

ALP CONFERENCE: Start up Session (pre-conference)

Start small

Adapt not adopt

Gates Foundation: 3/4 of students do not receive a degree or certificate within 4 years who place into dev. ed.

CCBC: 3 sections of Math here, using ALP now in Math

2 sections of RDG

2 sections of ENG--90% place into the 2nd tier, only using Accuplacer (Accuplacer only looks at reading, not writing)

Basics of ALP:

- 20 students in ENG 101
- 10 placed into Dev. ed -- placed into but doesn't matter the range, don't take the higher scores
- taking the classes concurrently
- emphasizes that the material being studied is really important, ie they will need this on Wednesday instead of this material is really important. You need this next semester.
- alternatives versus: 24 in ENG 101, 12 in ALP

CCRC--Community College Research Center

- In traditional dev. writing class, 75% of dev. passed compared, 2x+ the number passed
- 13 % took ENG 102 vs. 50% took ENG 102 and 10% passed vs. 33% passed (not great but more than tripling the results)

Basics of ALP

*For ALP: if don't do, then results go down

--same teacher teaches

--at least half of the students in the ENG 101 are students who placed into credit-level writing

--students take their classes concurrently, not as a pre-requisite

--ALP cohort is NO more than 12 students

--ALP instructors recognize the importance of paying attention to the non-cognitive issues affecting their students

--pedagogy in the ALP course is based on "backward design" from the credit course and emphasizes active learning, improved reasoning skills, engaged, reading, and more effective editing skills. College level, critical thought. Starting from where we want them to end.

History:

- 1993 to 2006 to Spring 2007 launch of ALP pilot

- Fall 2008 doubling number of sections each year
- 2012-2013, 120 sections each semester

Currently:

- More improvement with the lower level ENG 100 students than the upper level ENG 100 students.
- Some faculty now want to include 090 students in ALP
- Cheaper than our traditional dev. classes, so many more students passed and registering for the next class, making more money from ALP

To Make ALP Work:

- Need to reach out to advisors and registration, otherwise students don't want to take 2 ENG classes same semester
- Considered the lower level reading and writing problem, combined RDG and Writing classes but not as successful
- Everything connected between the 2 classes, essays connected to ENG 101 and the traditional 4 writing assignments
- Attendance policy: if someone doesn't attend one of the classes, then they are dropped from both classes, put this in the syllabus for both

PEDAGOGY:

- Good pedagogy for writing classes (group discussion at round table):
- writing regularly
- connecting reading and writing
- focusing on process
- including clear expectations, how graded,
- active learning-engaging, moving around the classroom, giving presentations
- learning communities-interactive group work
- writing conference with teacher
- giving them a taste of writing success
- rich and interesting feedback
- making grammar holistically, not drills

PEDAGOGY and benefits for/with ALP: (examples)

- Demonstrate ideas then have students do; i.e. to demonstrate on the screen how to write an outline or write outline with students, then have them do it
- more scaffolding
- peer workshops more manageable and effective
- able to diagnose students issues within 2 weeks
- students able to diagnose their own issues

Backwards Design

- college level work not write a paragraph and then I'll teach you how to write an

- essay
- write an essay immediately
 - believe in the students

Essential to Integrate the Two Courses:

- Intro. ENG 101 class, then go to ENG 100 class and sell the ALP class and show how much more successful they will be
- Not the old dev. ed. course slapped onto the credit class
- It's an entirely new way to think about the course
- the goals of traditional developmental course is different
- the two courses feed off each other
- additional practice in writing: e.g. making academic moves, ie: if doing a rhetorical analysis then practicing more the rhetorical analysis
- Integrated Reading and Writing
- more time to help students with their reading skills
- use the Reading-Writing Cycle

Essential to recognize the Non-cognitive issues

- listening to students--how many classes taking, what's going on in their life 2 weeks later ask how doing, let students talk,
- 2 for one assignments
- discuss why someone is late and class problems—have students work to help solve the problems i.e. a bus route or giving rides

Sample Assignment:

Practice with the Program Note for shouldn't we talk?!

- look at grammar in a non-traditional way, effect on reader italics
- give to class cold in order to discuss and decode, in class assignment
- decoding assignment
- meta-cognitive assignment
- don't have to understand everything to still get the idea
- different language and put ideas into a form
- do this as a performance piece, see if on YouTube
- use this in ENG 101 related to a music unit

NUTS AND BOLTS OF ALP START-UP

Adapt, don't adopt

Getting started, start small; plan large

--while planning, think about scaling up (how work with 2x as many classes)

Building support, reach out to admin. and advising and registration

--use our data-more than 100 ALP schools nationally

--data sells, use our data to help support the program

--Get our program on the map, gives information about each program (55 schools already)

--Contact college media services/local newspapers

--Mesa Community College had radio interview

- Administration (they are between pedagogy and dollar bills)
- Students need to know--talk to advisors! (maybe do it at night), advisors sell it to the students, advisors change and are part time, need to let advisors know
- Takes entire school

See Reach and Data Collection section -- appendix B

- Find out what they need? not statistically significant initially
- Meet face to face and ask directly
- Collect data, how do in first year comp. and how do in ENG 102 and then future classes and how students who just do dev. ed.

Marketing to Students

- word of mouth,
- T-shirts?
- Advisors

Identify ALP Faculty and Faculty Development

- Faculty Development must be continuous
- The challenge of full-time faculty buy-in

Funding and Costs

- ALP costs less per successful student than traditional dev. ed. classes
- Focuses on the idea of the completion agenda
- Reassigned time for your ALP director
- Stipends for attending faculty development institutes (1 week institute, \$750 for the training)

Logistics

- registration--need ALP section code
- advisors --need ALP section
- non-cognitive issues
- student Eligibility for ALP
- faculty
- classrooms
- computers in the classroom
- ALP students' privacy policy (teacher doesn't identify, but students often self-identify)

<http://alp-deved.org>

Presenters:

jgallagher@ccbcmd.edu (Jamie Gallagher)

rmiller2@ccbcmd.edu (Bob Miller)

Notes taken by:

Karen Hindhede, Central Arizona College

Karen.hindhede@centralaz.edu