AAS: 12%
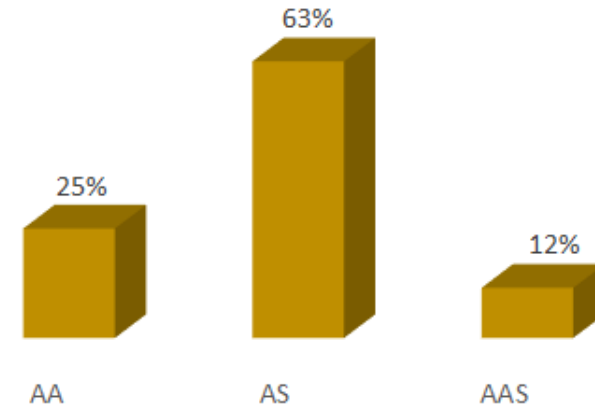
Co-enrollment in Remedial Reading with ALP

- Not Co-enrolled: 80%
- Co-Enrolled: 20%

Road Not Taken:
Difference of Non-passing

Personal Characteristics

Age

Gender

Ethnicity

Residency
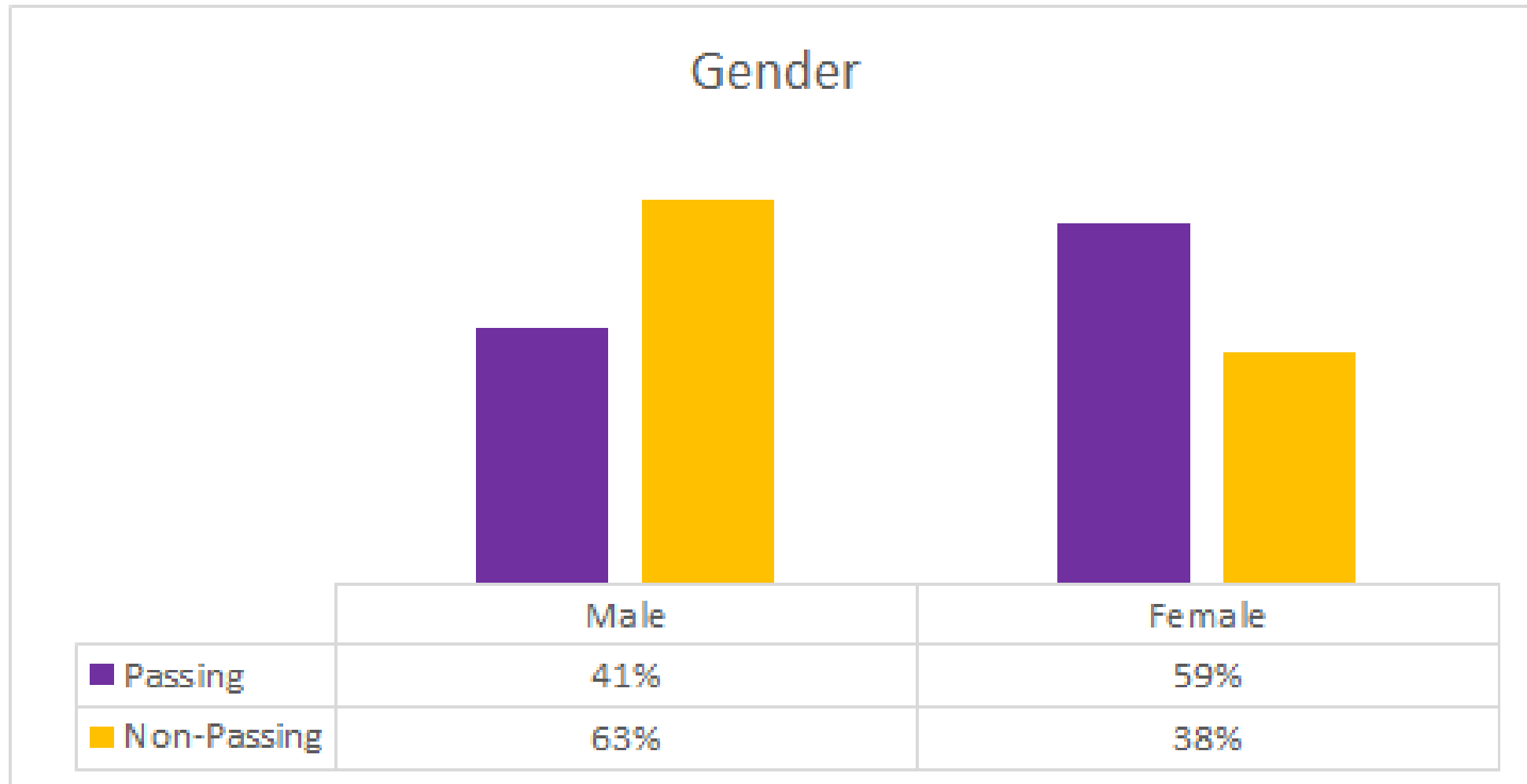
Academic Characteristics
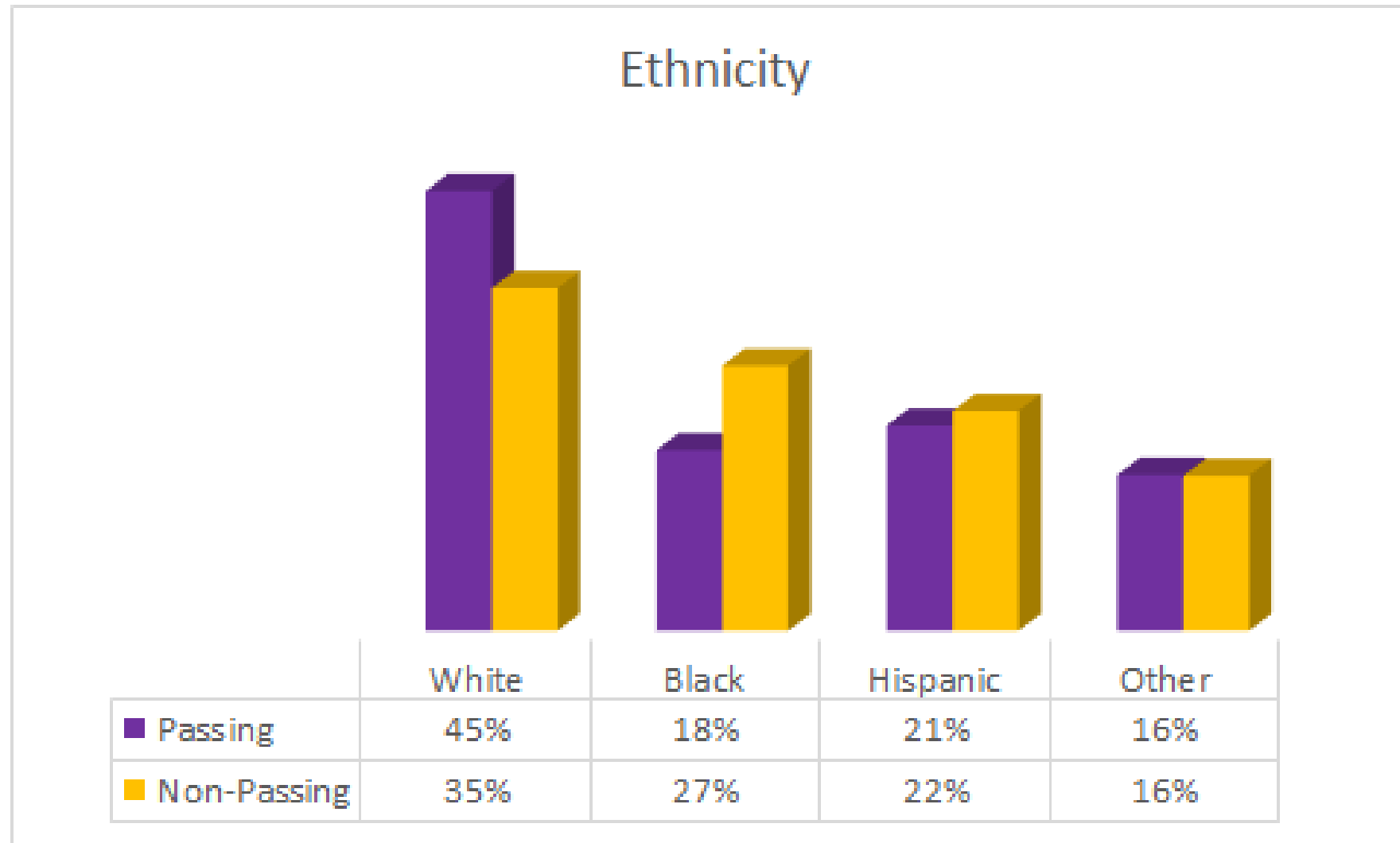
Previous credit hours

Current credit hours

Current semester GPA

Degree Declared

Co-enrolled Remedial Reading

Differences (Personal)

	Male	Female
■ Passing	41%	59%
■ Non-Passing	63%	38%

Differences (Personal)

Ethnicity

	White	Black	Hispanic	Other
Passing	45%	18%	21%	16%
Non-Passing	35%	27%	22%	16%

Differences (Academic)
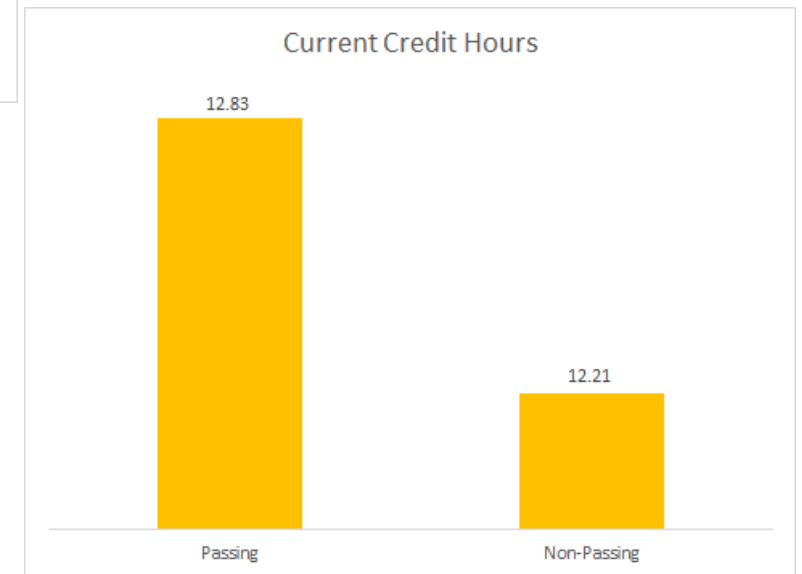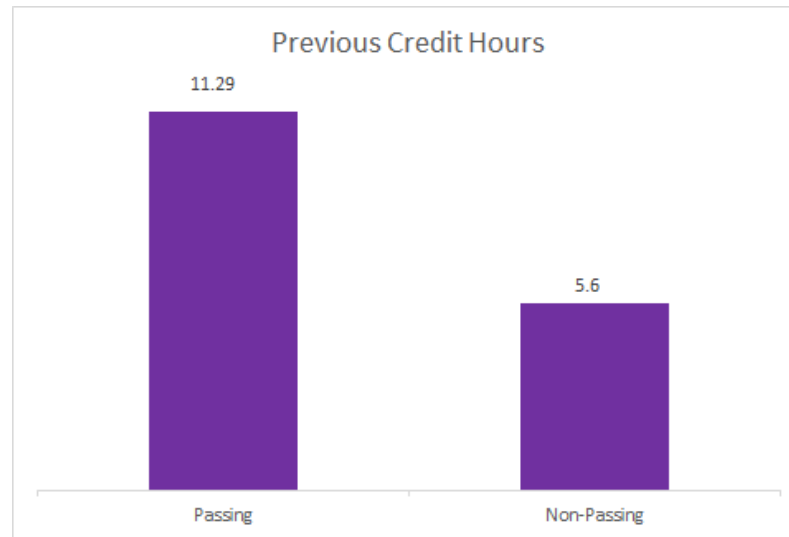
Previous credit hours
   Passing: 11.29
   Non-passing: 5.60

Current credit hours
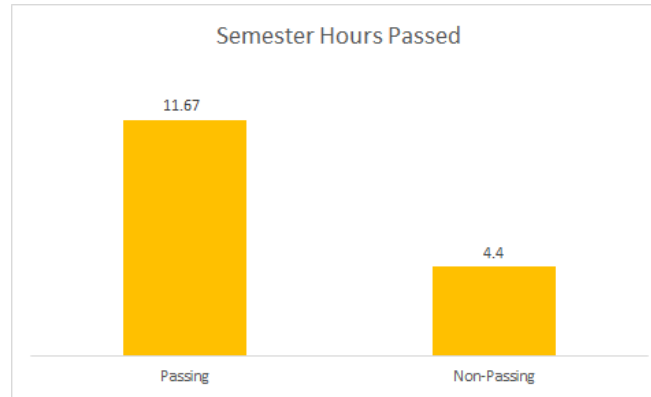   Passing: 12.83
   Non-passing: 12.21

Differences (Academic)
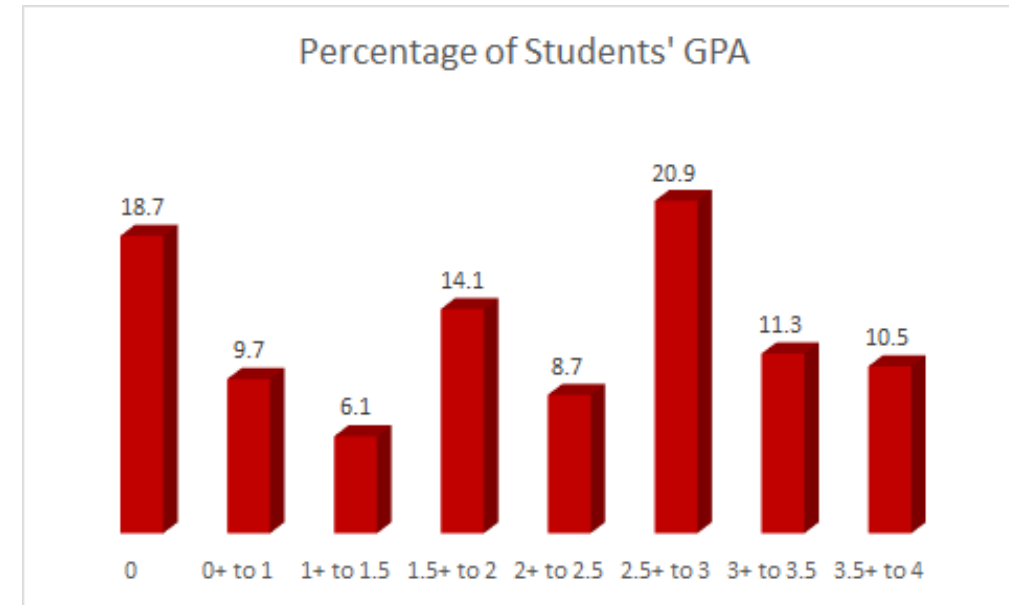
Semester Hours Passed
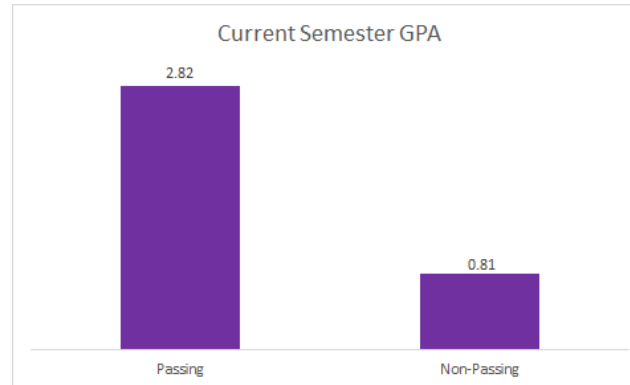Passing: 11.67

Non-passing: 4.4

Current GPA
Passing: 2.82

Non-passing: 0.81
- 48% with 0 GPA

Semester Hours Passed
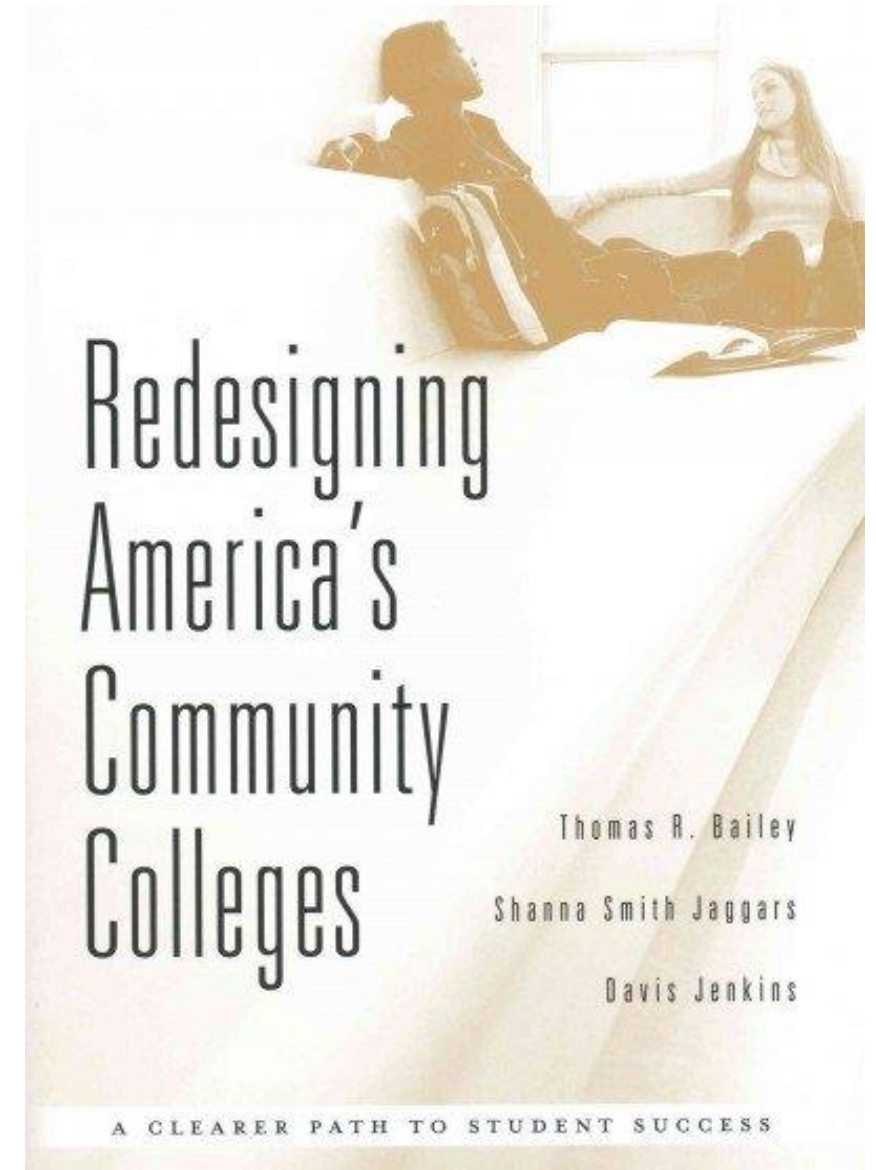

Current Semester GPA

Percentage of Students' GPA

Recommendations

The goal of the intake process … is to help students choose and successfully enter a program of study as quickly as possible. For developmental education to play an effective part in such a process, colleges must redesign three key elements of their approach to remediation:

Assessment and Placement

Curriculum

Instruction

Redesigning America's Community Colleges

Thomas R. Bailey

Shanna Smith Jaggars

Davis Jenkins

A CLEARER PATH TO STUDENT SUCCESS

p. 129

Assessment and Placement

Multiple Measures for Placement

KBOR's Developmental Education Working Group recommendations:

- Adoption of research-supported multiple measures in addition to tests to be used for placement.
  - Test preparation and refresher options for students preparing to take placement tests for the first time or re-taking placement tests.
  - Placement test re-take options that allow students to advance in or beyond developmental coursework when they are appropriately prepared.
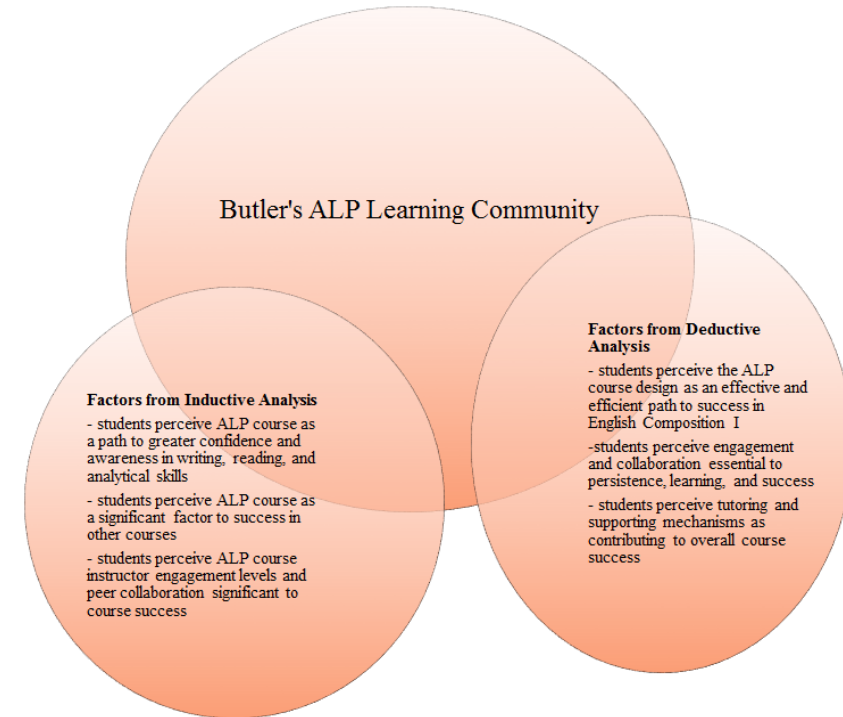
Curriculum

Acceleration

Intrusive academic advising

Engagement & Support

Butler's ALP Learning Community

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Instruction

Dr. Luke Wood

Strategies for Student Equity and Success

**Relational** Recommendations for Classroom Faculty

- Warmly welcome students to each class session
- Recognize that students and families want the best
- Validation messages that affirm ability <u>and</u> promote effort
- Know their name and use it
- Critique privately, praise publicly
- Discuss challenges you've experienced and overcame
- Recognize the influence of microaggressions on student success
- Be intentional about warmly welcoming all students to each class session
- Connecting students with people, not services

Community College Equity Assessment Lab (CCEAL)

Comments or Questions?