

1. Overview of the program at the college
  - a. Gates Foundation—3/4 of developmental students do not receive a degree or certificate in 4 years
  - b. CCRC—few students referred to developmental education progress through the sequence—only 45% pass college-level course
2. CCBC
  - a. 81% test into 1 or more developmental
  - b. 65% Developmental Writing
  - c. 77% Developmental Math
  - d. 58% Developmental Reading
3. CCBC Traditional Sequence
  - a. 051, 052, 101, 102
  - b. 20 students, one instructor per semester
4. CCBC Acceleration (ALP)
  - a. English 101—10 developmental students, 10 traditional students
  - b. English 052—10 developmental students only, concurrent enrollment
  - c. English 101 ALP taught just like a regular 101 class—same standards
5. Maximize student success by
  - a. In 052 class, answer questions from the 101 class
  - b. Conduct writing assignments—usually shorter papers, could be about student success, problems with writing
  - c. Planning the next essay—sometimes feel like they are ahead of the 101 students
  - d. Review drafts of essays
  - e. Review grammar, punctuation, and mechanics
  - f. Being mentor, coach, teacher, and advisor to ensure overall student success in course completion
  - g. Advise students on how to manage obstacles that may interfere with their success.
6. Survey results
  - a. Improved attitude
  - b. Enhanced successful behavior
  - c. Increased persistence
  - d. Capitalized on bonding opportunities
  - e. Raised confidence
  - f. Discovered relevance of learning
  - g. Became more attached to college community
7. Success rates (2007-2010)
  - a. 28% trad. 052 students pass 101
  - b. 69-74% ALP students pass 101
  - c. Cho, Kopko, and Jenkins CCRC study 2010
8. Compared to traditional, ALP

- a. Doubles success rate
  - b. Cuts attrition rate in half
  - c. Does it in half the time
  - d. Does it at slightly less cost per successful student
9. Scaling up
- a. 07-08—10 sessions
  - b. 11-12—160 sections
10. ALP institute—25 hour faculty development
- a. Mon—Getting acquainted and into to ALP, Why ALP works, Backward design curriculum development, Active learning in a writing classroom
  - b. Tues—Integrated reading and writing, Thinking skills in the classroom
  - c. Wed—dealing with affective and life issues, Financial literacy
  - d. Thurs—Improving student ability to edit writing, culturally responsive pedagogy
  - e. Fri—Cord 101 and 052, selecting texts, planning syllabi, planning the first week
11. Creating the ALP website
- a. For CCBC or national site?
  - b. ALP Classroom Resources
  - c. ALP Schools—schools that are running ALP programs
  - d. ALP Conferences—all the PowerPoints from our conference
  - e. Studies from CCRC on website
  - f. ALP in the news
  - g. MAP of ALP schools—110 schools registered as ALP schools and list of all schools. Clicking on each school tells you info about the school and explains program.
    - i. Could we do this with CAP?
    - ii. Schools submit themselves
12. Schools offering ALP
- a. CA—Santa Barbara Community College
  - b. Patrick Henry Community College
    - i. Began Fall 2009 with one section
    - ii. Additional sections were added the following semesters and math also added ALP
    - iii. Pass rates for ALP are on average 10 points higher than trad dev ed courses
    - iv. Adopted statewide (Virginia) in developmental ed reform
13. Seven trends in Developmental Writing (survey of ALP schools)
- a. Number of levels of developmental writing courses
    - i. Most offer 2
    - ii. Range from one to five
  - b. How are students placed?
    - i. Majority use Compass
    - ii. Accuplacer 2<sup>nd</sup>
    - iii. ACT, Writing Sample, and Other
  - c. How many placed?
    - i. 50 to 75% of students place in developmental classes

- d. Date ALP began at institution
    - i. Most in Fall 2012
  - e. Number of sections offered in first semester
    - i. Most begin with one section, and scale up from there
  - f. Which ALP model do you use?
    - i. 97% use the CCBC model
    - ii. 3% Triangle model—2 distinct English 101 classes, 10 and 10 meet in single class with a different instructor
    - iii. Class size—most use 1-10 (18 schools—60%), some use 11+ (12 schools)
    - iv. Same instructor—97%
    - v. At all schools, at least half of the students placed in college-level course
  - g. How many hours per week?
    - i. 3 hours—50%
    - ii. more than 3—25%
    - iii. fewerer than 3—25%
  - h. Faculty considerations
    - i. Just about half were union, non-union—flourishing in both
    - ii. Credit pay—in beginning, instructors paid 2 to 3 for ALP course
    - iii. Credit pay—now, paid 3 credits for 101 and 3 credits for developmental course
    - iv. Credit pay—majority of schools paid full credit
14. Other trends (not from survey—from conference)
- a. Beginning—focused on nuts and bolts
  - b. Developmental Ed redesign
  - c. Culturally responsive pedagogy
  - d. Backwards design
  - e. Active learning
  - f. Integrating reading with writing
  - g. Critical thinking skills in the writing classroom
  - h. Dealing with affective and life issues
  - i. Supplemental writing programs and support
  - j. Coaching and acceleration
  - k. Self-paced courses
  - l. Conferencing with ALP students
15. Questions?
- a. Institutional credit for developmental class—just for the 101
  - b. What are their reading scores? Some take upper-level reading course concurrently
  - c. Ask colleges what kind of faculty development you are doing
  - d. CCBC runs three-day and two-day sections with extended hours
  - e. Cost savings because of retention—they stay longer, we make more money