



THE CENTER FOR  
APPLIED RESEARCH

---

# Replicating the Accelerated Learning Program: Preliminary but Promising Findings

---

DAWN COLEMAN  
JANUARY 2014

Prepared in Collaboration with:

COMMUNITY COLLEGE OF BALTIMORE COUNTY



ACHIEVING THE DREAM



Funding for this study was provided by The Kresge Foundation. The findings and opinions in this report are those of the authors and do not represent the opinions of the funder.

We are grateful to our colleagues at Community College of Baltimore County and Achieving the Dream for providing helpful feedback on draft versions of this report. In particular, Susan Gabriel, Co-Director of the Accelerated Learning Program at CCBC, was invaluable during the editing process.

We would like to thank the many colleges who took the time to respond to our inventory survey, including the following seven colleges who participated in Phase 2 of this study and were kind enough to share data and answer all of our questions as we learned about their programs:

- College A – Jackson College
- College B – Lansing Community College
- College C – Mesa Community College
- College D – Black River Technical College
- College E – Gwinnett Technical College
- College F – North Arkansas College
- College G – Atlantic Cape Community College

Finally, we are especially grateful to the many students, faculty, and administrators at Jackson College and Lansing Community College who shared their time, their opinions and their classrooms with us.

Research team:

Dawn Coleman, Director, The Center for Applied Research  
Michelle Wilson, Project Manager, The Center for Applied Research

*Please address all questions to:*

Dawn Coleman  
Director, Center for Applied Research  
Central Piedmont Community College  
PO Box 35009  
Charlotte, NC 28235  
704-330-6702  
[www.cpcc-cfar.com](http://www.cpcc-cfar.com)  
Email: [Dawn.Coleman@cpcc.edu](mailto:Dawn.Coleman@cpcc.edu)

# Table of Contents

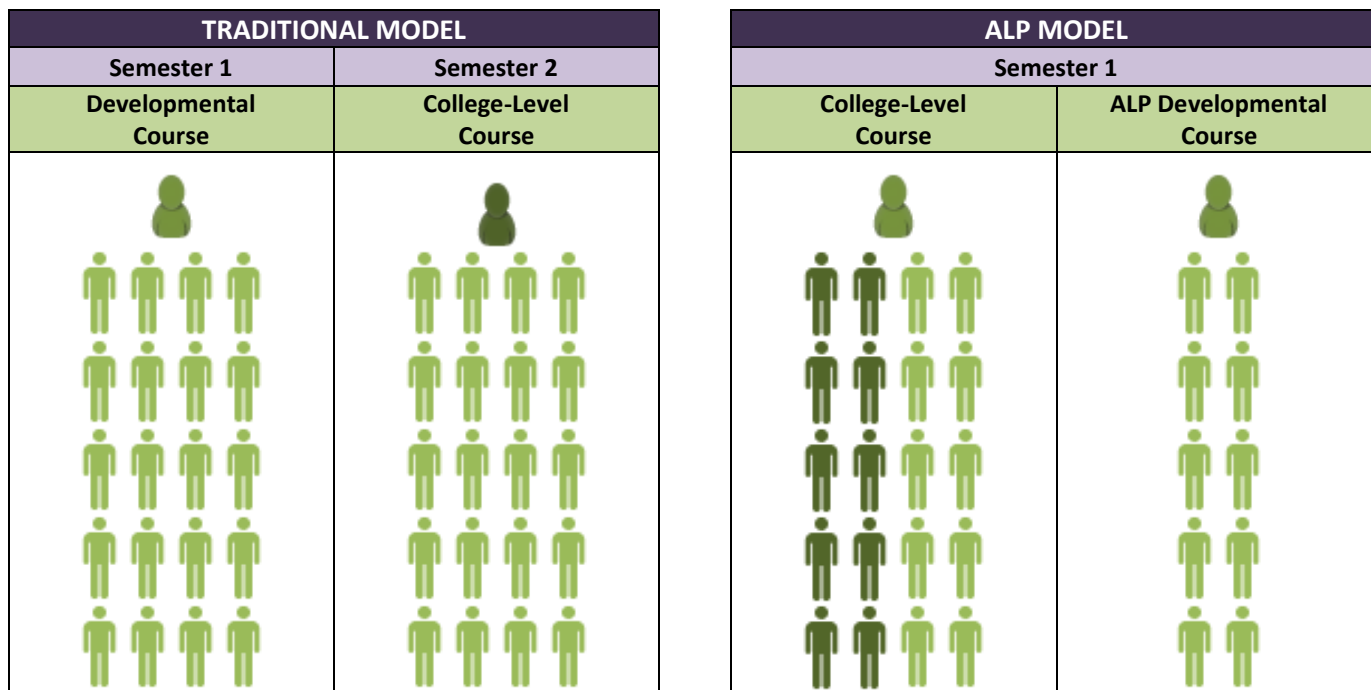
INTRODUCTION .....	1
PHASE 1: CHARTING THE LANDSCAPE OF ACCELERATED LEARNING PROGRAMS .....	3
PHASE 2: A CLOSER LOOK AT SEVEN ACCELERATED LEARNING PROGRAMS .....	12
PHASE 3: A CASE STUDY OF TWO COLLEGES IMPLEMENTING ALP .....	23
SOME FINAL THOUGHTS .....	32
REFERENCES .....	35
INVENTORY OF ACCELERATED LEARNING PROGRAMS .....	36



## INTRODUCTION

In 2007, the Community College of Baltimore County (CCBC) launched a new innovation in developmental writing. The Accelerated Learning Program (ALP) was designed to accelerate the progress of developmental education students into the college-level writing course by co-enrolling them in the highest level of developmental writing along with the college-level course. Since its inception, ALP has been the subject of several studies by the Community College Research Center (CCRC) that showed a positive impact on student outcomes in both the developmental course and the college-level course. ALP has been highlighted by the Center for Community College Student Engagement (CCCSE) as an example of a high impact educational practice and Complete College America has recommended replacing traditional developmental education and making co-requisite models, which include ALP, the default for students who place into developmental education. MDRC has also pointed to ALP as a successful example of mainstreaming developmental students into college-level courses. In an environment in which policy makers and college administrators are looking for ways to reform the system of developmental education and to improve student outcomes, ALP offers one model of reform that has produced impressive results at CCBC.

Under the ALP model, ten students who placed into the upper level of developmental writing are mainstreamed into the college-level writing course along with ten students who placed into college-level writing. The college-level course is not modified to accommodate the developmental writing students; the high standards of the college-level course are maintained. However, the ten developmental students are co-enrolled in the developmental writing course which meets immediately following the college-level course. The same instructor teaches both classes.



The ALP developmental education class is structured to support the college-level course through backwards design. The goals and objectives of the college-level course guide the work done in the ALP developmental course. Under the traditional model of developmental education, students must pass the developmental course before moving on to the college-level course in the following semester. Under ALP, both courses can be completed concurrently, shortening the time spent in developmental education while also eliminating the potential exit point between the developmental course and the college-level course.

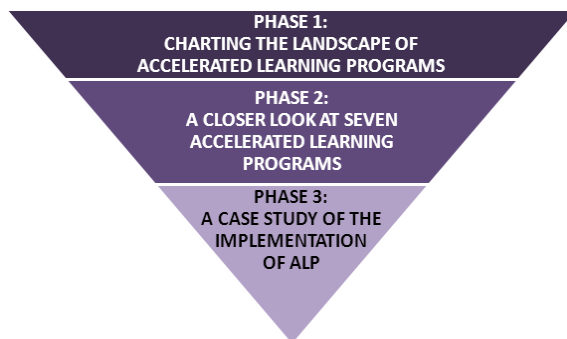
CCCSE has identified ALP as an example of an accelerated or fast-track approach to developmental education and as one of the models associated with higher benchmark scores on measures of support for learners and

engaged learning. Some fast-track models accelerate students by offering compressed courses which allow students to take the developmental course followed by the college level course within the same term. However, while ALP is also clearly designed to reduce time spent in the developmental sequence, the philosophy behind ALP is more focused on the co-requisite aspect of acceleration. Ultimately, the goal of ALP is to increase the proportion of students who succeed in the college-level writing course; the ALP developmental course is just a means of achieving that goal, rather than a stand-alone course. This necessitates enrolling students in the college-level course and designing the ALP developmental course to support the college-level course. In addition to accelerating students into the college-level course, ALP also eliminates the potential exit point between the developmental and college-level course.

Early data from ALP demonstrated impressive results showing that more than twice as many ALP students passed the college-level course compared to students who followed the traditional developmental sequence. More extensive studies by CCRC have shown that, compared to traditional developmental students, ALP students have higher success rates in both the first and second college-level writing course, earn more credits, and are retained at higher rates. ALP has also been shown to be more cost-effective in terms of the cost per successful student.

Other colleges have begun replicating the CCBC ALP model. In particular, Arkansas, Indiana, Michigan, Colorado, Virginia, and Connecticut have begun large-scale implementation of ALP. However, most of these programs are still in their infancy and have not been studied extensively. This study is intended as the first of many studies examining the implementation of ALP at institutions other than CCBC. The goal is to begin assessing the extent to which ALP can be replicated by other institutions and still achieve the level of success achieved at CCBC. Many colleges have found it necessary to modify the model to fit their own environments, and we hope to examine those modifications in order to determine which characteristics of ALP are critical for its success and which allow for more flexibility.

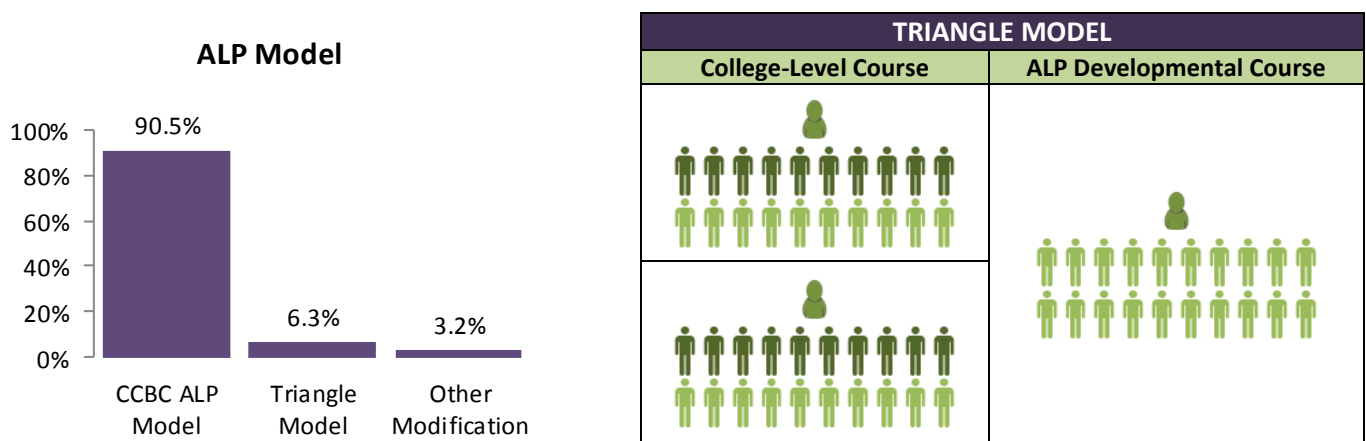
This study was conceived of as a funnel, beginning with a broad survey of the landscape of the implementation of ALPs around the country and an examination of college and programmatic level data. This phase of the study was followed by an examination of student-level data from a sample of seven colleges to compare the outcomes of ALP students to traditional developmental students. The third phase was a qualitative case study of the implementation of ALP at two colleges. In this report, a chapter is devoted to each phase of the study. Finally, we offer some thoughts about how our findings may begin answering the question of which characteristics of ALP are critical to its success and some thoughts about future areas of study. This study was designed to be exploratory, and consequently it raises more questions than it answers, but we hope that this study will be the first of many and that it provides preliminary information that will be helpful to other colleges considering implementing ALP.



## PHASE 1: CHARTING THE LANDSCAPE OF ACCELERATED LEARNING PROGRAMS

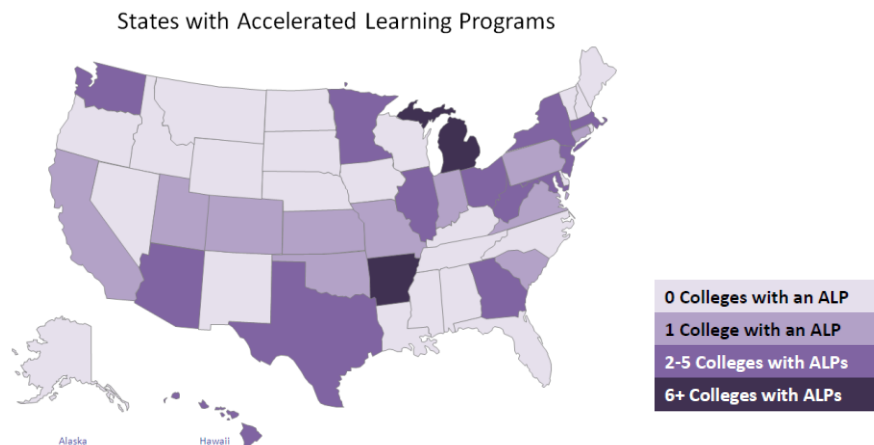
In order to assess the landscape of ALPs across the country, we reached out to colleges known to have implemented some version of the CCBC ALP model, asked them to complete a survey, and requested that they also forward the survey to other colleges with an accelerated learning program. Our starting point was the information contained on the Accelerated Learning Program website ([www.alp-deved.org](http://www.alp-deved.org)). The survey was designed to build upon the inventory on the ALP site, created by CCBC and populated by colleges who submit their information. In addition to the data currently being gathered on the ALP website, we added open-ended questions asking about changes in teaching and course content, non-cognitive issues, faculty development and training, and challenges faced. A total of 70 programs completed the inventory survey. However, because the focus of this study is specifically on the replication of the CCBC ALP model, seven programs which were not using ALP as their model were removed from the analysis, resulting in a total of 63 programs in this inventory.

Almost all of the colleges included in this study are using the ALP model as it was developed by CCBC. However, six colleges have replicated the model with significant modifications. Two of the colleges offer some combination of individualized tutoring, a workshop hour, and a student success course to developmental students taking the college-level writing course. One obstacle to implementing ALP is the small class size of the ALP course. CCBC recommends having no more than 12 students in this cohort which can be prohibitive for some colleges. Because of this issue, four colleges are using the Triangle Model in which students from two college-level classes populate a single ALP developmental class.

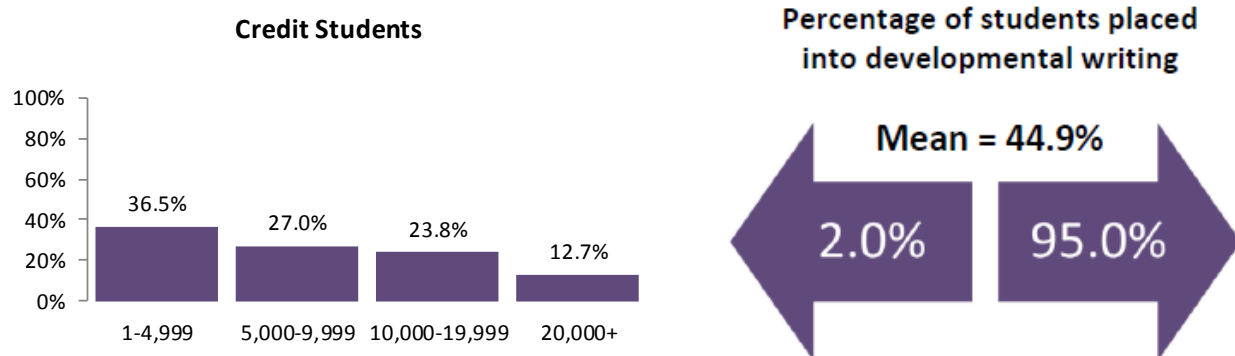


### *Accelerated Learning Programs Have Been Implemented in Varied Environments*

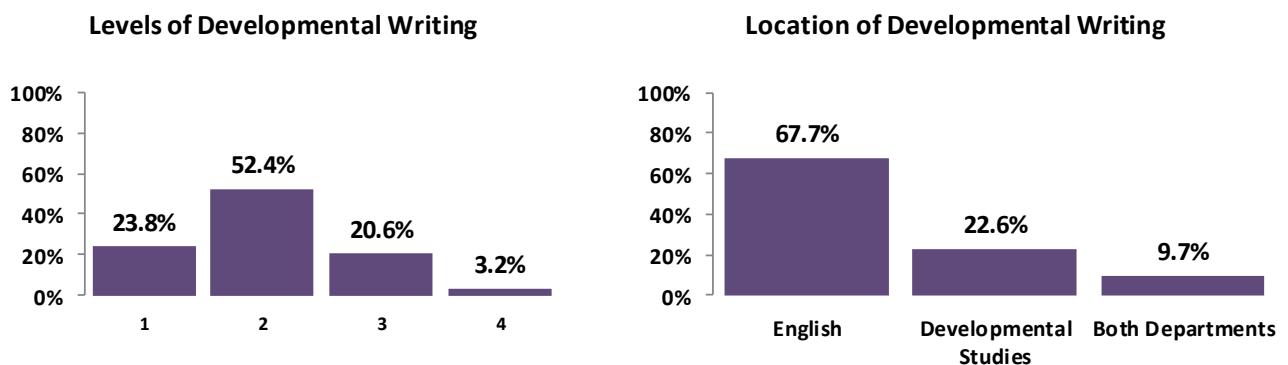
Programs from 26 states are represented in the inventory. Fifteen states have more than one program in the inventory.



In addition to being geographically diverse, the ALPs in this analysis represent a variety of sizes. Approximately two-thirds of the colleges in the inventory have fewer than 10,000 credit students. They also vary in terms of the percentage of students who are placed into developmental writing, with that percentage ranging from 2.0% to 95.0%, with a mean of 44.9%.

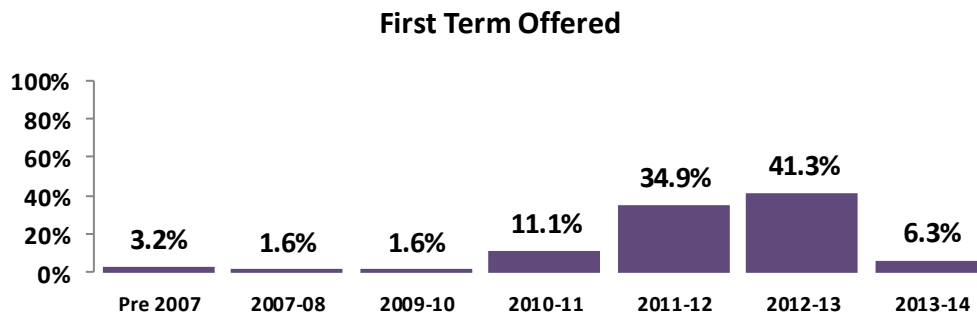


Colleges offering ALPs have between one and four levels of developmental writing. While a slight majority (52.4%) have two levels of developmental writing, almost one-fourth of the colleges (23.8%) have three or even four levels of developmental writing that students must navigate as part of the developmental writing sequence. At the majority of colleges (67.7%), developmental writing courses are housed in the English Department, while almost one-fourth of the colleges have a separate developmental studies department which can have ramifications for the implementation of ALPs if the developmental class is located in the developmental studies department and the college-level course is housed in the English department.



## *Accelerated Learning Programs are Young and Diverse*

Most of the ALPs in the inventory are in their infancy: 82.5% have only been in operation since Fall 2011. Most of the colleges started small, offering one to nine sections, with a mean of three sections and scale-up has been minimal. Ten of the colleges are still offering only one ALP section and the mean number of sections being offered is six. Most of the colleges still offer primarily stand-alone traditional developmental writing courses.



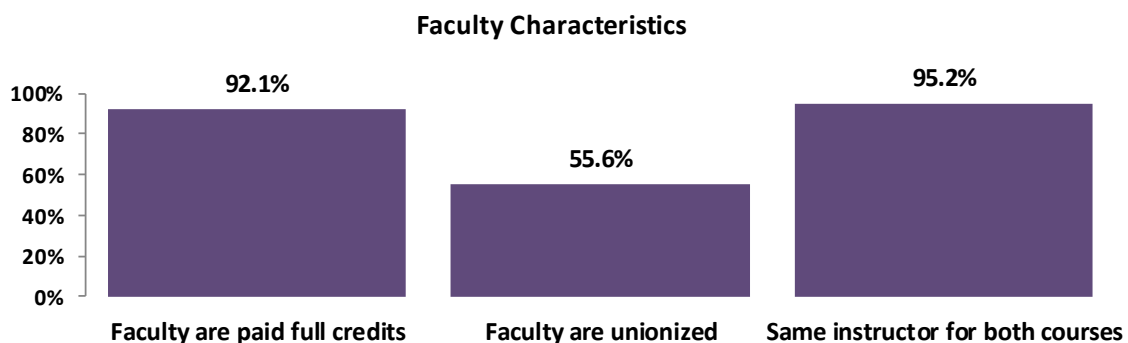


Most Accelerated Learning Programs Started Small and Have Stayed Small			
	Number of ALP sections offered in 1st term	Number of ALP sections currently offered	Number of sections of traditional developmental
Minimum	1	1	0
Maximum	9	80	100
Mean	3	6	21

The ALPs in the inventory range in class size and the number of hours per week that each course meets. It should be noted that the class sizes indicated below are the planned class sizes for each course at each college, not necessarily the actual class size which can vary due to low enrollment. Data gathered in Phase 2 of the study suggest that low enrollment in ALP classes was a recurring problem for many of the colleges and thus actual enrollment did not always reach the cap size for each course. Among colleges following the CCBC ALP Model, the class sizes for the ALP course ranged from 8 to 16 students, with a mean of 11 students, while the college-level course ranged in size from 20 to 32, with a mean of 24 students. Among colleges using the Triangle Model, the class sizes for the ALP course ranged from 12 to 18 students, with a mean of 16 students, while the college-level course ranged in size from 20 to 25 students, with a mean of 22 students. The colleges in the inventory also offer ALPs of various durations in terms of hours per week which ranged from 1.0 to 5.0 hours per week for the CCBC ALP Model and from 2.5 to 3.0 hours per week for the Triangle Model.

ALPs Range in Class Size and Number of Hours per Week					
ALP Model	Range	Class Size		Hours per Week	
		ALP course	college-level course	ALP course	college-level course
CCBC ALP Model (n=56)	Minimum	8	20	1.0	2.5
	Maximum	16	32	5.0	5.0
	Mean	11	24	3.0	3.1
Triangle Model (n=4)	Minimum	12	20	2.5	2.5
	Maximum	18	25	3.0	3.0
	Mean	16	22	2.9	2.9
Other (n=2)	Minimum	12	22	1.0	2.5
	Maximum	15	27	2.5	3.0
	Mean	14	25	1.8	2.8

In terms of faculty, ALPs have been implemented at colleges with both unionized and non-unionized faculty which can have ramifications for teaching load. The issue of teaching load will be discussed more fully in the context of the implementation case study. While CCBC initially paid faculty for two credit hours for its three credit hour developmental course, faculty at almost all of the colleges in the inventory are paid full credits. Only five of the colleges (7.9%) have faculty that are paid partial credits. Almost all of the colleges have programs in which the same faculty member teaches both the developmental course and the college-level course.



---

## ***The Implementation of Accelerated Learning Programs Leads to Changes in Teaching and Course Content***

Colleges were asked about how the teaching and course content has changed in the ALP developmental course. A common response was that, largely due to the small class size, it was possible to have more discussions and one-on-one conferencing and to incorporate assignments that would not be possible with a larger class.

*“The small group of the accelerated section allows instructors to teach on a seminar model, generally arranged in a circle in class as opposed to the instructor in front.”*

*“I also have more time for individualized instruction for language usage, syntax, grammar, and punctuation.; One thing that stands out is that due to the small size...I have the time and the ability to ensure I am hearing from everyone.”*

*“Group work occurs in smaller groups, so everyone gets to know each other more. There is more time to focus on individual students, if needed. Students seem more willing to ask for additional help. The instruction is less lecture and includes more discussion or group activities.”*

*“Due to the smaller size, it has allowed me to implement lessons that wouldn't be feasible in a larger course. We do an exercise where the students build something with legos and we discuss how it can serve as a metaphor for the writing process. I bring in some silly putty and we use that to build the outline of a research paper.”*

The small class size also allows instructors to “be more responsive to the needs of the individual students” and to “let student questions drive the content.” Instructors “have learned to be more flexible and more proactive.”

*“More time can be spent on individual writing deficiencies as they become apparent through writing samples.”*

*“Instructors find it easier to adjust teaching to meet the needs of particular sections.”*

*“We've learned that the developmental segment of the course works best when instructors are flexible and allow the students to set the agenda for the course itself.”*

*“The course content is more diagnostic-prescriptive to meet the needs of each cohort.”*

There was also a great deal of emphasis on backwards design and scaffolding and ensuring that course content in the developmental course was focused specifically on supporting the learning outcomes of the college-level course. This has led many colleges to develop new assignments for the ALP class designed to support the work done in the college-level course.

*“We make sure that everything we do in ALP is beneficial to the student in Comp. I.”*

*“Assignment difficulty has increased in both the readings required and in the critical thinking required for writing assignments. Instructors are using less ‘remedial content.’”*

*“The course content of the ALP developmental course supports the course content of the freshman composition course. Students use the same text but receive more support in reading comprehension and vocabulary acquisition. Grammar, mechanics, punctuation, development, topic sentences, and organization are reviewed constantly.”*

*“I have implemented more checkpoints into the process of drafting. Students discuss their ideas with me and/or get ideas out on paper before moving into a more formalized drafting process. They meet in groups to talk over their progress and practice critical thinking processes.”*

Interestingly, one of the colleges indicated that “the very areas of concern in teaching students to write well that occur in the ALP section generally mirror...the freshman writing class and in the writing submitted by those students who are non-ALP. This has caused the faculty to evaluate more closely content and pedagogical approaches.” This ties directly into the next set of questions on the inventory survey, which was how teaching and course content have changed in the college-level course. While one college directly said that they thought this was an “odd question” because “the content has not changed. How could it? It must be parallel to the non ALP first year composition sections,” other colleges clearly gained some insight into the college-level course as a result of teaching it in collaboration with the developmental course. So, while the focus may be on adjusting the content of the developmental course so that it meets the objectives of the college-level course, some colleges have found themselves reassessing the college-level course as well. Changes have included incorporating more group work and class discussions because instructors have seen their effectiveness in the ALP class or incorporating “more scaffolding of assignments because [they] see its effectiveness in the ALP class.”

*“The use of pedagogy is more deliberate, especially through scaffolding, active learning, and support.”*

*“What I have learned in the ALP DE course has enriched my instruction in the college-level course. The developmental course can serve as a ‘teaching lab’ for the first year composition course. I am able to pinpoint why students might not be grasping a particular concept and/or how to improve a lesson or what I might need to review by talking with and listening to the students in the developmental section.”*

Colleges also noted that teaching the two courses in conjunction revealed that often there was not as great a divide between developmental students and college-level students as previously thought and that “all composition students could benefit from some of the same techniques and class routines.” “I’m noticing that it isn’t a line between developmental and college-level students; it’s a wide and murky river, and lots of students bob around in the middle – not just those who test into developmental English.”

---

### ***Accelerated Learning Programs Are Spending More Time on Non-Cognitive Issues***

CCBC makes a concerted effort to address non-cognitive issues in the ALP course. While some colleges in the inventory said that they did not address non-cognitive issues in the classroom, often because they didn’t have time, most indicated that they did, though to varying degrees. In most instances, non-cognitive issues were dealt with “only as they arise naturally,” and often on a one-on-one basis. Some of the non-cognitive issues that are addressed by the colleges include: life issues, such as transportation and child care; student success skills, such as time management and study skills; and affective issues such as low self-esteem, self-efficacy and motivation.

*“Since it is now in its second quarter as a pilot, the content has been fluid from the beginning, but instructors are finding that much of their focus is in the affective realm, on developing students’ identity as participants in college life, rather than on rudimentary issues like editing.”*

*“Topics such as anger, rudeness, and anything affecting attendance are discussed in class and sometimes one-on-one.”*

*“Time management is a constant issue addressed in ALP. Transportation, child concerns, and employment conflicts are addressed on a regular basis.”*

*“We work on these issues for the first three weeks of class specifically. We discuss the following: (1) self-efficacy, in which students fill out a survey about study habits, problem-solving, and other academic issues; (2) the differences between high school / previous learning environments and college, with regard to expectations/skills; (3) goal-setting, including intrinsic and extrinsic blocks students may face; and (4) ongoing mentoring.”*

Some colleges pointed to the small class size, and the more personal relationship between student and instructor that often develops as a result, as factors that facilitate the incorporation of non-cognitive issues into the classroom.

*“We share with one another as we get to know one another better. Some students have info about financial aid that I don't know. We are realistic: we can't solve all problems but we can be empathetic and compassionate.”*

*“We find that the instructors become close to the ALP students and often help them in non-curricular ways.”*

*“Because of the smaller class size there is room for informal discussions around such issues. Individual instructors report that there is more time to discuss and write about these issues.”*

*“They[non-cognitive issues] are addressed as part of class discussions as they come up (and they do a lot more in the smaller classes than they would in a traditional Basic Writing course) or in individual conversations with struggling students.”*

Other colleges shared that they have developed activities and assignments specifically designed to deal with non-cognitive issues, including bringing “college counselors into class to talk with students about stress, time management, and other related issues” and writing essays about personal issues “which we would not have done in the pre-ALP version of the developmental section.”

*“I do an assignment early on what might keep them from coming to school and what ways they could avoid those problems. I also let them talk about their lives with me and with each other as they need to.”*

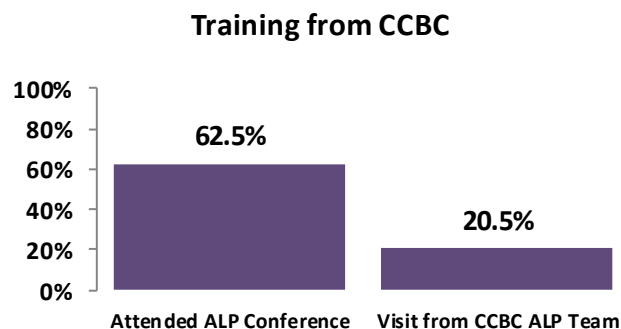
*“We do have a plan to address these types of issues as part of the course. Many of the faculty have attended a Bridges Out of Poverty training, and a lot of focus is given to modeling future planning. We will include planning as part of the course. “*

Some colleges that offer a college success course indicated that this course lessened, but did not completely eliminate, the need to address non-cognitive issues in the ALP class. “We have a good New Student Seminar course at my school...so the students who came through that were in good shape. But as the semester has progressed, we've had to reexamine questions of motivation, time-management, stress, and other issues in ALP.”

---

### ***“Instructors Receive Some Training, But Certainly Not Enough”***

The most common form of ALP training that faculty have received is through attending conferences, and 62.5% of the colleges had sent faculty to the annual CCBC ALP conference. Twenty percent have received a visit from the CCBC team. Other colleges have received training as part of grant programs.



However, most colleges can send only a few faculty members to conferences and consequently, most of the training and support that instructors receive at their institutions is “on the job with the faculty teaching ALP meeting.”

*“Some of the faculty have attended the CCBC annual conference, but most have not. The new instructors join the regular meetings of the current ALP instructors and participate in the final exam grading. So the training is peer to peer.”*

*“The faculty who are teaching the ALP courses met weekly prior to and during the first quarter that they taught the ALP course. They developed a website for sharing their materials.”*

*“We have offered faculty development meetings in the first semester faculty teach the course. Additionally, as program coordinator, I have created a course ePortfolio on our school's site where faculty can go for answers to questions about the course.”*

A few colleges have begun developing their own in-house training programs for ALP instructors including orientation for new instructors and a training day just for adjuncts in the program.

*“We have scheduled a paid faculty development institute on dev ed for early January. Attendees will learn about the national and state dev ed contexts, curriculum, pedagogy, and attend syllabus and exercise workshops. They will also learn about many student service and support functions.”*

*“This year, three faculty (including me) and our dean will attend the ALP conference again. Then my colleague...will do a three-day training...this summer for our faculty.”*

---

## ***Colleges Encounter Similar Challenges when Implementing an Accelerated Learning Program***

One goal of this study is to provide information to colleges interested in implementing an accelerated learning program, so learning about the challenges faced by other colleges during their own program implementation can be helpful. The most common challenge was logistics, especially scheduling and registration. Many of the colleges had to contend with registration technology that did not lend itself to the unique circumstances of ALP. “One challenge has been overcoming some technical difficulties...because the course does not follow the ‘rules’ of our system.” At another college, a different system “has complicated the logistics of ALP implementation. For example, paired courses create a challenge when students must enroll in two separate courses.” Another college had issues with students enrolling in the ALP course but not the college-level course even though the computer system was supposed to prevent that. However, most of the colleges indicated that they had overcome these issues. Further study documenting the specific issues faced by the colleges and how they resolved them could be helpful.

Other logistical challenges included: funding, adjuncts who often do not have the necessary credentials to teach the college-level course, and not enough classrooms to accommodate the smaller ALP sections.

Another common challenge was recruiting students and “figuring out what part of our population best benefits from the program.” In particular, the programs struggled with “explaining the course to advisors and making sure we get enough enrollment for the courses to fly” and “getting advisors to understand how the process works.”

*“Our challenges have mainly been due to the technical limitations of our scheduling system and the lack of advisors our college has. Our students are somewhat left to themselves to schedule. Due to the difficulty of explaining what exactly the ALP section is, the lack of advisors and technical issues have caused some issues.”*

Related to the issue of advising, colleges also struggled to build buy-in, with faculty who were resistant to change and with “selling” the program to advisors.

*“The main challenges have been gaining faculty acceptance for our project and getting advising on board. While we are only in our second year of ALP, there have been 3 directors of advising. Advisors still are not totally aware of the ways in which our project benefits students. We have presented and met with advisors on numerous occasions.”*

*“The primary challenge...was to explain the model to faculty and staff on both the academic affairs and enrollment services sides of the college and achieve buy-in from all parties.”*

*“Some faculty did not understand what the program was about since most of our instructors are adjunct and do not have to attend department meetings where most of the rationale and presentation of the model was done.”*

*“There has been an issue of overcoming the idea that this is just another ‘magic bullet’ and that sooner or later it will go away. Anyone teaching for more a period of time has seen ‘the next big thing’ concept over and over again. And many times these ‘next big things’ are either repackaged old things that didn’t work before or are things that are not implementable on any scale. So their concerns are warranted and they are also needed. Those of us who have been with ALP from the beginning love and believe in the program, but we are also concerned about making a change as large as this. We need people questioning the changes and expecting proof in order to ensure that the ALP program’s success is valid and will continue to be so.”*

Another challenge was the issue of small class size and load. “There has been some talk about the economic viability of a small class with a full-pay instructor, but CCBC’s model of cost per successful student has helped ease worries along those lines.” In some instances, administration “perceived the low student/teacher ratio in the developmental ALP section as a reduction in load” and some colleges specifically chose to implement the Triangle Model because administration would not support the smaller class sizes for the ALP course.

---

### ***Many Colleges Already Have Data Showing Positive Results***

When asked about their success with ALP, many of the respondents provided data showing improved pass rates and other student outcomes. Some colleges are already gathering longitudinal data, including retention. Responses to the inventory survey indicate that colleges that have implemented ALP are enthusiastic about the improved student outcomes. In addition to the more clear-cut improvements in course outcomes, the colleges also pointed to less easily measurable successes such as the impact on faculty, including “a much improved dialogue between the developmental writing and English department instructors” and improved teaching.

*“Success can be measured in faculty developing a much deeper and broader understanding of where students falter in their academic pursuits and what strategies can help them gain confidence and skill.”*

*“I think the two of us teaching this semester would say it’s improved our teaching and challenged us to grow.”*

*“Our data shows our success in terms of numbers. In terms of other areas, it has made me a better teacher overall. It has challenged me to come up with new lessons and ideas. Most of all, it shows that ‘developmental’ is really just a term, and not something that prevents someone from the same level of success as someone without that term attached to their name.”*

Respondents also pointed to improved quality of student work, noting that “the student work in the accelerated cohort was in many cases indistinguishable from that of students who placed into first-year comp.” “Students traditionally are not patient enough to pursue revision on their own. However, because of ALP, students are more willing to revise first drafts because of teacher-student conferences and a workshop environment.”



---

## *Colleges Report Positive Feedback from Students in Accelerated Learning Programs*

Some of the colleges have conducted student satisfaction surveys that show that students enjoy the program and “feel that it is a ‘real’ college course.” Based on student feedback surveys, colleges reported that students “universally praise the program for how it increased their confidence and provided the support they needed to succeed” and that the program allows them to progress through the developmental sequence more quickly. One college found that “engagement with the college and comfort with writing go up as much as 40%.”

*“They love it [ALP] for many reasons. We have qualitative data that supports this. Incredibly positive. The students frequently cite that they love the course. The ability for more one-on-one time with the instructor and time to process and apply what they have learned in the first year composition course being two of the things they most enjoy.”*

Other colleges relied on their impressions of the student experience rather than survey data, but reported many of the same ideas – that students like the program because it “supports and expedites their successful completion of English requirements” and that there is increased confidence and comfort with writing.

*“The students love it [ALP]. It streamlines their college experience and makes sense to them. Students are very positive about completing a course that counts towards graduation with the developmental class that does not.”*

*“They don’t get anxious if there is something from the first year course that they don’t understand because they know in the ALP section they will have time to review it, ask their instructor about it, and apply it. Losing this anxiety helps them to truly embrace what they are learning. Their brain is longer occupied with thoughts of, ‘oh, no, I don’t get this. What am I going to do?’ and that frees their mind to move on and learn new things.”*

*“They like it because most do not need extra skill; they need extra confidence, self-efficacy, and locus of control.”*

Finally, colleges reported that “students like the college-level community it develops and appreciate the community building that occurs.” This includes developing not only closer bonds with their peers but also a closer relationship with their instructor.

*“Sometimes students do get tired of so many hours of English each week, but they have bonded well. A few of my students have developed friendships that have extended beyond the classroom, and they text one another if one is missing from class. They are holding each other accountable!”*

*“Students appreciate forming working relationships with each other and the instructor (team-like mentality). Students are more helpful to each other than in stand-alone...courses.”*

We will see that many of the themes that arose from responses to the inventory also appear in the analysis of qualitative data gathered as part of the case study of two colleges in Michigan who have implemented the CCBC ALP Model.

## PHASE 2: A CLOSER LOOK AT SEVEN ACCELERATED LEARNING PROGRAMS

Based on the information gathered from the ALP inventory, we chose a selection of colleges around the country that currently offer accelerated learning programs for further study. Colleges were chosen based on a desire to study a sample of institutions that are replicating the CCBC ALP Model along with modifications to that model. Seven colleges agreed to participate and share limited student record data, including student demographics and course outcomes in the highest level of developmental writing along with the first two levels of college English.

Three colleges, Colleges A, B, and C, represent replications of the CCBC ALP Model. College D has modified the model so that class sizes are larger. College E has modified the model so that different faculty teach the developmental course and the college-level course and there is no cohort of students taking the developmental course and college course together. Instead, ALP students can choose to co-enroll in any section of the college-level course. College F is unique in that it has replicated the CCBC ALP Model at full scale with no pilot, while most colleges are still in the piloting stage or offer a limited number of ALP classes. Finally, College G is using the Triangle Model whereby developmental students in two college-level courses feed into a single ALP section, resulting in a larger class size than recommended by the CCBC ALP Model. Because of the variance among the programs, we chose not to aggregate the data from the seven colleges but rather to treat them as seven small-scale exploratory studies.

Phase 2 Participating Colleges					
College	Model	Median Class Size in Developmental Course	Median Class Size in College-level course	First term	# of ALP students in analysis
College A	Replication of CCBC ALP Model	9	21	Fall 2011	156
College B	Replication of CCBC ALP Model	7	19	Spring 2012	35
College C	Replication of CCBC ALP Model	8	18	Fall 2010	74
College D	Modification of CCBC ALP Model (larger class sizes in developmental course)	13	22	Spring 2012	101
College E	Modification of CCBC ALP Model (different faculty members for developmental and college-level course and no cohort)	10	24	Fall 2012	18
College F	Replication of CCBC ALP Model at full scale with no pilot	9	19	Fall 2012	120
College G	Triangle Model	16	20	Spring 2012	120

Responses to the ALP inventory suggest that the vast majority of ALPs across the country are still in their infancy, and the seven colleges in this study are no different. The oldest program in the study is College C, which began its program in Fall 2010. Two of the colleges in the study have been only offering ALP since Fall 2012. The majority of ALPs around the country also are operating on a limited scale. Of the seven colleges in this study, the number of ALP students ranges from just 18 to 156. Consequently, data are limited and short-term. However the short-term results of the seven colleges covered in this report are promising and merit further examination.

In comparing the outcomes of students in the accelerated learning program with those enrolled in the traditional model of developmental writing, we created three cohorts for each college. In creating the three cohorts, students who had already taken the highest level of developmental writing in the previous year were removed. Consequently, the total number of ALP students at each college may exceed the number included in this analysis, if they were repeat students.

- The first cohort is a baseline cohort and consists of students enrolled in the highest level of developmental writing in the year prior to the implementation of ALP. All of these students followed the traditional model of developmental education where the developmental course must be successfully completed prior to enrolling in the college-level course.



- The second cohort is a concurrent cohort and consists of students who took the traditional developmental writing course during terms in which ALP was offered at the college.
- The third cohort is the ALP cohort and consists of students who followed the accelerated model, co-enrolling in the developmental course along with the first college-level course in the same term.

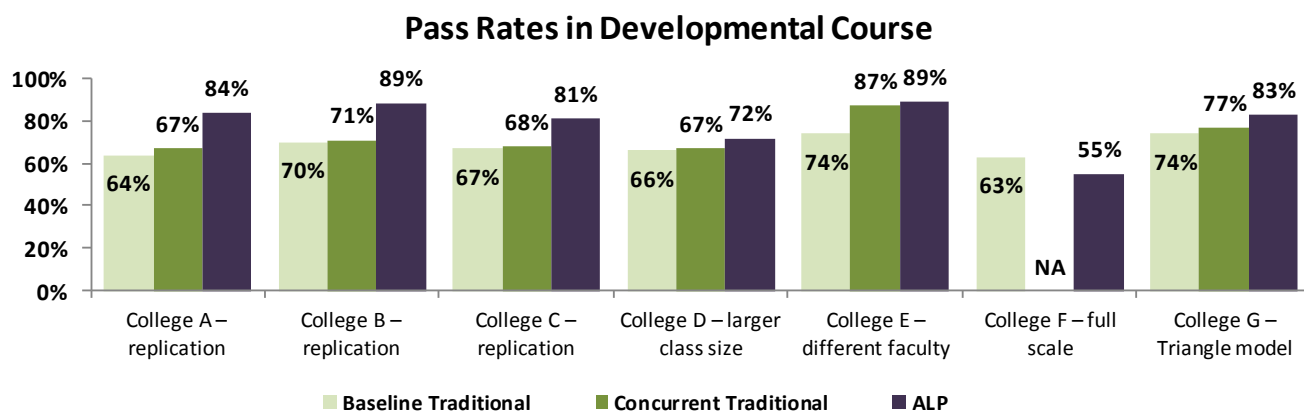
The exception to this system of creating student cohorts is College F. Because College F implemented its accelerated learning program at full scale, there are no traditional students to use as a comparison during the same terms as the ALP students.

Where possible, students were tracked from their developmental writing course into the college-level course and then into the second level of college English. However, it should be noted that not all colleges and not all programs at the colleges require students to take a second level of college English. Consequently, a comparison between outcomes in the first college-level course is more indicative of the success of the programs than looking further at the second college-level course. It should also be noted that, in comparing the second and third cohorts – students who took developmental writing during the terms in which ALP was offered at the college – in many cases the program has been offered for only two terms to-date. In those instances, the traditional students would not have had time to take the second college-level course as they would take the second college course in the third term which may not be captured in a college’s data.

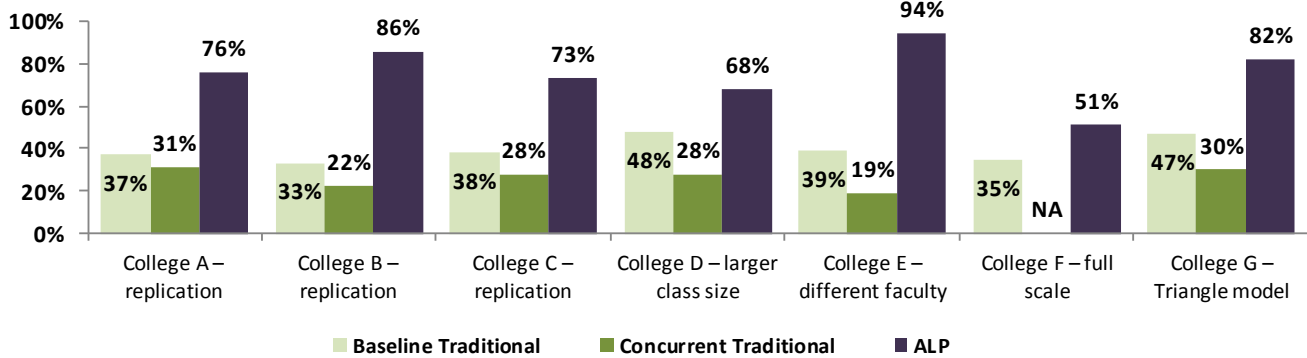
All of the colleges differ in their course numbering system and how they designate the accelerated writing course in their course catalogues. So, for simplicity and consistency, we have standardized our language in designating the courses in the charts on the following pages.

- The highest level of developmental writing is referred to as 090.
- The first level of college English is referred to as 101.
- The second level of college English is referred to as 102.

The following charts illustrate a comparison of the outcomes of the seven participating colleges. These data represent pass rates in each course based on the original number of students who entered the developmental course sequence. While ALP students have higher pass rates in the developmental course, the results are even more dramatic in the college-level course where pass rates for ALP students are twice as high as the pass rates of traditional students in the same terms. The exception is College F where ALP was implemented at full scale so that all students in developmental writing co-enroll in the first college-level course. For College F, pass rates in the developmental course are lower; however, pass rates in the first college-level course are higher. It should also be noted that at College E, the pass rate for ALP students in the college-level course was slightly higher than their pass rate in the developmental course. While it is rare for a student to pass the college-level course but not the developmental course, it is possible since there are often separate assignments for each course.

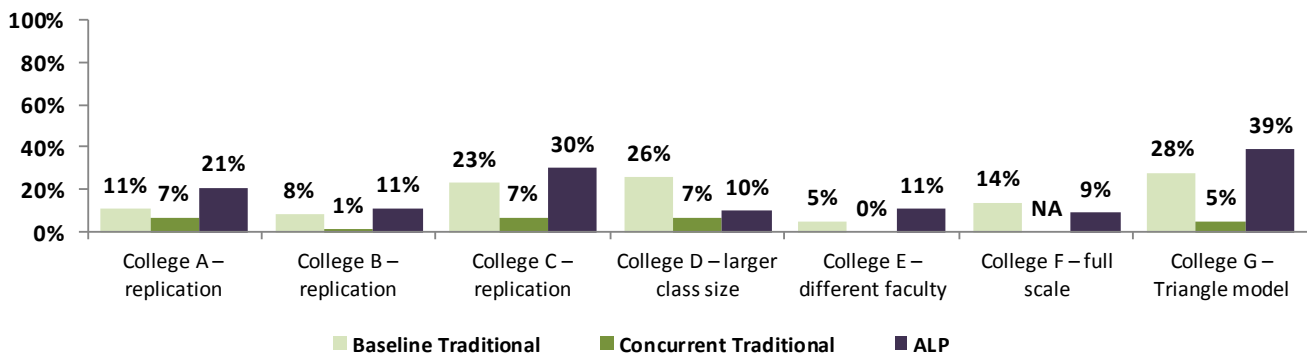


### Pass Rates in First College-Level Course



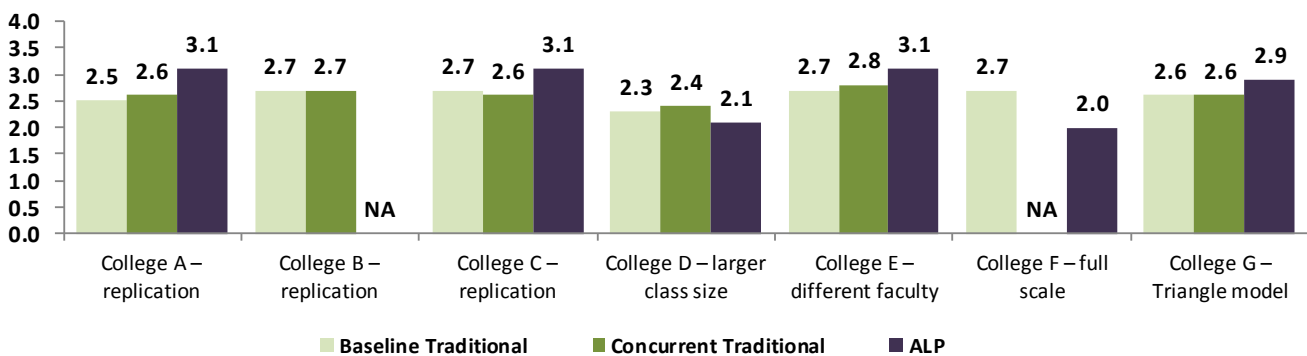
Data on pass rates in the second college-level course are limited due to the fact that most of the participating colleges have offered their accelerated learning program for only two or three terms. However, even these limited results are encouraging. At five of the colleges, the pass rates for ALP students in the second college-level course surpassed the pass rates of the traditional students from previous terms, despite those traditional students having had additional time to enroll in those courses.

### Pass Rates in Second College-Level Course

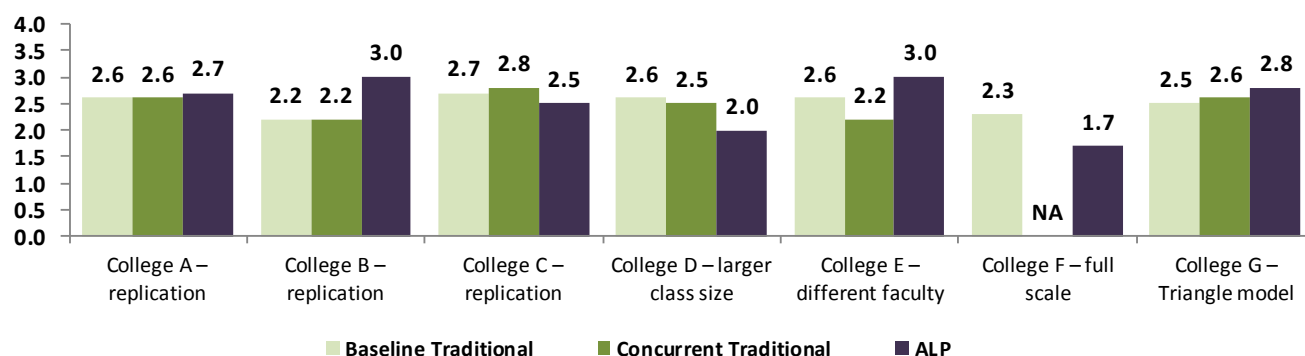


While the goal of ALP is to get students through the college-level course with a passing grade, the model is open to criticism that ALP students may not perform as well as their peers who went through the traditional developmental sequences. However, mean GPAs indicate that, typically, ALP students have comparable mean GPAs as their peers in both the developmental course and the college-level course.

### Mean GPA in Developmental Course



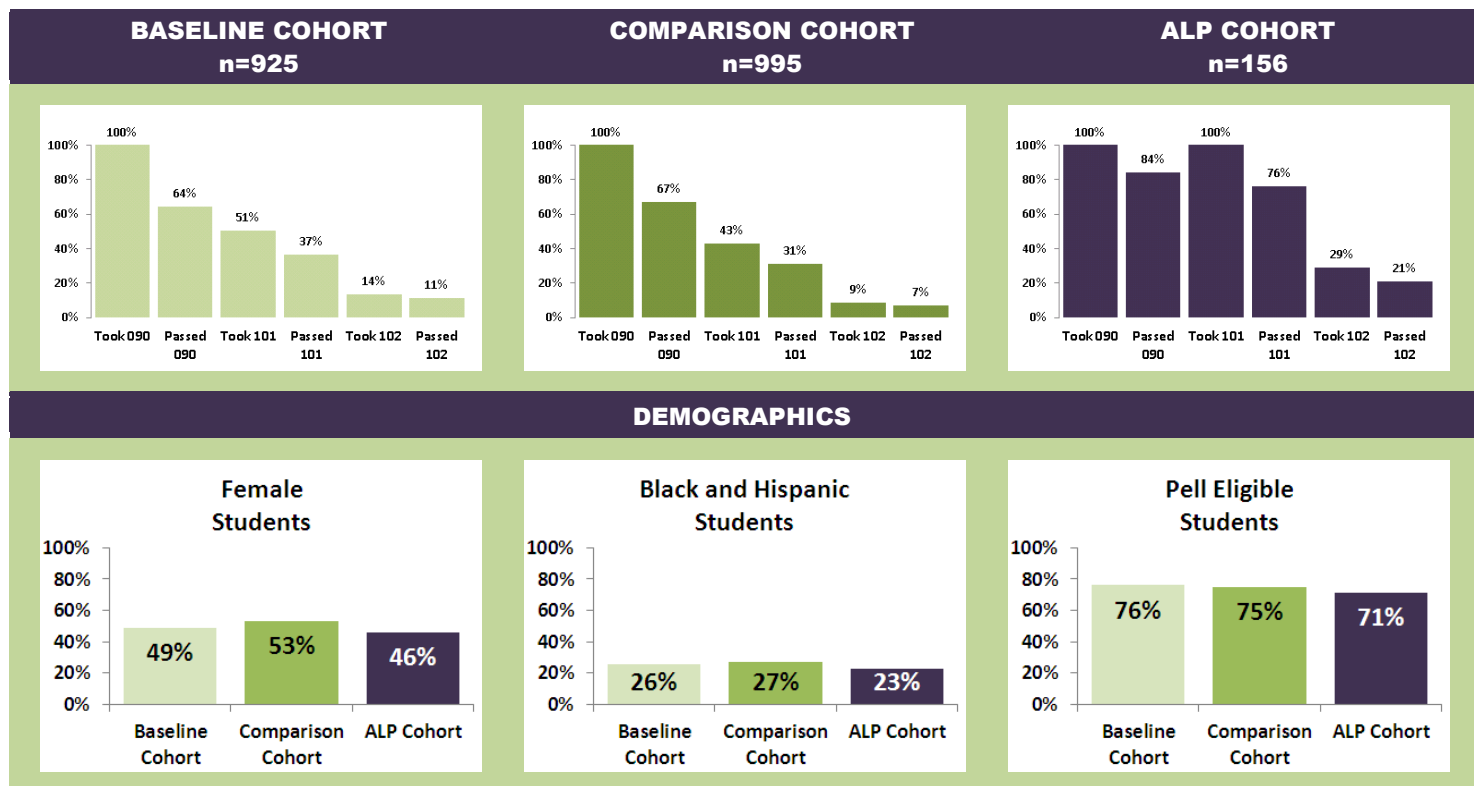
**Mean GPA in First College-Level Course**



A more in-depth longitudinal analysis of these colleges, or others that have similarly replicated and modified the CCBC ALP Model, will be required to fully identify what components of an accelerated learning program are critical to its success. In particular, we find the case of College F to be a particularly interesting candidate for further study as a rare example of a college taking an educational innovation to full-scale with no pilot. By placing all developmental writing students into the accelerated model, this eliminates the issue of student self-selection, which could be a factor in the success of ALP in that it is possible that students who choose to enroll in the accelerated sequence are students who are already more motivated and stronger students. It also eliminated the possibility that results are faculty dependent. At some colleges it may be that the ALP faculty are the better faculty, the innovators, who already have higher pass rates and whose students already succeed at higher rates regardless of the model. A study of College F would not have this limitation. College G, with the Triangle Model, is also ripe for more examination as it challenges the notion that a critical feature in the success of ALP is the small class size of the ALP developmental course. Finally, a look at more colleges, like College E, that use different faculty for the developmental course and the college-level course would help answer the question of whether the success of ALP is largely due to the same instructor teaching both courses and building stronger relationships with the students.

The success of the colleges included in this phase of the study suggests that it is possible to modify the CCBC ALP Model and still be successful, though this study is limited in its scope. Further study may yield evidence that, while ALPs may be successful in a myriad of forms, certain components of the CCBC ALP Model, such as small class size and having the same instructor teach both classes, may work synergistically to create even more positive outcomes.

**COLLEGE A** is a mid-sized college (5-10,000 credit students) located approximately one hour from an urban area in the Midwest. It began implementing ALP in Fall 2011 and has worked closely with CCBC to replicate the CCBC ALP Model. The median class size is 9 students in the ALP developmental course and 21 students in the college-level course. The baseline cohort (n=925) consists of students who took the traditional developmental course between Fall 2010 and Spring 2011, the year before College A began offering ALP. The comparison cohort (n=995) consists of students who took the traditional developmental course between Fall 2011 and Winter 2013. The ALP cohort (n=156) consists of students who took the accelerated writing sequence between Fall 2011 and Winter 2013.



## FINDINGS

Of the 925 students in the baseline cohort, 64% passed the developmental course and 37% passed the first level of college English by Winter 2013. The second level of college English is not a required course for all programs but 11% of the original 925 students in the baseline cohort passed the course.

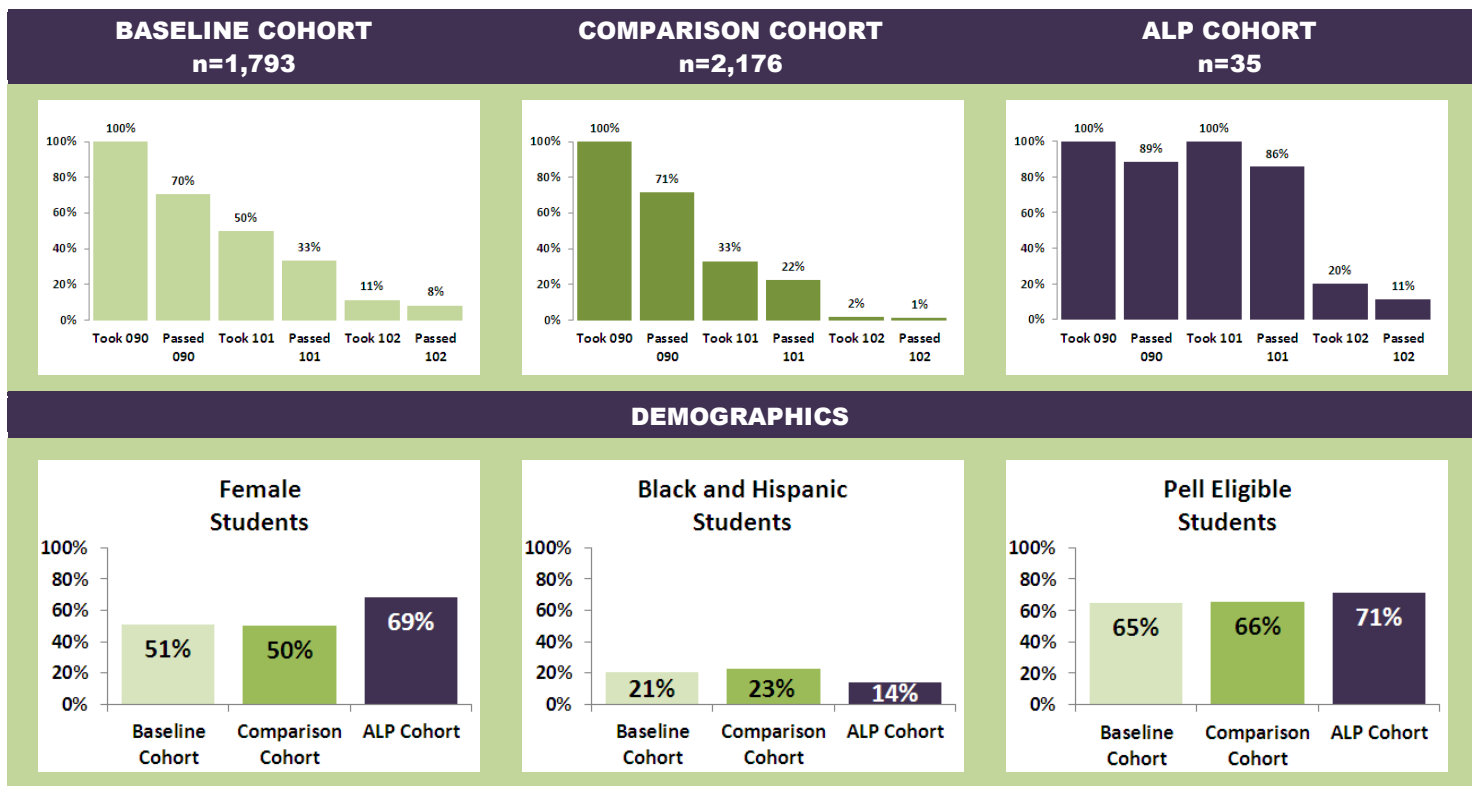
College A provided five terms of ALP data for this analysis. ALP students outperformed traditional students in both the baseline cohort and the comparison cohort. Of the 156 ALP students, 84% passed the developmental course and 76% passed the first college-level course, compared to the traditional students from the same terms, of whom 67% passed the developmental course and 31% passed the first college-level course. Twenty-one percent of the ALP students passed the second college-level course compared to 7% of the traditional students from the same terms and 11% of the traditional students from the baseline year.

The ALP cohort had a lower percentage of female students and of Black and Hispanic students compared to the comparison cohort. It also had a lower percentage of Pell eligible students.

## POTENTIAL FOR FUTURE STUDY

College A is very different in terms of size, student population, and location compared to CCBC but the program has still produced positive results, including more than doubling the pass rate in both the first and second college-level courses, compared to students taking the traditional course sequence in the same terms. It is recommended that a more extensive study be conducted of College A to examine more terms of data and additional student variables, particularly enrollment, retention and progression towards program completion after participating in the accelerated learning program to see if there are more long-term benefits. Additionally, analysis at the individual faculty level would be helpful to ensure that the higher pass rates are not due to the effect of particular faculty members.

**COLLEGE B** is a mid-sized college (10,000-19,999 credit students) located approximately one hour from an urban area in the Midwest. It began implementing ALP in Spring 2012 and has worked closely with CCBC to replicate the CCBC ALP Model. The median class size is 7 students in the ALP developmental course and 19 students in the college-level course. The baseline cohort (n=1,793) consists of students who took the traditional developmental course between Fall 2010 and Spring 2011, the year before College B began offering ALP. The comparison cohort (n=2,176) consists of students who took the traditional developmental course between Spring 2012 and Spring 2013. The ALP cohort (n=35) consists of students who took the accelerated writing sequence between Spring 2012 and Spring 2013.



## FINDINGS

Of the 1,793 students in the baseline cohort, 70% passed the developmental course and 33% passed the first level of college English by Spring 2013. The second level of college English is not a required course for all programs but 8% of the original 1,793 students in the baseline cohort passed the course.

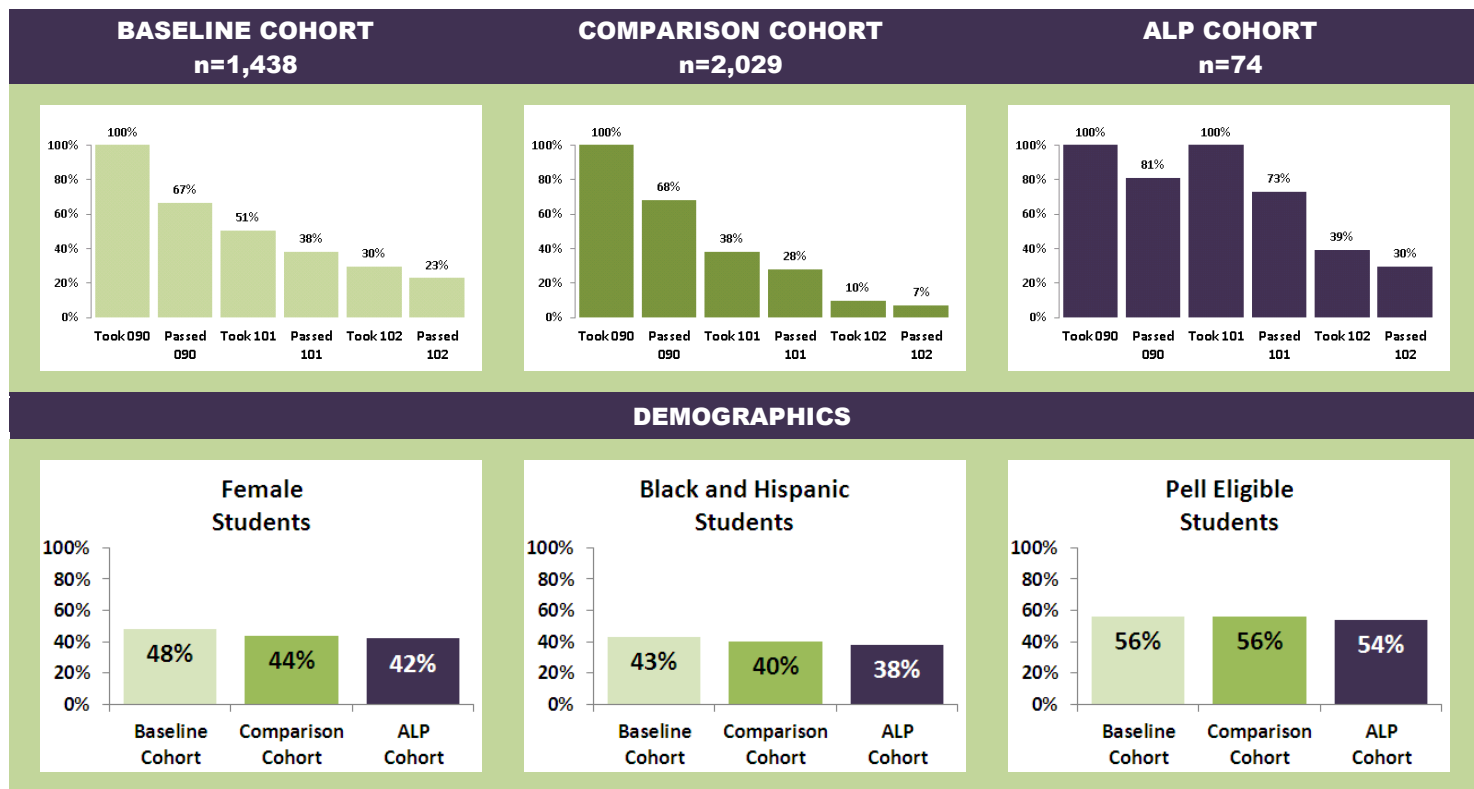
College B provided three terms of ALP data for this analysis. ALP students outperformed traditional students in both the baseline cohort and the comparison cohort. Of the 35 ALP students, 89% passed the developmental course and 86% passed the first college-level course, compared to the traditional students from the same terms, of whom 71% passed the developmental course and 22% passed the first college-level course. Eleven percent of the ALP students passed the second college-level course compared to 1% of the traditional students from the same terms and 8% of the traditional students from the baseline year.

The ALP cohort had a higher percentage of female students and Pell eligible students compared to the comparison cohort. However, it had a lower percentage of Black and Hispanic students.

## POTENTIAL FOR FUTURE STUDY

Along with data from College A, data from College B support the replication of the CCBC ALP Model. However, College B has been offering ALP for only three terms with a small number of students, so more data will be necessary to corroborate these findings. As with College A, it is recommended that more terms of data and additional student variables be studied as they become available.

**COLLEGE C** is a large college (with 20,000+ credit students) located just outside an urban area in the Southwest. It began implementing ALP in Fall 2011. This college has replicated the CCBC ALP Model. The median class size is 8 students in the ALP developmental course and 18 students in the college-level course. The baseline cohort (n=1,438) consists of students who took the traditional developmental course between Fall 2010 and Spring 2011, the year before College C began offering ALP. The comparison cohort (n=2,029) consists of students who took the traditional developmental course between Fall 2011 and Spring 2013. The ALP cohort (n=74) consists of students who took the accelerated writing sequence between Fall 2011 and Spring 2013.



## FINDINGS

Of the 1,438 students in the baseline cohort, 67% passed the developmental course and 38% passed the first level of college English by Spring 2013. The second level of college English is not a required course for all programs but 23% of the original 1,438 students in the baseline cohort passed the course.

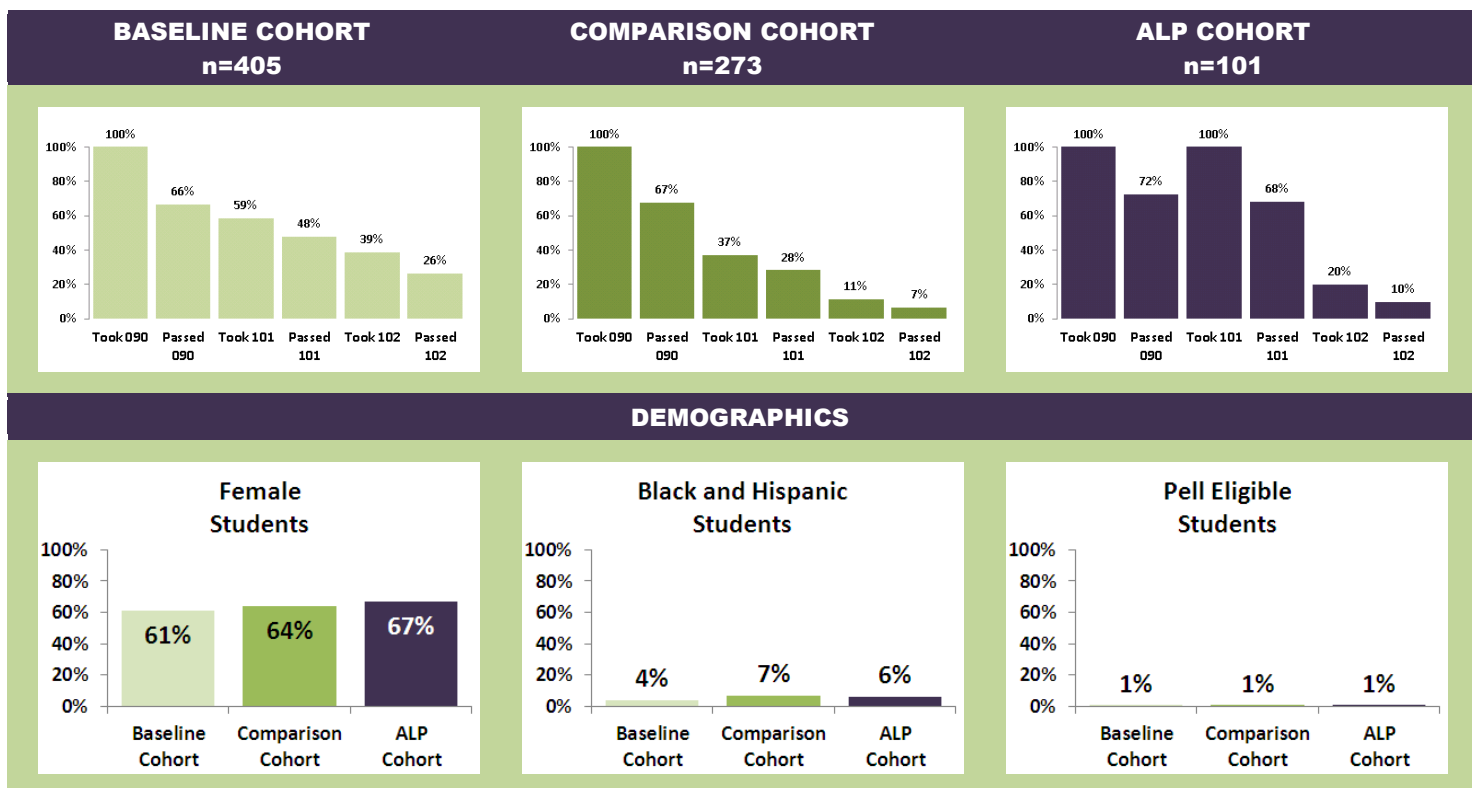
College C provided three terms of ALP data for this analysis. ALP students outperformed traditional students in both the baseline cohort and the comparison cohort. Of the 74 ALP students, 81% passed the developmental course and 73% passed the first college-level course, compared to the traditional students from the same terms, of whom 68% passed the developmental course and 28% passed the first college-level course. Thirty percent of the ALP students passed the second college-level course compared to 7% of the traditional students from the same terms and 23% of the traditional students from the baseline year.

The ALP cohort had a lower percentage of female students and of Black and Hispanic students compared to the comparison cohort. It also had a lower percentage of Pell eligible students.

## POTENTIAL FOR FUTURE STUDY

Along with data from Colleges A and B, data from College C supports the viability of replicating the CCBC ALP Model at other colleges. Currently, while the program has been active since Fall 2011, its scope has been limited, with fewer than 100 students in the program over a period of two years. More long-term data and further scaling up of the program could produce more data to support the limited findings of this analysis.

**COLLEGE D** is a small college (fewer than 5,000 credit students) located in the Southeast. It began implementing ALP in Spring 2012. This college has replicated the CCBC ALP Model but modified it to accommodate larger class sizes in the developmental course. The median class size is 13 students in the ALP developmental course and 22 students in the college-level course. The baseline cohort (n=405) consists of students who took the traditional developmental course between Fall 2010 and Spring 2011, the year before College D began offering ALP. The comparison cohort (n=273) consists of students who took the traditional developmental course between Spring 2012 and Spring 2013. The ALP cohort (n=101) consists of students who took the accelerated writing sequence between Spring 2012 and Spring 2013.



## FINDINGS

Of the 405 students in the baseline cohort, 66% passed the developmental course and 48% passed the first level of college English by Spring 2013. The second level of college English is not a required course for all programs but 26% of the original 405 students in the baseline cohort passed the course.

College D provided three terms of ALP data for this analysis. ALP students outperformed traditional students in both the baseline cohort and the comparison cohort. Of the 101 ALP students, 72% passed the developmental course and 68% passed the first college-level course, compared to the traditional students from the same terms, of whom 67% passed the developmental course and 28% passed the first college-level course. Ten percent of the ALP students passed the second college-level course compared to 7% of the traditional students from the same terms and 26% of the traditional students from the baseline year.

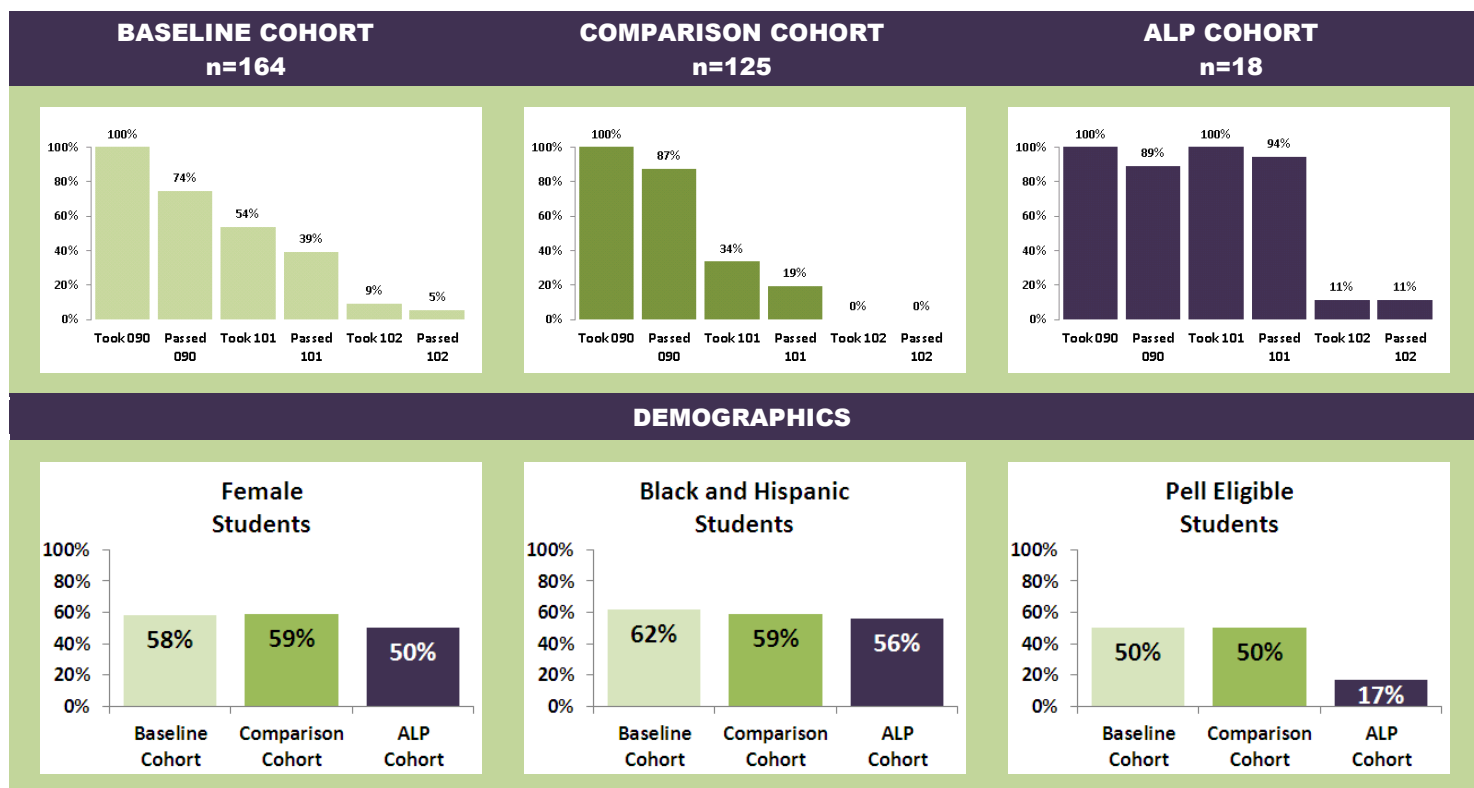
The ALP cohort had a higher percentage of female students but a lower percentage of Black and Hispanic students compared to the comparison cohort. It had the same percentage of Pell eligible students.

## POTENTIAL FOR FUTURE STUDY

Data from College D offer preliminary support for the idea that colleges may be able to modify the CCBC ALP Model and still produce positive results. The program at College D does not rely on extremely small class sizes, which may be a more feasible model for other colleges to adopt. However, these results represent a short period of time – only three terms – and a small sample of students so further study will be necessary to determine whether these positive results can be sustained over time and with larger populations of students.



**COLLEGE E** is a small college (fewer than 5,000 credit students) located outside of a major urban area in the Southeast. It began implementing ALP in Fall 2012. This college has replicated the CCBC ALP Model but modified it so that the two co-requisite courses are taught by different instructors. The median class size is 10 students in the ALP developmental course and 24 students in the college-level course. The baseline cohort (n=164) consists of students who took the traditional developmental course between Fall 2011 and Spring 2012, the year before College E began offering ALP. The comparison cohort (n=125) consists of students who took the traditional developmental course between Fall 2012 and Spring 2013. The ALP cohort (n=18) consists of students who took the accelerated writing sequence between Fall 2012 and Spring 2013.



## FINDINGS

Of the 164 students in the baseline cohort, 74% passed the developmental course and 39% passed the first level of college English by Spring 2013. The second level of college English is not a required course for all programs but 5% of the original 164 students in the baseline cohort passed the course.

College E provided two terms of ALP data for this analysis. ALP students outperformed traditional students in both the baseline cohort and the comparison cohort. Of the 18 ALP students, 89% passed the developmental course and 94% passed the first college-level course, compared to the traditional students from the same terms, of whom 87% passed the developmental course and 19% passed the first college-level course. Eleven percent of the ALP students passed the second college-level course, compared to 6% of the traditional students from the baseline year. Students in the comparison cohort have not yet had an opportunity to attempt that course.

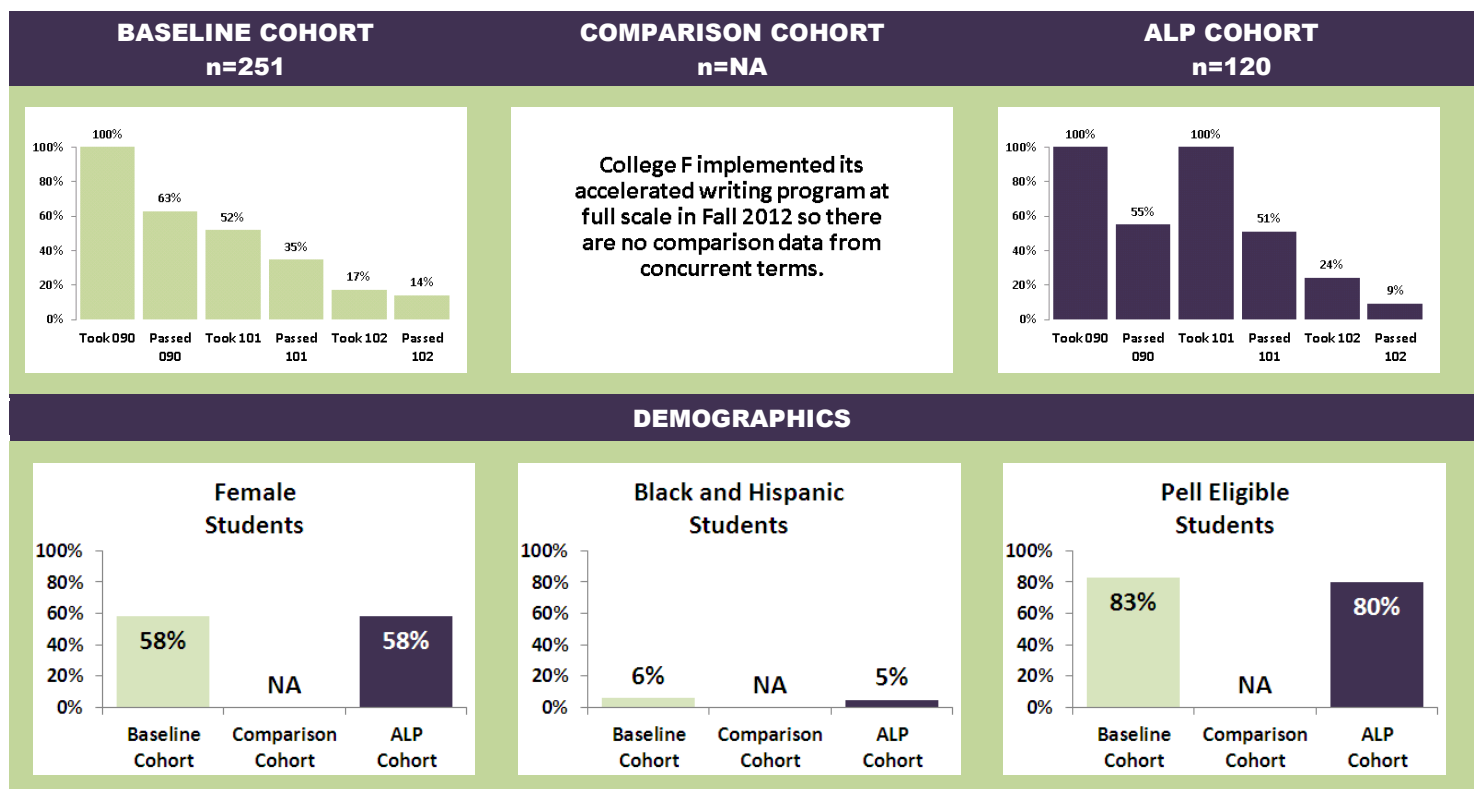
The ALP cohort had a lower percentage of female students and of Black and Hispanic students compared to the comparison cohort. It also had a much lower percentage of Pell eligible students.

## POTENTIAL FOR FUTURE STUDY

Data from College E provide preliminary support for the idea that colleges may be able to modify the CCBC ALP Model to allow different faculty to teach the two courses and still produce positive results. However, this analysis is based on just two terms of data and only 18 students. Additionally, students in the ALP cohort were much less likely to be Pell eligible, so these findings should be viewed with caution as student characteristics could be a factor in the success of the ALP students. It is recommended that a more extensive study of College E be conducted, when more terms of data are available, to examine the extent to which the outcomes may be influenced by student characteristics and to gather more data to determine whether programs can be successful with different faculty teaching the two courses.



**COLLEGE F** is a small college (fewer than 5,000 credit students) located in a rural area of the Southeast. It began implementing ALP in Fall 2012. This college is unique in that it replicated the CCBC ALP Model and implemented it at full scale, completely eliminating the traditional developmental writing sequence. All students in developmental writing take the accelerated learning program. The median class size is 9 students in the ALP developmental course and 19 students in the college-level course. The baseline cohort (n=251) consists of students who took the traditional developmental course between Fall 2011 and Spring 2012, the year before College F began implementing ALP. The ALP cohort (n=120) consists of students who took the accelerated writing sequence between Fall 2012 and Spring 2013. There is no comparison cohort, as College F implemented ALP at full scale and thus there are no traditional students between Fall 2012 and Spring 2013.



## FINDINGS

Of the 251 students in the baseline cohort, 63% passed the developmental course and 35% passed the first level of college English by Spring 2013. The second level of college English is not a required course for all programs but 14% of the original 251 students in the baseline cohort passed the course.

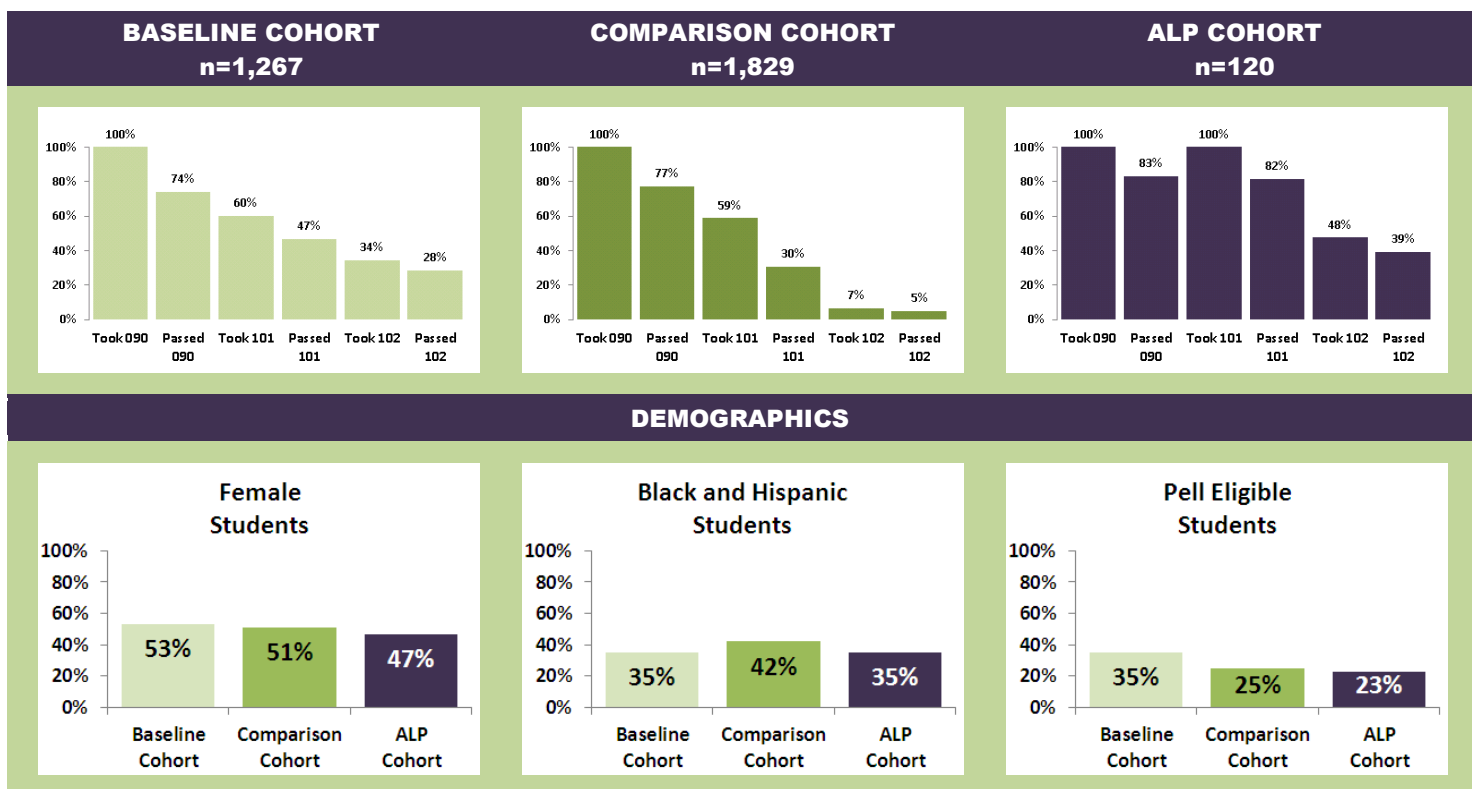
College F provided two terms of ALP data for this analysis. ALP students had lower pass rates in the developmental course but higher pass rates in the first college-level course, compared to the baseline cohort. Of the 120 ALP students, 55% passed the developmental course and 51% passed the first college-level course, compared to the traditional students, of whom 63% passed the developmental course but only 35% passed the first college-level course. Nine percent of the ALP students passed the second college-level course compared to 14% of the traditional students from the baseline year.

The ALP cohort had a similar demographic breakdown compared to the baseline cohort which is to be expected since implementation occurred at full scale so any differences in demographics between the two cohorts are based on changes in the overall student population at the college.

## POTENTIAL FOR FUTURE STUDY

Data from College F provide a unique look at the impact of implementing ALP at full scale and raise more questions for future study. By implementing at full-scale, College F has eliminated the issue of self-selection and the question of whether student outcomes are due to the type of students being placed into or choosing to take the accelerated program. College F provides an opportunity to consider several questions, including whether faculty were provided with sufficient training and support to make the adjustment to the change, how teaching and course content has changed with the implementation of ALP, and whether these results suggest that ALP may not be appropriate for all students.

**COLLEGE G** is a mid-sized college (5-10,000 credit students) located in the Mid-Atlantic region. It began implementing ALP in Spring 2012. This college has implemented the Triangle Model, which has larger class sizes in the developmental course due to drawing students from two college-level courses to populate a single developmental course. All three courses are taught by the same instructor. The median class size is 16 students in the ALP developmental course and 20 students in the college-level course. The baseline cohort (n=1,267) consists of students who took the traditional developmental course between Fall 2010 and Spring 2011, the year before College G began offering ALP. The comparison cohort (n=1,829) consists of students who took the traditional developmental course between Spring 2012 and Spring 2013. The ALP cohort (n=120) consists of students who took the accelerated writing sequence between Spring 2012 and Spring 2013.



## FINDINGS

Of the 1,267 students in the baseline cohort, 74% passed the developmental course and 47% passed the first level of college English by Spring 2013. The second level of college English is not a required course for all programs but 28% of the original 1,267 students in the baseline cohort passed the course.

College G provided three terms of ALP data for this analysis. ALP students outperformed traditional students in both the baseline cohort and the comparison cohort. Of the 120 ALP students, 83% passed the developmental course and 82% passed the first college-level course, compared to the traditional students from the same terms, of whom 77% passed the developmental course and 30% passed the first college-level course. Thirty-nine percent of the ALP students passed the second college-level course compared to 5% of the traditional students from the same terms and 28% of the traditional students from the baseline year.

The ALP cohort had a lower percentage of female students and of Black and Hispanic students compared to the comparison cohort. It also had a lower percentage of Pell eligible students.

## POTENTIAL FOR FUTURE STUDY

A common obstacle to implementing the CCBC ALP Model is the smaller class size suggested for the developmental course. College G has even larger class sizes than College D and together they provide preliminary support for being able to achieve positive results with class sizes larger than those recommended by the CCBC ALP Model. However, this is short-term data with a small sample size. It is recommended that a more extensive study of College G be conducted, along with other colleges implementing the Triangle Model, to discover what factors may be contributing to its success in lieu of smaller class sizes.

### PHASE 3: A CASE STUDY OF TWO COLLEGES IMPLEMENTING ALP

The third phase of this study consisted of a qualitative look of the implementation of the CCBC ALP Model at Jackson College and Lansing Community College. Both colleges have worked closely with CCBC as part of the expansion of ALP in Michigan. These two colleges volunteered to allow us to observe classes and conduct focus groups and semi-structured interviews. Jackson College also responded to both a student and faculty survey. While both colleges provided student record data for Phase 2 of the study, quantitative data are limited in scope. Jackson College's ALP began in Fall 2011 and has reached a total of 167 ALP students and Lansing Community College's ALP began in Spring 2012 and has reached a total of 53 ALP students. Consequently, Phase 3 of this study is primarily qualitative in design and focused on the implementation and functioning of the program at each college rather than on student outcomes.

The case study began with a site visit to CCBC to observe three different instructors teaching both the ALP developmental course and the co-requisite college-level writing course. The goal was to observe ALP in its original environment before proceeding to the two Michigan colleges. A student focus group was also held to pilot test the focus group questions for the Michigan colleges. This visit to CCBC was followed by visits to Lansing Community College and Jackson College. At each college we conducted both a student and faculty focus group and observed classes taught by two different instructors. One month later, the lead researcher visited both colleges again to observe more classes and to conduct interviews with a key informant from each college who could speak to the initial adoption of ALP. At Lansing Community College, two additional ALP instructors were observed. At Jackson College, three additional ALP instructors were observed. It should be noted that for each faculty member, we observed a single class out of the entire term so observational data may not be representative of a typical class.

Based on analysis of the focus groups, interviews, student and faculty surveys, and observations, five broad interrelated themes emerged. Many of these themes overlap with responses from colleges that completed the inventory survey as part of Phase 1. The five themes are: the importance of advising, supported learning and non-cognitive issues, balancing structure and flexibility, community building, and the role of organizational culture.

---

#### *Advisors as Gatekeepers*

Many of the colleges in the inventory reported having challenges filling their ALP classes and Jackson College and Lansing Community College have experienced the same difficulty. When examining the challenge of recruitment, the recurring theme was the role of advisors. When asked how they heard about ALP and why they chose it instead of the traditional course sequence, all but one of the nine students in the focus group at Lansing Community College said they were in the course because their advisors recommended it. While four out of the five students in the Jackson College focus group said that they first heard about the program at orientation, 87% of the respondents to a student survey said they heard about it from their advisor. In the case of the students at Lansing Community College, almost all of them indicated that their advisor placed them with specific faculty members saying "I think you need this instructor" or "go with either of these two...I know both of them and these both are really great teachers."

This idea of advisors funneling students into particular instructors' classes was reinforced by the faculty at both Jackson College and Lansing Community College. According to one instructor "we have some teachers who are known to be excellent teachers and successful and advising is key. Advising knows who those teachers are and those teachers' courses always tend to get full." Several of the instructors mentioned building direct and personal relationships with advisors in order to ensure that their classes filled. "The people that know advising, the teachers that know them, and they have a good reputation, their classes will fill no matter what they teach. They could teach anything and their classes will fill."

Jackson College has addressed the issue of advising by moving beyond relying on personal connections with advisors and developing a brochure about the program. Originally designed for student orientation, the same brochure was then used to "sell" the program to advising.

*“We had made a brochure with marketing...they did this nice brochure that explained what it was...So that probably was even more helpful for the advisors. Because going into student services, [we] went several times...to explain things to them. Because the folks working with the students really wanted to make sure we weren't hurting the students...And so we had a lot of those conversations and I think having the material for the student services staff probably was the advantage of the brochure. Students aren't reading brochures.”*

Instructors at both colleges did note that word of mouth by the students was having an impact on recruitment as students report back to their advisors about the class. However, both colleges struggle with turnover among advising staff and feeling as though they must continually recreate buy-in with new advisors. At Jackson College, during each term, ALP instructors promote the program to the advisors in order to educate new advisors and refresh others.

The role of advisors will be critical in the scaling up process. Both colleges currently have problems filling all of the sections of ALP that they offer. In order to successfully scale up, they need to ensure that sections are consistently filling. Both colleges pointed to the need to work with advising in order to make that happen, especially if the goal is to have ALP be the default placement for students.

*“I think that if we do scale up, we really need to almost recruit from Advising, and have them attend some kinds of trainings because the students that I have that are doing the best are the ones who really talked it over with an advisor when they were entering and getting placed, and felt really happy that the advisor had pointed it out to them. They really feel it's a privilege they've been offered. That was the way it was presented to them. To me, I think that would be a key to scaling it up.”*

Faculty at both colleges mentioned having to overcome misperceptions on the part of advisors about the program. One faculty member at Lansing Community College remarked that it was challenging to get advising to understand how the program worked. “When we first started talking about doing the accelerated learning...they shouldn't have called it accelerated learning...it sounds like it's the opposite of everything we believe in. It doesn't mean accelerated faster, it really means more at once. They're still getting everything. Instead of doing this and then that, they're doing them side by side at the same time.” This instructor preferred the term “supported learning” rather than “accelerated learning” and was concerned that the terminology was a deterrent to advising. An instructor at Jackson College pointed to the misconception that what they were doing in the class was “handholding” as an obstacle to selling the program to advisors and other faculty. This issue of whether the program is based on supported learning or was just handholding was another prevalent theme that emerged.

---

### ***Supported Learning and Non-Cognitive Issues***

One of the tenets of ALP is that the standards for the college-level course must remain high. Expectations cannot be lowered to accommodate the developmental students in the class. Consequently, the role of the ALP class is to provide additional support to the developmental students to help them achieve those high standards. However, the form that this additional support takes looked very different at CCBC compared to the two colleges in Michigan and seemed to be further dependent on the particular instructor.

At CCBC, supported learning is based on the scaffolding of classroom activities and assignments that allow the instructor to spend more time helping students build their writing skills and the foundations for future assignments. During the classroom observations at CCBC this could be seen in how the ALP classes delved deeper into issues of grammar and structure and the process of revising papers. The support was very structured and directed at the class as a whole. At Jackson College and Lansing Community College, however, the support was much more individualized and focused on one-on-one attention for the students. While one student at CCBC actually remarked that “it's not like one-on-one but we get...a little more personal attention,” students at Jackson College and Lansing Community College repeatedly talked about the benefits of the one-on-one attention that

they received in the ALP class. Both Jackson College and Lansing Community College have built extensive one-on-one conferences into the classes. However, it should be noted that this is not specific to the ALP class – most of the faculty who were observed also did student conferences throughout the term in the college-level course. Still, classroom observations suggested that at CCBC, classroom activities were focused on the class as a whole, while at Jackson College and Lansing Community College, they were focused more on the individual student.

Students at all three colleges felt that the ALP class supported the college-level class and were appreciative of the extra help they received in the ALP class, referring often to instructors having more time to ‘break things down.’ According to a student at CCBC “we go over the stuff in English 101 and then we come back here and it gets broken down even more versus being an add-on course...I think it’s helpful. It’s a good way to make sure you’re understanding the material you’re being taught.” Students at Jackson College agreed. “In our 131 class...that’s a little overwhelming. Then when we get to the 091 class she breaks it down for us. When we leave that class...it makes you so much more confident...you know what you need to work on.” Lansing Community College students also agreed. “It’s more in depth so you understand it better. A lot of us, we get an assignment and we’re just ‘I have no idea what she’s talking about.’ Then when we get to the comp class she explains it and you’re like ‘oh, okay.’”

Students also appreciated the extra time to work on assignments. According to faculty at Jackson College, “It’s not just study hall for 131, which is a common misconception...even with our own faculty we had to really explain that. It should not just be ‘work on your papers.’” However, classroom observations and student comments during the focus groups at both colleges suggested that much of the ALP class was spent providing students with extra time to work on their assignments for the college-level class. To a much greater extent than at Jackson College, ALP at Lansing Community College often looked more like a writing workshop with one-on-one attention. Faculty noted that, with the small class size, it was easier to ensure that students were actually working. “When you have a group of seven people, or eight people, you’re right with them and they’re on task.” Another instructor questioned, “So was it the class, or was it that we decided to give people time on task in a meaningful way and a supportive way, and did that do it?”

At Lansing Community College there was also much discussion about the unique needs of the developmental students and how the college-level students need less “handholding” than the developmental students. In contrast, faculty at Jackson College rejected the idea that what they were doing was handholding. “If I held their hands I think they wouldn’t get the confidence and they would be dependent on me.” However, classroom observations suggested that many of the instructors at both Lansing Community College and Jackson College had cultivated a much more nurturing environment in their classrooms than the instructors who were observed at CCBC. While instructors at CCBC did address non-cognitive issues as they arose, and even developed specific lessons to address these issues, the focus was more on building writing skills in the developmental class and addressing issues to the extent needed to reduce the impact they had on the student’s ability to focus on becoming a more proficient writer. When they did address non-cognitive issues, they were typically in the realm of life issues and student success skills, such as transportation and time management. At Lansing Community College, and to a lesser extent at Jackson College, the focus appeared to be more on affective issues, such as self-esteem and ensuring that students became *confident* writers.

At Lansing Community College in particular, instructors seemed more focused on the self-esteem of their students, independent of writing skills. While handholding is perhaps not the appropriate term to use, considering its negative connotation, there was a great deal more focus on personal encouragement and confidence-building at Lansing Community College than at CCBC or Jackson College. During several classroom observations, the focus was less on building a confident writer and more on nurturing a confident person. This was also reflected in the range of help that instructors felt it was their role to give. At CCBC, the ALP faculty handbook provides a list of resources to which students can be referred. Faculty at both Jackson College and Lansing Community College also discussed referring students to other services on campus, but at Lansing Community College, instructors were more inclined to try to help the students themselves. Some of the instructors wished they had more training on what one instructor referred to as “affirmative interventions” designed to boost the personal confidence and self-esteem of the developmental students. Another referred to how “a lot of my students are associated with the Office of Disability Services...I wish I knew more about how to respond to their individual needs.”



At the ALP conference in June 2013, there was a lot of push-back from a few vocal participants in one session who did not feel that it was their role or responsibility to address non-cognitive issues, particularly affective issues. They were writing faculty and their focus was on teaching writing, not “handholding.” The faculty at Lansing Community College and Jackson College, however, while often rejecting the idea that what they are doing is handholding, have embraced the idea that it is important to meet developmental students where they are and to recognize that they often have non-cognitive issues that need to be addressed.

It should also be noted that the nurturing style of instruction that appeared to be more prevalent at Jackson College and especially at Lansing Community College, compared to CCBC, is not a deficiency of the program at those colleges. Both colleges are still in the early stages of ALP implementation and are building programs to fit their own students and environments, and preliminary data suggests that both colleges are having a positive impact on student outcomes. One of the goals of this study is to examine the ways in which the CCBC ALP Model looks different when it is implemented at another college and the way faculty have chosen to provide support to the developmental students in order to help them succeed in the college-level course is one of the ways in which the program looks different, particularly at Lansing Community College.

---

### *The Intersection of Structure and Flexibility*

Jackson College and Lansing Community College also differ from CCBC in the extent to which the ALP course is structured. One of the key components of the CCBC ALP Model is the concept of backwards design, and the idea that course content in the ALP class is driven by the objectives and assignments in the college-level course. Classroom observations at CCBC demonstrated how the two classes work together with classroom activities in the ALP class building upon what was done in the college-level class or providing the foundation for future assignments in the college-level class. This included more in-depth grammar lessons designed to help the students revise their papers and free-writing assignments to help them develop their critical reading skills.

Instruction at the two colleges in Michigan, however, was much more overtly student driven and reactive rather than proactive. While the CCBC ALP faculty handbook states that most instructors begin the ALP class by asking if there are questions left over from the college-level course and then adjust their schedule accordingly, this flexibility still exists within a structured syllabus with separate assignments and lessons for the ALP classes that are interwoven with the assignments in the college-level class. Classroom observations showed that, while the instructors were certainly willing to deviate from the plan where necessary based on the needs of the students, there was still a clear organization and structure to the ALP class. At the two Michigan colleges, much more emphasis was placed on the flexibility rather than on the structure, and activities in the ALP class were much more driven by the immediate needs of the students. This was especially evident at Lansing Community College where several instructors shared that they specifically design their classes to be student driven.

*“I think in my normal class I’m an agenda maker, planner, task master. These are the things we have to get through today, and this is how much time we’re going to spend on these things. In the supplemental class, I had to really back off on my planning and have some things to do, but not over plan. To be more open to letting the students tell me what they wanted to work on that day. Let them steer the ship...I really had to fight my tendency to plan and be more open to that.”*

*“I don’t really have a plan. It’s student driven. I want it to be student driven, not me driven.”*

*“They’ll let you know what we need to work on...They like having control of what we’re going to do.”*

While the student-driven nature of ALP was less pronounced at Jackson College than at Lansing Community College, classroom observations and focus group data suggest that at both colleges, there is much more flexibility regarding activities in the ALP class. Interestingly, at Jackson College this flexibility functions within a rather uniform structure. The instructors at Jackson College have developed a framework for the ALP classroom called REAP (Review, Evaluate, Apply, Preview) and “E is evaluate. They evaluate where they are, and they let us

know what they need. Even today in my class I thought I was going back to do this work...it's not what they wanted, so they become self-directed...it was all of that conversation that led me to completely abandon what I thought I was doing." So at Jackson College, the flexibility is actually built into the structure of the class.

---

## ***Building a Community***

ALP is designed to increase bonding and engagement by creating a small cohort of developmental students and linking them with a single instructor with whom they spend two classes back to back. At both Jackson College and Lansing Community College, instructors were enthusiastic about the sense of community that grew in the ALP class among students and between the students and instructors.

*"It's also easier to build a community, and I think it's partly because of the smaller classes. That's majorly why it is. Look, we all try community building in all our classes, in our twenty-four-student classes and our forty-student classes. That doesn't mean it always gels entirely, but you seem to run into less issues in these ten student classes. It's things piling on each other. There's a sense of specialness that they get this alone time with instructor; there's a sense of community."*

*"I think one of the reasons why it works is because the students are in a larger community with a longer period of time with people in that community. Therefore they build better relationships. It...happens naturally because you're working with a group of people for a longer period of time. You have a better chance of building a relationship with your instructor and with your peers."*

Instructors at Jackson College had almost a sense of wonder about the community-building. "The only way I can put this is something sacred is happening...In your teaching there's a synergy and this sense of community that happens." Some of the instructors felt that this "sacredness" developed with every ALP class they taught while another noted that "every class has a different personality" and that the form of sacredness varied with the personality of the class. "My individual relationships with those students in that other class are sacred because I've changed a little bit of what I do. I focus more on one on one because they're not very much of a group class. They're very quiet and introverted. The other group, the class feels more sacred, there's more bonding going on between them, but my individual relationships might not be as strong as they are in that other class."

According to some instructors, the bonding that takes place between the students is often based on the shared feeling of stigma at being placed in the developmental course.

*"The stigma is removed and the community, whether they're introverts or not, there's a sense of community and respect that helps them deal with anxiety and the stigmatization of being in developmental education. They rally around each other, so it's not all dependent upon the instructor as much as it is the situation and the environment that the instructor can piggyback on and they support each other. They all have writing anxieties. I don't think that there's anybody in my classes that don't suffer from writing anxiety...but they're in a group in the same boat and they're all working together."*

This was supported by comments from students suggesting that they felt as though they had a shared experience with their ALP classmates. "Once I got in this class, you got all these people in here that have the same experience as me with English. So it's more upbeat, and it's more fun here." In some cases, the connections between students were deliberately created by the instructor. In one ALP class "before we really got started we had to get a buddy, know their cell number...if I miss a day I can call them, my buddy."

What was interesting was that the community building that took place often appeared to function only in the ALP class. While some faculty members talked about how their students went to lunch together or were still friends even after the term ended, comments from students and observations of classes suggested that often the

interaction between ALP students occurred exclusively in the ALP class. According to one student “I’ve never had a conversation with him in my writing class, but in [the ALP class] we talk often. It’s weird.”

Students referred to the small class size and having two classes together as being important to building relationships. “You have enough time to talk to them as a small family.” This family often included the instructor who was viewed more as a peer or a friend than as a teacher. A recurring comment was that the instructor was “just one of the group too...she’s just like another classmate” and “it feels like you’re talking to a person.” Because of the small class size, students found it easier to get to know their instructor, which also increased their comfort level with asking questions in class.

Instructors also reported being more informal in their ALP classes, which was supported by classroom observations. The environment in the ALP class looked very different from that of the college-level class. In most cases, the instructor was sitting at the table with the students as opposed to standing in front of the class or moving around the room. Physically they placed themselves more in the role of peer. Faculty who were already relaxed with their college-level class typically became even more so in the ALP class.

*“I can be much more informal, conference and I think that they approach me as coach/friend, not as teacher with degrees...they are much more likely to tell me stories about what’s going on in other parts of their lives and in other courses than just what’s happening in my writing class. I see them with a broader lens. Periscope rather than this one little lens as a writer.”*

From the faculty perspective, the community building in the ALP class also contributed to taking less time to discover non-cognitive issues because “they can’t hide in that small group.”

*“[In the stand-alone developmental class], the 20 students we have in there, you still cannot get to pinpoint the non-cognitive problems early on that you can in a ten person section. And you also don’t have the community building...So those who aren’t motivated in the 090 section, in the blended course section you can pinpoint that earlier. You can see that Frank has got two jobs that he’s working, and his wife is divorcing him and all these other things. It takes you one week to figure that out in a BC section. It takes you five [in the stand-alone developmental class] and he’s already gone at that point.”*

Another benefit of the close bonds formed in the ALP class is that it creates accountability. This occurs between students because “you have to help each other too. The teacher can’t do everything.” One instructor told a story about a student who was absent from class:

*“I’ve only had one absence in the first five weeks, one absence out of those nine people. And when he came back, they gave him more trouble. Where were you? We need you. We want to hear about whatever we were working on. I didn’t have to say anything about what he missed. They’re filling him in, and that doesn’t happen either, not in the large group, because you can’t quite make it possible for the students who you think will be working well together. It’s just harder to make that happen. And in this class, when people are working, even if they are resistant and don’t want to, there’s peer pressure going on.”*

The sense of accountability also occurs between the students and instructor. “You don’t want to let her down because you feel like she’s your friend more. So you don’t want to disappoint her.”

While the small class size contributes to the community building, instructors at both Jackson College and Lansing Community College noted that a very small class size can actually hinder instruction and community-building. Both colleges have experienced issues with low enrollment, resulting in class sizes below the suggested eight to twelve students and mentioned that this had a negative effect on the class “because you don’t get that coherent group and if one person is missing it feels like hardly anybody is there...and you can’t move them around, and then you’re done really fast because some of the class space is for conversation for writing and peer work



shopping and the fewer people there the less time you need.” So in addition to concerns that classes will be cancelled if they don’t fill, there is also an instructional value to ensuring that classes have sufficient enrollment.

---

### *Organizational Culture and Commitment to Innovation and Change*

While Jackson College and Lansing Community College faced many of the same logistical challenges, also experienced by the colleges surveyed in Phase 1, how the two colleges have addressed those challenges has differed, in ways that may impact the future of the program at each college.

At Jackson College, commitment to the program was strong from the beginning. After a few instructors attended the ALP summer conference in June 2011, they built a core team of five faculty members and spent the rest of the summer preparing for implementation in the fall term. The initial core team worked well together and genuinely liked each other. Even though one member of the team was an initial skeptic about ALP, she was still part of the planning and has since become a convert and was responsible for creating the Jackson College ALP faculty handbook. “It was a good group because the thing is we do all really like each other, and even though I was very skeptical, I had a very open spirit and willing heart...because of who I was working with.” Another instructor joined the team specifically because she wanted to work with the others. “I was curious, but I wanted to sign on right away because I wanted to work with these three because I like them.”

As part of the implementation of ALP, Jackson College aligned the curriculum so that all of the instructors have the same paper topics though there is still a great deal of flexibility in how those paper topics are addressed. Jackson College recently created an ALP faculty handbook which, while not prescriptive, provides a guide to the philosophy and theory behind ALP and some suggestions for assignments, ensuring that all instructors are on the same page. In addition to REAP, instructors at Jackson College made “some very concerted efforts to have consistency across all sections...our grading scale must be the same...our genres are the same...we have a textbook that everybody uses.”

The instructors also immediately recognized the importance of marketing the program to students and advisors and felt it was their responsibility to do what they could to help recruit students. “So when we don’t see enrollment happening, we’re like ‘Okay, what can we do on our side to help that side get it together?’ because we know it’s better for students.”

It is possible that the small size of the college allows the instructors to work more closely with other departments and to build relationships that can help them alleviate or more quickly resolve issues as they arise. At Jackson College the program has worked closely with colleagues in registration to create a new coding system for the courses to make them less confusing and to ease the registration process, creating documentation of the changes for future reference. They have also worked with the institutional research department to gather data that they can then take to other departments to create more buy-in.

However, the disadvantage of relying on personal relationships is that when personnel change, the personal connection is gone. At Jackson College, the previous dean of athletics was a supporter of the program and put his students in the course. But he recently left the college and “now we have a new athletic director. It’s making all of those other connections which means time on task and all those other connections are in our institution with people who are really having two or two and a half jobs” because of budget cuts and reduced staffing.

Jackson College is still facing logistical challenges but has worked to create a structure that can sustain the program. According to one instructor: “I still think we’ve got a little more time to establish it as this is not a program anymore, this is the way it’s going to be here. It will start to work itself out, basically. We’re right on the edge of that right now. Whenever one problem is solved, another one happens, but we’re getting there with it.” Even in an environment of budget cuts and layoffs, Jackson College has still committed to scaling up the program and has even expanded the model to both developmental math and reading. What is less clear is how this will play out at Lansing Community College where the structural support for sustainability and scaling up has not been built.

In contrast to Jackson College where the core ALP team solidified almost immediately and has been responsible for the development, promotion and expansion of the program, building a core team at Lansing Community College has proved to be more challenging. Many of the instructors were frustrated by what they perceived to be “top-down decision-making.” During the focus group, faculty members were asked to share their initial thoughts when they first heard about ALP and the instructors expressed a lot of trepidation. “I think mine was ‘where did this come from?’ Because we heard about it all of the sudden and it sounded like it was going to happen and a lot of us didn’t know. It seemed like it happened really quickly.” Another said “the first that I heard of it came from one of those administrators way above the department. That automatically poisons the well, shall we say.” While the initial meetings at Jackson College were friendly and filled with excitement about the program, early meetings at Lansing Community College were contentious and confused. While Jackson College committed fully to the CCBC ALP Model and quickly started to build the structure needed to sustain the program, Lansing Community College launched its pilot with three different models: one model was cancelled and another had a single student enrolled.

There has also been an issue around teaching load which has impacted the structure of ALP. Jackson College chose to decrease the credits for the ALP course from 4 credits to 3 because they felt it wasn’t necessary for students to have 4 hours of the ALP class, but this has not been possible at Lansing Community College “because we have a contractual load we have to teach which is 16 hours. So anything that plays with that multiple of four causes a lot of problems in your work load.” This also impacts faculty buy-in and instructors in the focus group reported other faculty being resentful of the smaller class size. “There has to be faculty buy-in that some of us only have eight people in a class, and we’re being paid for four hours.” This has also created concerns that the administration will increase the class size in the ALP class. “I think all of us have a concern that university politics will prevail and insist that this model be watered down into 15 people, or not the small group, that the small group will go away.”

However, even with the difficult beginning, Lansing Community College has achieved a certain level of faculty buy-in due largely to faculty who have taught the course, seen the success of the program, and have talked to their colleagues about their experiences. However, while faculty reported having more buy-in into the program, there is still resistance to scaling up. At Jackson College, faculty accepted that it would probably always be necessary to offer some stand-alone traditional developmental writing classes to accommodate students whose schedules could not accommodate two writing classes in one term. However, they felt that ALP should be the default placement and that the number of stand-alone sections should be limited. However, at Lansing Community College there was much discussion during the focus group about concerns around scaling up.

*“I hope we’ll get to continue to decide how wide we want to open the door for students to come into this. We want it to grow, and we want the courses we’re offering to run, but I think we want to be really careful about attracting students who we think can succeed and not just attracting the masses just to see it grow. I hope we’ll be able to continue to shape and define that population.”*

*“I think we’ve been told, explicitly and implicitly several times that it is going to scale up. I think there’s a little bit of concern, at least for myself about how much and how soon. I don’t really know what role we’re going to play in that because I think some of us want to maybe not go as fast as the administration does, so we have some time to study what’s happened so far and who’s been successful... I thought scale up was a little bit at a time. Open the door a little bit wider, open the door a little bit wider, until you get to that sweet spot where we know people are likely to succeed or not.”*

*“Normally when we go about something we get buy in from faculty before we start it. We’re going in the opposite way. That concerns me more because I feel like there’s more of a foundation when you have a faculty creating a change. It just takes us losing one or two high ranking provosts or deans in this thing, and they can pull the pin on all this. I think we would all feel more comfortable, but we know that this has happened before, especially in dev ed that*

*there's a long history of great ideas being implemented and then being sacked because it's too expensive."*

*"I think the question of buy in becomes interesting because, do we have to buy into the concept that everyone should be accelerated? Or do we need to buy into the concept that some people need to be accelerated? I've been a developmental educator a long time, and I am not convinced one size fits all."*

In addition to the issue of faculty support for scaling up, Lansing Community College is also still facing logistical challenges that will impact the scaling up process. While the program at Jackson College worked with registration to create a new course coding system to ease the enrollment of students into the ALP course, at Lansing Community College the ALP course isn't "a real course yet. We are still using this temporary shell to put the supplemental piece in so nobody knows what it is. It doesn't get listed very well in the schedule book." The generic shell can be used for any special topics class and is not listed in the course schedule with the other English courses. This has an impact on the programs' ability to recruit students. Without structural organizational support, the program may still produce positive student outcomes but the process of scaling up will be more challenging.

## SOME FINAL THOUGHTS

There have been concerns in the world of developmental education that policy recommendations are too often made and implemented on the basis of inconclusive or small-scale studies. We want to be very clear that the findings in this study are preliminary and exploratory. They raise many questions that merit further study and examination to determine the extent to which the success of ALP at CCBC can be replicated and modified while still achieving high levels of student success. The colleges in this study represent a cross section of colleges implementing ALPs, and all of them have experienced success with the particular model of ALP that they have implemented, even when they strayed from the recommendations of the CCBC ALP Model. While further study is certainly necessary before policy recommendations can be made, these preliminary findings are encouraging.

CCBC has identified six features of ALP that may contribute to its success, some of which overlap with the themes revealed by the qualitative study in Phase 3. The data gathered from Jackson College and Lansing Community College shed some light on the importance of these six features.

- 1. Students take their developmental writing course concurrently with the credit-level writing course rather than as a prerequisite.** CCBC suggests that the primary benefit of this feature is that students view the course as being immediately helpful, and it reduces the stigma of being in a developmental course. While a few faculty did report that they had students frustrated by having to take the ALP class in addition to the college-level course, the students in the focus groups viewed the ALP course as a helpful supplement to assist them in getting through the college-level course. In addition to saying that they didn't think they could have gotten through the college-level course without ALP, they spoke of increased confidence and comfort with college in general and writing in particular. "I'm a bad writer" was a common refrain, but students indicated that with the ALP class they were becoming better writers. They viewed ALP not as a hurdle but as a resource to help them in the college-level course. Interestingly, many students did not seem to view the ALP class as a separate developmental course. At one college, students referred to it as "the supplemental class" clearly viewing it as an add-on to the college-level class. One student indicated that she was placed into the ALP class because she knew she needed all the help she could get, not seeming to fully realize that she was getting extra help for a higher level class, not supplemental help for the course she actually placed into.
- 2. At least half the students in the credit English course are students who placed into credit-level writing.** Having developmental students mainstreamed with college-level students ensures that the standards for the college-level course are not lowered just to help the developmental students. CCBC has also theorized that the benefit of having at least half of the students in the credit course be college-level writers is that they will serve as role models for the developmental students. One faculty member from Lansing Community College did remark, "I think one thing that's significant about the model...is with 15 students who are regularly placed, it's the pulling along by the big brothers and sisters effect...there's some pulling up by the older siblings, or the regularly placed students who want to talk about issues at a higher level." However, other faculty members said that it was their developmental education students who were the leaders in the college-level class, and this was supported by classroom observations. During the student focus groups, the students were clear that they have very little interaction with their peers in the credit course. One student in particular noted that she felt intimidated by students in the college-level class and that "they're not able to help because they're up here" so she relies on her classmates in the ALP class. Conversely, one student noted that it was he who helped his college-level classmates. "Because I'm in the supplementary class I'm actually helping people in the main class by proofreading their papers and trying to help them out with their papers." Classroom observations at the two Michigan colleges and at CCBC suggested that the ALP students had higher levels of participation and engagement in the college-level course compared to their peers. This was especially evident at CCBC where almost all of the participation in the college-level course was from ALP students.

3. **The ALP cohort is no more than 12 students.** One of the prevailing themes at both Jackson College and Lansing Community College was the value of the small class size in the ALP class. Both the faculty and students at Lansing Community College and Jackson College clearly valued the small class size and the effect it had on community building. However, data gathered in Phase 2 of the project seem to suggest that there may still be benefits with larger class sizes. More exploration of colleges with larger class sizes, whether those that have modified the model to allow a larger cap on ALP students or those following the Triangle Model, would be helpful to determine the extent to which small class size is responsible for the improvement in student outcomes. Interestingly, the experiences of Jackson College and Lansing Community College seem to suggest that there may also be a lower limit at which point the class is actually too small for effective community-building. Also, instructors at Jackson College made a point of saying that the small class size could not be responsible for all of the gains. Many of the stand-alone developmental writing classes at Jackson College also have fewer than 12 students, and yet the same community building that happens in the ALP class does not occur in the traditional course. It may be that the small class size, combined with the same instructor teaching both courses is what contributes to the community-building that seems to occur with ALP.
4. **ALP instructors recognize the importance of paying attention to the non-cognitive issues of their students.** Recognizing and addressing non-cognitive issues was a primary focus of instructors at both Jackson College and Lansing Community College. While both colleges offer a college success course which covers non-cognitive issues, faculty still spent a significant amount of time helping students with life skills and affective issues. As discussed previously, the scope of this assistance varied from instructor to instructor but the commitment to addressing non-cognitive issues was a prevalent finding in the case studies. Faculty at Jackson College and Lansing Community College also agreed that the small class size contributed to their ability to get to know their students and discover students' issues much more quickly than they would in a larger class.
5. **The same instructor teaches the ALP course and the credit course.** Instructors at Jackson College and Lansing Community College felt that having the same instructor was incredibly important, partly because it eased the connectivity between the two classes. "We feel it's real important because of the richness of what happens in the second class." In addition to facilitating the connections between the curriculum of the two courses, having the same instructor for both classes, in combination with the small class size in the ALP course, contributed to the community building that occurred between the students and instructor. According to one instructor at Lansing Community College, "I think that is critical because it allows you to have that cohort. It's a special kind of bond with that teacher...there's something about the intensity of the relationships that develop that's very beneficial."
6. **The pedagogy in the developmental ALP is based on "backward design" from the comp course and emphasizes active learning, improved reasoning skills, engaged reading, and more effective editing skills.** While both Jackson College and Lansing Community College structured their ALP classes to be supportive of the college-level course, they do not appear to be as structured as at CCBC. Also, while attention to critical thinking, active reading and editing skills was readily apparent in the observation of classes at CCBC, it was not as prevalent at Jackson College or Lansing Community College. It should be noted, however, that the college-level course at both Jackson College and Lansing Community College focused more on personal narratives while more of the writing in the CCBC classes appeared to be based on readings that lent themselves to building the skills recommended by CCBC. Still, the ALP courses at Jackson College and Lansing Community College were designed to meet the needs of the college-level course.

Based on the data gathered from Lansing Community College and Jackson College, and from the colleges studied in Phase 2, it is not clear which features of ALP are critical to its success. More study of colleges that have modified the model to have larger class sizes or different faculty would be helpful. But based on the findings of this study, it would appear that colleges that modify the CCBC ALP Model, sometimes to a great degree, have still been successful.

However, there are a number of limitations to this study. For Phase 1, we relied on self-reporting from the colleges and reached out only to colleges on the CCBC ALP contact list. Future study should include casting a wider net and sending the inventory survey to English and developmental studies departments at all community colleges to better gauge the breadth of accelerated learning programs across the country.

For Phase 2, the number of terms of data and the sample size of ALP students is small. Also, the outcome variables included in the study were limited. Further study should include more longitudinal data as colleges offer more terms of ALP and more variables including student retention, credits earned, and completion.

For Phase 3, student focus groups were a convenience sample and may not be representative of the broader ALP student population. Also, we observed a sample of faculty and observed only one class for each faculty member. These faculty and classes may not have been representative of the ALP program at that particular college. Future study should include a random sample of students for the focus groups and observations of multiple classes by more faculty.

There are also general limitations to the study of accelerated learning programs. Early improvements in student outcomes following the implementation of a new innovation can often be due to certain students self-selecting into the program or, as seems to be the case with ALP, of certain students being placed into the program by advisors. Several colleges in the inventory, along with the two case study colleges, spoke of needing to figure out who were the “right” students to put into ALP, suggesting that the program may not be a good fit for all students and that students currently being placed into ALP may already be stronger students than their traditional developmental writing peers. However, the success of College F provides some preliminary support for the idea that even if all students are placed into ALP, student outcomes may still improve.

Another factor may be the particular instructors who are teaching ALP. At both Jackson College and Lansing Community College there was discussion that advisors placed students specifically into certain instructors’ classes. If the faculty whose classes fill and are not cancelled are the faculty known by the advisors and students to be the faculty that already have better outcomes, it may not be surprising that student outcomes improve. Further quantitative analysis of a sample of colleges willing to share faculty information will be necessary to examine the extent to which the particular faculty members teaching ALP are the variable contributing to the higher pass rates for ALP students. However, the data from College F also shed some light on this factor since the college implemented ALP at full scale with all faculty members.

As an exploratory look at the replication of the CCBC ALP model around the country, this study perhaps raises more questions than it answers, but these preliminary findings do suggest that ALP can be positively impactful in a range of settings with a variety of modifications. The colleges in this study represent just a sample of colleges replicating ALP. They vary in size, setting, demographics, and program design and yet they all yielded positive results, which suggests that the success of ALP is not confined to the particular environment of CCBC and that colleges may have considerable flexibility in adapting the program to meet the needs of their particular environment without sacrificing the positive results achieved by CCBC.

## REFERENCES

- Bailey, T. (2009). *Rethinking developmental education in community college* (CCRC Brief No. 40). New York, NY: Columbia University, Teachers College, Community College Research Center.
- Center for Community College Student Engagement. (2013). *A matter of degrees: Engaging practices, engaging students (High-impact practices for community college student engagement)*. Austin, TX: The University of Texas at Austin, Community College Leadership Program.
- Cho, S., Kopko, E., Jenkins, D., & Jaggars, S. (2012). *New evidence of success for community college remedial English students: Tracking the outcomes of students in the Accelerated Learning Program (ALP)* (CCRC Working Paper No. 53). New York, NY: Columbia University, Teachers College, Community College Research Center.
- Complete College America (2013, October). *The game changers: Are states implementing the best reforms to get more college graduates?*
- Complete College America (2012, April). *Remediation: Higher education's bridge to nowhere.*
- Cullinane, J. (2012, June). *Developmental education structures designed for the readiness continuum: Clarifying the co-requisite model* (Higher Ed Issue Brief No. 1). Austin, TX: University of Texas at Austin, Charles A. Dana Center.
- Edgecombe, N. (2011). *Accelerating the academic achievement of students referred to developmental education* (CCRC Brief No. 55). New York, NY: Columbia University, Teachers College, Community College Research Center.
- Jenkins, D., Speroni, C., Belfield, C., Jaggars, S., & Edgecombe, N. (2010). *A model for accelerating academic success of community college remedial English students: Is the Accelerated Learning Program (ALP) effective and affordable?* (CCRC Working Paper No. 21). New York, NY: Columbia University, Teachers College, Community College Research Center.
- Nodine, T., Dadgar, M., Venezia, A., & Bracco, K. R. (2013). *Acceleration in developmental education*. San Francisco: WestEd.
- Perin, D. (2002). *The organization of developmental education: In or out of academic departments?* (CCRC Brief No. 14). New York, NY: Columbia University, Teachers College, Community College Research Center.
- Rutschow, E. & Sneider, E. (2011). *Unlocking the gate: What we know about improving developmental education*. MDRC.

## INVENTORY OF ACCELERATED LEARNING PROGRAMS

### COLLEGES INCLUDED IN THE INVENTORY

Allegany College of Maryland	Lansing Community College
Arkansas State University Newport	Leeward Community College
Athens Technical College	Macomb Community College
Atlantic Cape Community College	Malcolm X College, one of the City Colleges of Chicago
Austin Community College	Mesa Community College
Bellevue College	Middlesex Community College
Bergen Community College	Minneapolis Community and Technical College
Black River Technical College	Missouri State University-West Plains
Blue Ridge Community and Technical College	Mott Community College
Bluefield State College	Mountwest Community & Technical College
Brookdale Community College	North Arkansas College
Butler Community College	North Central Michigan College
Century College	North Central State College
Charles Stewart Mott Community College	Northampton Community College
College of the Ouachitas	Northeast Lakeview College
Community College of Baltimore County	Northern Essex Community College
Community College of Denver	Patrick Henry Community College
Cumberland County College	Phoenix College
Cuyahoga Community College	Prairie State College
Gateway Community College	Pulaski Technical College
Georgia Gwinnett College	Rich Mountain Community College
Gogebic Community College	Salt Lake Community College
Greenville Technical College	Santa Barbara City College
Gwinnett Technical College	Skagit Valley College
Hawaii Community College	Southern Arkansas University Tech
Heartland Community College	Springfield Technical Community College (STCC)
Henry Ford Community College	State University of New York at New Paltz
Ivy Tech Community College -Richmond	SUNY Adirondack
Jackson Community College	Tulsa Community College
Kanawha Valley Community College and Technical School	University of Arkansas Community College at Batesville
Kapiolani Community College	University of Arkansas Community College at Morrilton
LaGuardia Community College, CUNY	

Not all schools in this inventory provided answers to all of the survey questions.



## **Allegany College of Maryland**

### **Triangle ALP Model**

First ALP Term	Fall 2012
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	1
Stand-Alone/Traditional Developmental Writing Sections in Current Term	20
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	18
Class Size for College-Level Writing Class	25
Hours per week for ALP Developmental Writing Class	3.0
Hours per week for College-Level Writing Class	3.0
Cumberland, MD	Percentage of students who place into developmental writing: 30%
www.allegany.edu	Levels of developmental writing: 2
Size (credit students): 1-4,999	Developmental writing is in the English Department
Unionized faculty: No	Placement test: Accuplacer

## **Arkansas State University Newport**

### **CCBC ALP Model**

First ALP Term	Fall 2012
ALP Developmental Writing Sections in First Term	3
ALP Developmental Writing Sections in Current Term	5
Stand-Alone/Traditional Developmental Writing Sections in Current Term	9
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	No
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	20
Hours per week for ALP Developmental Writing Class	2.0
Hours per week for College-Level Writing Class	3.0
Jonesboro, AR	Percentage of students who place into developmental writing: 75%
www.asun.edu	Levels of developmental writing: 1
Size (credit students): 1-4,999	Developmental writing is in the English Department
Unionized faculty: No	Placement test: Compass, ACT

## **Athens Technical College**

### **CCBC ALP Model**

First ALP Term	Fall 2012
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	1
Stand-Alone/Traditional Developmental Writing Sections in Current Term	4
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	22
Hours per week for ALP Developmental Writing Class	3.0
Hours per week for College-Level Writing Class	3.0
Athens, GA	Percentage of students who place into developmental writing: 25%
www.athenstech.edu	Levels of developmental writing: 2
Size (credit students): 1-4,999	Developmental writing is in the English Department
Unionized faculty: No	Placement test: Compass

## Atlantic Cape Community College

### Triangle ALP Model

First ALP Term	Spring 2012
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	4
Stand-Alone/Traditional Developmental Writing Sections in Current Term	50
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	18
Class Size for College-Level Writing Class	20
Hours per week for ALP Developmental Writing Class	2.5
Hours per week for College-Level Writing Class	2.5
Mays Landing, NJ	Percentage of students who place into developmental writing: 65%
www.atlantic.edu	Levels of developmental writing: 2
Size (credit students): 5,000-9,999	Developmental writing is in the English Department
Unionized faculty: Yes	Placement test: Accuplacer, Writing Sample

## Austin Community College

### CCBC ALP Model

First ALP Term	Fall 2000
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	12
Stand-Alone/Traditional Developmental Writing Sections in Current Term	30
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	16
Class Size for College-Level Writing Class	32
Hours per week for ALP Developmental Writing Class	2.0
Hours per week for College-Level Writing Class	3.0
Austin, TX	Percentage of students who place into developmental writing: <i>no response</i>
www.austincc.edu	Levels of developmental writing: 3
Size (credit students): 20,000+	Developmental writing is in - <i>no response</i>
Unionized faculty: Yes	Placement test: Accuplacer, Compass

## Bellevue College

### CCBC ALP Model

First ALP Term	Winter 2013
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	4
Stand-Alone/Traditional Developmental Writing Sections in Current Term	16
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	26
Hours per week for ALP Developmental Writing Class	5.0
Hours per week for College-Level Writing Class	5.0
Bellevue, WA	Percentage of students who place into developmental writing: 35%
www.bellevuecollege.edu	Levels of developmental writing: 3
Size (credit students): 20,000+	Developmental writing is in both English and Developmental Studies Department
Unionized faculty: Yes	Placement test: Compass

## Bergen Community College

### CCBC ALP model

First ALP Term	Fall 2011
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	3
Stand-Alone/Traditional Developmental Writing Sections in Current Term	2
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	12
Class Size for College-Level Writing Class	24
Hours per week for ALP Developmental Writing Class	2.5
Hours per week for College-Level Writing Class	2.5
Paramus, NJ	Percentage of students who place into developmental writing: 70%
www.bergen.edu	Levels of developmental writing: 3
Size (credit students): 10,000-19,999	Developmental writing is in the English Department
Unionized faculty: Yes	Placement test: Accuplacer

## Black River Technical College

### CCBC ALP Model

First ALP Term	Spring 2012
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	4
Stand-Alone/Traditional Developmental Writing Sections in Current Term	6
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	14
Class Size for College-Level Writing Class	28
Hours per week for ALP Developmental Writing Class	3.0
Hours per week for College-Level Writing Class	3.0
Pocahontas, AR	Percentage of students who place into developmental writing: 70%
www.blackrivertech.edu	Levels of developmental writing: 1
Size (credit students): 1-4,999	Developmental writing is in the English Department
Unionized faculty: No	Placement test: Compass, ACT

## Blue Ridge Community and Technical College

### CCBC ALP model

First ALP Term	Spring 2013
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	1
Stand-Alone/Traditional Developmental Writing Sections in Current Term	9
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	20
Hours per week for ALP Developmental Writing Class	2.5
Hours per week for College-Level Writing Class	2.5
Martinsburg, WV	Percentage of students who place into developmental writing: <i>no response</i>
www.blueridgectc.edu	Levels of developmental writing: 1
Size (credit students): 1-4,999	Developmental writing is in the English Department
Unionized faculty: No	Placement test: Accuplacer, Compass, ACT

## Bluefield State College

### CCBC ALP Model

First ALP Term	Fall 2013
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	1
Stand-Alone/Traditional Developmental Writing Sections in Current Term	4
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	<i>no response</i>
Class Size for College-Level Writing Class	<i>no response</i>
Hours per week for ALP Developmental Writing Class	<i>no response</i>
Hours per week for College-Level Writing Class	<i>no response</i>
Bluefield, WV	Percentage of students who place into developmental writing: 50%
www.bluefieldstate.edu	Levels of developmental writing: 1
Size (credit students): 1-4,999	Developmental writing is in the Developmental Studies Department
Unionized faculty: No	Placement test: Accuplacer, Compass, ACT, Writing Sample

## Brookdale Community College

### CCBC ALP model

First ALP Term	Fall 2011
ALP Developmental Writing Sections in First Term	4
ALP Developmental Writing Sections in Current Term	26
Stand-Alone/Traditional Developmental Writing Sections in Current Term	30
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	21
Hours per week for ALP Developmental Writing Class	3.0
Hours per week for College-Level Writing Class	3.0
Lincroft, NJ	Percentage of students who place into developmental writing: 38%
www.brookdalecc.edu	Levels of developmental writing: 1
Size (credit students): 10,000-19,999	Developmental writing is in the English Department
Unionized faculty: Yes	Placement test: Accuplacer

## Butler Community College

### CCBC ALP Model

First ALP Term	Spring 2013
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	2
Stand-Alone/Traditional Developmental Writing Sections in Current Term	32
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	12
Class Size for College-Level Writing Class	25
Hours per week for ALP Developmental Writing Class	3.0
Hours per week for College-Level Writing Class	3.0
El Dorado, KS	Percentage of students who place into developmental writing: 40%
www.butlercc.edu	Levels of developmental writing: 2
Size (credit students): 5,000-9,999	Developmental writing is in both English and Developmental Studies Department
Unionized faculty: Yes	Placement test: Compass, High School GPA, ACT, Directed Self-Placement, Writing Sample

## Century College

### CCBC ALP Model

First ALP Term	Spring 2013
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	2
Stand-Alone/Traditional Developmental Writing Sections in Current Term	15
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	12
Class Size for College-Level Writing Class	28
Hours per week for ALP Developmental Writing Class	4.0
Hours per week for College-Level Writing Class	4.0
White Bear Lake, MN	Percentage of students who place into developmental writing: 29%
www.century.edu	Levels of developmental writing: 2
Size (credit students): 5,000-9,999	Developmental writing is in the English Department
Unionized faculty: Yes	Placement test: Accuplacer

## Charles Stewart Mott Community College

### CCBC ALP Model

First ALP Term	Winter 2013
ALP Developmental Writing Sections in First Term	3
ALP Developmental Writing Sections in Current Term	4
Stand-Alone/Traditional Developmental Writing Sections in Current Term	17
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	12
Class Size for College-Level Writing Class	29
Hours per week for ALP Developmental Writing Class	3.0
Hours per week for College-Level Writing Class	3.0
Flint, MI	Percentage of students who place into developmental writing: 47%
www.mcc.edu	Levels of developmental writing: 3
Size (credit students): 10,000-19,999	Developmental writing is in the English Department
Unionized faculty: Yes	Placement test: Accuplacer, Writing Sample

## College of the Ouachitas

### CCBC ALP Model

First ALP Term	Fall 2012
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	1
Stand-Alone/Traditional Developmental Writing Sections in Current Term	5
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	No
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	23
Hours per week for ALP Developmental Writing Class	1.0
Hours per week for College-Level Writing Class	3.0
Malvern, AR	Percentage of students who place into developmental writing: <i>no response</i>
www.coto.edu	Levels of developmental writing: 1
Size (credit students): 1-4,999	Developmental writing is in the Developmental Studies Department
Unionized faculty: No	Placement test: Compass

## Community College of Baltimore County

### CCBC ALP model

First ALP Term	Fall 2007
ALP Developmental Writing Sections in First Term	5
ALP Developmental Writing Sections in Current Term	80
Stand-Alone/Traditional Developmental Writing Sections in Current Term	<i>no response</i>
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	No
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	20
Hours per week for ALP Developmental Writing Class	3.0
Hours per week for College-Level Writing Class	3.0
Baltimore, MD	Percentage of students who place into developmental writing: 68%
www.ccbcmd.edu	Levels of developmental writing: 2
Size (credit students): 20,000+	Developmental writing is in the English Department
Unionized faculty: No	Placement test: Accuplacer

## Community College of Denver

### CCBC ALP Model

First ALP Term	Spring 2013
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	4
Stand-Alone/Traditional Developmental Writing Sections in Current Term	60
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	25
Hours per week for ALP Developmental Writing Class	2.5
Hours per week for College-Level Writing Class	2.5
Denver, CO	Percentage of students who place into developmental writing: 13%
www.ccd.edu	Levels of developmental writing: 3
Size (credit students): 10,000-19,999	Developmental writing is in the Developmental Studies Department
Unionized faculty: No	Placement test: Accuplacer, ACT, Writing Sample

## Cumberland County College

### CCBC ALP model

First ALP Term	Spring 2013
ALP Developmental Writing Sections in First Term	9
ALP Developmental Writing Sections in Current Term	9
Stand-Alone/Traditional Developmental Writing Sections in Current Term	1
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	12
Class Size for College-Level Writing Class	24
Hours per week for ALP Developmental Writing Class	2.0
Hours per week for College-Level Writing Class	3.0
Vineland, NJ	Percentage of students who place into developmental writing: 70%
www.cccnj.edu	Levels of developmental writing: 3
Size (credit students): 1-4,999	Developmental writing is in the English Department
Unionized faculty: Yes	Placement test: Accuplacer

## Cuyahoga Community College

### CCBC ALP Model

First ALP Term	Fall 2011
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	20
Stand-Alone/Traditional Developmental Writing Sections in Current Term	55
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	12
Class Size for College-Level Writing Class	26
Hours per week for ALP Developmental Writing Class	3.0
Hours per week for College-Level Writing Class	3.0
Cleveland, OH	Percentage of students who place into developmental writing: 66%
www.tri-c.edu	Levels of developmental writing: 2
Size (credit students): 20,000+	Developmental writing is in the English Department
Unionized faculty: Yes	Placement test: Compass

## Gateway Community College

### CCBC ALP Model

First ALP Term	Fall 2012
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	5
Stand-Alone/Traditional Developmental Writing Sections in Current Term	38
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	12
Class Size for College-Level Writing Class	26
Hours per week for ALP Developmental Writing Class	3.0
Hours per week for College-Level Writing Class	3.0
New Haven, CT	Percentage of students who place into developmental writing: 50%
www.gatewayct.edu	Levels of developmental writing: 2
Size (credit students): 5,000-9,999	Developmental writing is in the Developmental Studies Department
Unionized faculty: Yes	Placement test: Accuplacer, Writing Sample

## Georgia Gwinnett College

### Triangle ALP Model

First ALP Term	Spring 2012
ALP Developmental Writing Sections in First Term	6
ALP Developmental Writing Sections in Current Term	11
Stand-Alone/Traditional Developmental Writing Sections in Current Term	30
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	16
Class Size for College-Level Writing Class	22
Hours per week for ALP Developmental Writing Class	3.0
Hours per week for College-Level Writing Class	3.0
Lawrenceville, GA	Percentage of students who place into developmental writing: 9%
www.ggc.edu	Levels of developmental writing: 2
Size (credit students): 5,000-9,999	Developmental writing is in the Developmental Studies Department
Unionized faculty: No	Placement test: Compass, Writing Sample



## Gogebic Community College

### CCBC ALP Model

First ALP Term	Spring 2013
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	2
Stand-Alone/Traditional Developmental Writing Sections in Current Term	1
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	11
Class Size for College-Level Writing Class	22
Hours per week for ALP Developmental Writing Class	3.0
Hours per week for College-Level Writing Class	3.0
Ironwood, MI	Percentage of students who place into developmental writing: 37%
www.gogebic.edu	Levels of developmental writing: 2
Size (credit students): 1-4,999	Developmental writing is in both English and Developmental Studies Department
Unionized faculty: Yes	Placement test: Compass, ACT

## Greenville Technical College

### CCBC ALP model

First ALP Term	Spring 2012
ALP Developmental Writing Sections in First Term	3
ALP Developmental Writing Sections in Current Term	4
Stand-Alone/Traditional Developmental Writing Sections in Current Term	<i>no response</i>
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	12
Class Size for College-Level Writing Class	25
Hours per week for ALP Developmental Writing Class	2.5
Hours per week for College-Level Writing Class	2.5
Greenville, SC	Percentage of students who place into developmental writing: <i>no response</i>
www.gvltec.edu	Levels of developmental writing: 2
Size (credit students): 10,000-19,999	Developmental writing is in the Developmental Studies Department
Unionized faculty: No	Placement test: Compass

## Gwinnett Technical College

### CCBC ALP model

First ALP Term	Fall 2012
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	2
Stand-Alone/Traditional Developmental Writing Sections in Current Term	4
Same Instructor for both courses	No
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	26
Hours per week for ALP Developmental Writing Class	2.7
Hours per week for College-Level Writing Class	2.7
Lawrenceville, GA	Percentage of students who place into developmental writing: 2%
www.gwinnetttech.edu	Levels of developmental writing: 3
Size (credit students): 1-4,999	Developmental writing is in the Developmental Studies Department
Unionized faculty: No	Placement test: Compass

## Hawaii Community College

### CCBC ALP model

First ALP Term	Fall 2012
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	2
Stand-Alone/Traditional Developmental Writing Sections in Current Term	<i>no response</i>
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	8
Class Size for College-Level Writing Class	20
Hours per week for ALP Developmental Writing Class	3.0
Hours per week for College-Level Writing Class	3.0
Hilo, HI	Percentage of students who place into developmental writing: <i>no response</i>
www.hawaii.hawaii.edu	Levels of developmental writing: 3
Size (credit students): 1-4,999	Developmental writing is in the English Department
Unionized faculty: Yes	Placement test: Compass

## Heartland Community College

### CCBC ALP model

First ALP Term	Spring 2013
ALP Developmental Writing Sections in First Term	4
ALP Developmental Writing Sections in Current Term	14
Stand-Alone/Traditional Developmental Writing Sections in Current Term	2
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	11
Class Size for College-Level Writing Class	22
Hours per week for ALP Developmental Writing Class	3.0
Hours per week for College-Level Writing Class	3.0
Normal, IL	Percentage of students who place into developmental writing: 60%
www.heartland.edu	Levels of developmental writing: 2
Size (credit students): 5,000-9,999	Developmental writing is in the English Department
Unionized faculty: Yes	Placement test: Compass, Writing sample

## Henry Ford Community College

### CCBC ALP model

First ALP Term	Fall 2013
ALP Developmental Writing Sections in First Term	4
ALP Developmental Writing Sections in Current Term	4
Stand-Alone/Traditional Developmental Writing Sections in Current Term	36
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	25
Hours per week for ALP Developmental Writing Class	3.0
Hours per week for College-Level Writing Class	3.0
Dearborn, MI	Percentage of students who place into developmental writing: 95%
www.hfcc.edu	Levels of developmental writing: 4
Size (credit students): 10,000-19,999	Developmental writing is in the English Department
Unionized faculty: Yes	Placement test: Compass, ACT

## Ivy Tech Community College -Richmond

### CCBC ALP model

First ALP Term	Spring 2011
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	8
Stand-Alone/Traditional Developmental Writing Sections in Current Term	<i>no response</i>
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	20
Hours per week for ALP Developmental Writing Class	4.0
Hours per week for College-Level Writing Class	3.0
Richmond, IN	Percentage of students who place into developmental writing: 75%
www.ivytech.edu	Levels of developmental writing: 2
Size (credit students): 5,000-9,999	Developmental writing is in the English Department
Unionized faculty: No	Placement test: Accuplacer, Compass

## Jackson Community College

### CCBC ALP Model

First ALP Term	Fall 2011
ALP Developmental Writing Sections in First Term	4
ALP Developmental Writing Sections in Current Term	4
Stand-Alone/Traditional Developmental Writing Sections in Current Term	8
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	24
Hours per week for ALP Developmental Writing Class	4.0
Hours per week for College-Level Writing Class	3.0
Jackson, MI	Percentage of students who place into developmental writing: 27%
www.jccmi.edu	Levels of developmental writing: 1
Size (credit students): 5,000-9,999	Developmental writing is in both English and Developmental Studies Department
Unionized faculty: Yes	Placement test: Compass, ACT, Accuplacer, High School GPA

## Kanawha Valley Community College and Technical School

### CCBC ALP model

First ALP Term	Spring 2012
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	3
Stand-Alone/Traditional Developmental Writing Sections in Current Term	4
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	25
Hours per week for ALP Developmental Writing Class	2.5
Hours per week for College-Level Writing Class	2.5
South Charleston, WV	Percentage of students who place into developmental writing: 75%
www.kvctc.edu	Levels of developmental writing: 1
Size (credit students): 1-4,999	Developmental writing is in the Developmental Studies Department
Unionized faculty: No	Placement test: Accuplacer, Compass, ACT

## Kapiolani Community College

### CCBC ALP model

First ALP Term	Fall 2010
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	12
Stand-Alone/Traditional Developmental Writing Sections in Current Term	8
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	12
Class Size for College-Level Writing Class	20
Hours per week for ALP Developmental Writing Class	2.5
Hours per week for College-Level Writing Class	2.5
Honolulu, HI	Percentage of students who place into developmental writing: 40%
www.kcc.hawaii.edu	Levels of developmental writing: 1
Size (credit students): 5,000-9,999	Developmental writing is in the Developmental Studies Department
Unionized faculty: Yes	Placement test: Compass

## LaGuardia Community College, CUNY

### CCBC ALP Model

First ALP Term	Fall 2011
ALP Developmental Writing Sections in First Term	4
ALP Developmental Writing Sections in Current Term	18
Stand-Alone/Traditional Developmental Writing Sections in Current Term	23
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	22
Hours per week for ALP Developmental Writing Class	3.0
Hours per week for College-Level Writing Class	4.0
Long Island City, NY	Percentage of students who place into developmental writing: 18%
www.lagcc.cuny.edu	Levels of developmental writing: 1
Size (credit students): 10,000-19,999	Developmental writing is in the English Department
Unionized faculty: Yes	Placement test: CUNY Assessment Test in Writing

## Lansing Community College

### CCBC ALP Model

First ALP Term	Spring 2012
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	4
Stand-Alone/Traditional Developmental Writing Sections in Current Term	50
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	8
Class Size for College-Level Writing Class	23
Hours per week for ALP Developmental Writing Class	4.0
Hours per week for College-Level Writing Class	4.0
Lansing, MI	Percentage of students who place into developmental writing: 55%
www.lcc.edu	Levels of developmental writing: 2
Size (credit students): 10,000-19,999	Developmental writing is in both English and Developmental Studies Department
Unionized faculty: Yes	Placement test: Accuplacer

## Leeward Community College

### CCBC ALP Model

First ALP Term	Fall 2011
ALP Developmental Writing Sections in First Term	6
ALP Developmental Writing Sections in Current Term	12
Stand-Alone/Traditional Developmental Writing Sections in Current Term	16
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	11
Class Size for College-Level Writing Class	22
Hours per week for ALP Developmental Writing Class	3.0
Hours per week for College-Level Writing Class	3.0
Pearl City, HI	Percentage of students who place into developmental writing: 62%
<a href="http://www.leeward.hawaii.edu/lulu-2013">www.leeward.hawaii.edu/lulu-2013</a>	Levels of developmental writing: 3
Size (credit students): 5,000-9,999	Developmental writing is in the English Department
Unionized faculty: Yes	Placement test: Compass

## Macomb Community College

### CCBC ALP Model

First ALP Term	Fall 2012
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	1
Stand-Alone/Traditional Developmental Writing Sections in Current Term	17
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	14
Class Size for College-Level Writing Class	28
Hours per week for ALP Developmental Writing Class	3.0
Hours per week for College-Level Writing Class	4.0
Warren, MI	Percentage of students who place into developmental writing: 10%
<a href="http://www.macomb.edu">www.macomb.edu</a>	Levels of developmental writing: 1
Size (credit students): 20,000+	Developmental writing is in the English Department
Unionized faculty: Yes	Placement test: Compass

## Malcolm X College, one of the City Colleges of Chicago

### CCBC ALP model

First ALP Term	Spring 2012
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	1
Stand-Alone/Traditional Developmental Writing Sections in Current Term	3
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	15
Class Size for College-Level Writing Class	25
Hours per week for ALP Developmental Writing Class	3.0
Hours per week for College-Level Writing Class	3.0
Chicago, IL	Percentage of students who place into developmental writing: 90%
<a href="http://www.ccc.edu">www.ccc.edu</a>	Levels of developmental writing: 4
Size (credit students): 5,000-9,999	Developmental writing is in the English Department
Unionized faculty: Yes	Placement test: Compass

## Mesa Community College

### CCBC ALP Model

First ALP Term	Fall 2011
ALP Developmental Writing Sections in First Term	3
ALP Developmental Writing Sections in Current Term	5
Stand-Alone/Traditional Developmental Writing Sections in Current Term	50
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	8
Class Size for College-Level Writing Class	20
Hours per week for ALP Developmental Writing Class	3.0
Hours per week for College-Level Writing Class	3.0
Mesa, AZ	Percentage of students who place into developmental writing: 55%
www.mesacc.edu	Levels of developmental writing: 2
Size (credit students): 20,000+	Developmental writing is in the English Department
Unionized faculty: No	Placement test: WritePlacer

## Middlesex Community College

### Triangle ALP Model

First ALP Term	Spring 2011
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	7
Stand-Alone/Traditional Developmental Writing Sections in Current Term	28
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	12
Class Size for College-Level Writing Class	22
Hours per week for ALP Developmental Writing Class	3.0
Hours per week for College-Level Writing Class	3.0
Bedford, MA	Percentage of students who place into developmental writing: 60%
www.middlesex.mass.edu	Levels of developmental writing: 2
Size (credit students): 10,000-19,999	Developmental writing is in the English Department
Unionized faculty: Yes	Placement test: Accuplacer, Writing Sample

## Minneapolis Community and Technical College

### CCBC ALP model

First ALP Term	Spring 2013
ALP Developmental Writing Sections in First Term	6
ALP Developmental Writing Sections in Current Term	6
Stand-Alone/Traditional Developmental Writing Sections in Current Term	57
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	25
Hours per week for ALP Developmental Writing Class	2.0
Hours per week for College-Level Writing Class	3.0
Minneapolis, MN	Percentage of students who place into developmental writing: 28%
www.minneapolis.edu	Levels of developmental writing: 1
Size (credit students): 10,000-19,999	Developmental writing is in the English Department
Unionized faculty: Yes	Placement test: Accuplacer

## Missouri State University-West Plains

### CCBC ALP model

First ALP Term	Fall 2011
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	4
Stand-Alone/Traditional Developmental Writing Sections in Current Term	14
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	24
Hours per week for ALP Developmental Writing Class	5.0
Hours per week for College-Level Writing Class	3.0
West Plains, MO	Percentage of students who place into developmental writing: 35%
www.wp.missouristate.edu	Levels of developmental writing: 1
Size (credit students): 1-4,999	Developmental writing is in the English Department
Unionized faculty: No	Placement test: ACT, Writing sample

## Mott Community College

### CCBC ALP model

First ALP Term	Fall 2013
ALP Developmental Writing Sections in First Term	3
ALP Developmental Writing Sections in Current Term	3
Stand-Alone/Traditional Developmental Writing Sections in Current Term	28
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	12
Class Size for College-Level Writing Class	29
Hours per week for ALP Developmental Writing Class	3.0
Hours per week for College-Level Writing Class	3.0
Flint, MI	Percentage of students who place into developmental writing: 33%
www.mcc.edu	Levels of developmental writing: 3
Size (credit students): 10,000-19,999	Developmental writing is in the English Department
Unionized faculty: Yes	Placement test: Accuplacer

## Mountwest Community & Technical College

### CCBC ALP model

First ALP Term	Fall 2012
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	2
Stand-Alone/Traditional Developmental Writing Sections in Current Term	<i>no response</i>
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	20
Hours per week for ALP Developmental Writing Class	3.0
Hours per week for College-Level Writing Class	3.0
Huntington, WV	Percentage of students who place into developmental writing: 70%
www.mctc.edu	Levels of developmental writing: 2
Size (credit students): 1-4,999	Developmental writing is in the English Department
Unionized faculty: No	Placement test: Accuplacer



## North Arkansas College

### CCBC ALP Model

First ALP Term	Fall 2012
ALP Developmental Writing Sections in First Term	9
ALP Developmental Writing Sections in Current Term	8
Stand-Alone/Traditional Developmental Writing Sections in Current Term	0
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	20
Hours per week for ALP Developmental Writing Class	3.0
Hours per week for College-Level Writing Class	3.0
Harrison, AR	Percentage of students who place into developmental writing: 50%
www.northark.edu	Levels of developmental writing: 2
Size (credit students): 1-4,999	Developmental writing is in the English Department
Unionized faculty: No	Placement test: Compass, ACT, Directed Self-Placement

## North Central Michigan College

### CCBC ALP Model

First ALP Term	Fall 2011
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	5
Stand-Alone/Traditional Developmental Writing Sections in Current Term	5
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	8
Class Size for College-Level Writing Class	20
Hours per week for ALP Developmental Writing Class	3.0
Hours per week for College-Level Writing Class	3.0
Petoskey, MI	Percentage of students who place into developmental writing: 50%
www.ncmich.edu	Levels of developmental writing: 2
Size (credit students): 1-4,999	Developmental writing is in the English Department
Unionized faculty: Yes	Placement test: Compass, ACT

## North Central State College

### CCBC ALP Model

First ALP Term	Fall 2010
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	1
Stand-Alone/Traditional Developmental Writing Sections in Current Term	17
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	15
Class Size for College-Level Writing Class	30
Hours per week for ALP Developmental Writing Class	2.5
Hours per week for College-Level Writing Class	2.5
Mansfield, OH	Percentage of students who place into developmental writing: 27%
www.ncstatecollege.edu	Levels of developmental writing: 1
Size (credit students): 1-4,999	Developmental writing is in the English Department
Unionized faculty: Yes	Placement test: Compass, ACT, eWrite

## Northampton Community College

### CCBC ALP model

First ALP Term	Fall 2011
ALP Developmental Writing Sections in First Term	3
ALP Developmental Writing Sections in Current Term	6
Stand-Alone/Traditional Developmental Writing Sections in Current Term	<i>no response</i>
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	No
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	24
Hours per week for ALP Developmental Writing Class	4.0
Hours per week for College-Level Writing Class	3.0
Bethlehem, PA	Percentage of students who place into developmental writing: 29%
www.northampton.edu	Levels of developmental writing: 2
Size (credit students): 10,000-19,999	Developmental writing is in the English Department
Unionized faculty: Yes	Placement test: Compass

## Northeast Lakeview College

### CCBC ALP Model

First ALP Term	Spring 2011
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	5
Stand-Alone/Traditional Developmental Writing Sections in Current Term	9
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	12
Class Size for College-Level Writing Class	24
Hours per week for ALP Developmental Writing Class	3.0
Hours per week for College-Level Writing Class	3.0
Universal City, TX	Percentage of students who place into developmental writing: 25%
www.alamo.edu	Levels of developmental writing: 2
Size (credit students): 5,000-9,999	Developmental writing is in the English Department
Unionized faculty: No	Placement test: Accuplacer, ACT

## Northern Essex Community College

### CCBC ALP Model

First ALP Term	Fall 2013
ALP Developmental Writing Sections in First Term	<i>no response</i>
ALP Developmental Writing Sections in Current Term	4
Stand-Alone/Traditional Developmental Writing Sections in Current Term	37
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	22
Hours per week for ALP Developmental Writing Class	3.0
Hours per week for College-Level Writing Class	3.0
Haverhill, MA	Percentage of students who place into developmental writing: 45%
www.necc.mass.edu	Levels of developmental writing: 2
Size (credit students): 5,000-9,999	Developmental writing is in the Developmental Studies Department
Unionized faculty: Yes	Placement test: Accuplacer, Portfolio, Writing Sample

## Patrick Henry Community College

### CCBC ALP Model

First ALP Term	Fall 2009
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	6
Stand-Alone/Traditional Developmental Writing Sections in Current Term	0
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	No
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	22
Hours per week for ALP Developmental Writing Class	2.0
Hours per week for College-Level Writing Class	3.0
Martinsville, VA	Percentage of students who place into developmental writing: 65%
www.patrickhenry.edu	Levels of developmental writing: 3
Size (credit students): 1-4,999	Developmental writing is in the Developmental Studies Department
Unionized faculty: No	Placement test: Virginia Placement Test

## Phoenix College

Other (ALP course is individualized tutoring and the student success course)

First ALP Term	Fall 2010
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	4
Stand-Alone/Traditional Developmental Writing Sections in Current Term	24
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	12
Class Size for College-Level Writing Class	27
Hours per week for ALP Developmental Writing Class	2.5
Hours per week for College-Level Writing Class	2.5
Phoenix, AZ	Percentage of students who place into developmental writing: 50%
www.pc.maricopa.edu	Levels of developmental writing: 3
Size (credit students): 10,000-19,999	Developmental writing is in the English Department
Unionized faculty: No	Placement test: WritePlacer

## Prairie State College

### CCBC ALP Model

First ALP Term	Fall 2012
ALP Developmental Writing Sections in First Term	6
ALP Developmental Writing Sections in Current Term	6
Stand-Alone/Traditional Developmental Writing Sections in Current Term	18
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	24
Hours per week for ALP Developmental Writing Class	3.0
Hours per week for College-Level Writing Class	3.0
Chicago Heights, IL	Percentage of students who place into developmental writing: 60%
www.prairiestate.edu	Levels of developmental writing: 2
Size (credit students): 5,000-9,999	Developmental writing is in the English Department
Unionized faculty: Yes	Placement test: Compass, Writing Sample

## Pulaski Technical College

### CCBC ALP model

First ALP Term	Fall 2012
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	1
Stand-Alone/Traditional Developmental Writing Sections in Current Term	26
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	12
Class Size for College-Level Writing Class	24
Hours per week for ALP Developmental Writing Class	3.0
Hours per week for College-Level Writing Class	3.0
North Little Rock, AR	Percentage of students who place into developmental writing: <i>no response</i>
www.pulaskitech.edu	Levels of developmental writing: 2
Size (credit students): 10,000-19,999	Developmental writing is in the Developmental Studies Department
Unionized faculty: No	Placement test: Compass

## Rich Mountain Community College

### CCBC ALP Model

First ALP Term	Fall 2011
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	3
Stand-Alone/Traditional Developmental Writing Sections in Current Term	2
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	27
Hours per week for ALP Developmental Writing Class	3.0
Hours per week for College-Level Writing Class	3.0
Mena, AR	Percentage of students who place into developmental writing: 50%
www.rmcc.edu	Levels of developmental writing: 2
Size (credit students): 1-4,999	Developmental writing is in the English Department
Unionized faculty: No	Placement test: Compass, ACT, Directed Self-Placement

## Salt Lake Community College

### CCBC ALP model

First ALP Term	Fall 2011
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	6
Stand-Alone/Traditional Developmental Writing Sections in Current Term	100
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	25
Hours per week for ALP Developmental Writing Class	2.0
Hours per week for College-Level Writing Class	3.0
Salt Lake City, UT	Percentage of students who place into developmental writing: 48%
www.slcc.edu	Levels of developmental writing: 2
Size (credit students): 20,000+	Developmental writing is in the English Department
Unionized faculty: No	Placement test: Accuplacer, ACT

## Santa Barbara City College

### CCBC ALP Model

First ALP Term	Fall 2011
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	4
Stand-Alone/Traditional Developmental Writing Sections in Current Term	35
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	24
Hours per week for ALP Developmental Writing Class	4.0
Hours per week for College-Level Writing Class	3.0
Santa Barbara, CA	Percentage of students who place into developmental writing: 75%
www.sbccc.edu	Levels of developmental writing: 3
Size (credit students): 10,000-19,999	Developmental writing is in both English and Developmental Studies Department
Unionized faculty: Yes	Placement test: Writing Sample, CTEP and other student data

## Skagit Valley College

### CCBC ALP Model

First ALP Term	Winter 2013
ALP Developmental Writing Sections in First Term	3
ALP Developmental Writing Sections in Current Term	3
Stand-Alone/Traditional Developmental Writing Sections in Current Term	2
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	9
Class Size for College-Level Writing Class	27
Hours per week for ALP Developmental Writing Class	5.0
Hours per week for College-Level Writing Class	5.0
Mount Vernon, WA	Percentage of students who place into developmental writing: 40%
www.skagit.edu	Levels of developmental writing: 2
Size (credit students): 5,000-9,999	Developmental writing is in the English Department
Unionized faculty: Yes	Placement test: Compass

## Southern Arkansas University Tech

### CCBC ALP Model

First ALP Term	Fall 2012
ALP Developmental Writing Sections in First Term	5
ALP Developmental Writing Sections in Current Term	5
Stand-Alone/Traditional Developmental Writing Sections in Current Term	10
Same Instructor for both courses	No
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	12
Class Size for College-Level Writing Class	24
Hours per week for ALP Developmental Writing Class	3.0
Hours per week for College-Level Writing Class	3.0
Camden, AR	Percentage of students who place into developmental writing: 7%
www.sautech.edu	Levels of developmental writing: 1
Size (credit students): 1-4,999	Developmental writing is in the English Department
Unionized faculty: No	Placement test: Compass, ACT

## Springfield Technical Community College (STCC)

### CCBC ALP model

First ALP Term	Spring 2011
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	4
Stand-Alone/Traditional Developmental Writing Sections in Current Term	<i>no response</i>
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	22
Hours per week for ALP Developmental Writing Class	3.0
Hours per week for College-Level Writing Class	3.0
Springfield, MA	Percentage of students who place into developmental writing: <i>no response</i>
www.stcc.edu	Levels of developmental writing: 2
Size (credit students): 5,000-9,999	Developmental writing is in the Developmental Studies Department
Unionized faculty: Yes	Placement test: Accuplacer

## State University of New York at New Paltz

### Other (workshop hour and individualized tutoring linked to each section of developmental writing)

First ALP Term	Fall 2000
ALP Developmental Writing Sections in First Term	5
ALP Developmental Writing Sections in Current Term	9
Stand-Alone/Traditional Developmental Writing Sections in Current Term	0
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	15
Class Size for College-Level Writing Class	22
Hours per week for ALP Developmental Writing Class	1.0
Hours per week for College-Level Writing Class	3.0
New Paltz, NY	Percentage of students who place into developmental writing: 10%
www.newpaltz.edu	Levels of developmental writing: 2
Size (credit students): 5,000-9,999	Developmental writing is in the English Department
Unionized faculty: Yes	Placement test: High School GPA, Writing Sample, SAT, NYS Regents Scores

## SUNY Adirondack (formerly Adirondack Community College)

### CCBC ALP model

First ALP Term	Fall 2011
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	2
Stand-Alone/Traditional Developmental Writing Sections in Current Term	18
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	8
Class Size for College-Level Writing Class	22
Hours per week for ALP Developmental Writing Class	3.0
Hours per week for College-Level Writing Class	3.0
Queensbury, NY	Percentage of students who place into developmental writing: 25%
www.sunyacc.edu	Levels of developmental writing: 2
Size (credit students): 1-4,999	Developmental writing is in the English Department
Unionized faculty: Yes	Placement test: Accuplacer, Writing sample, Other

## Tulsa Community College

### CCBC ALP Model

First ALP Term	Fall 2012
ALP Developmental Writing Sections in First Term	3
ALP Developmental Writing Sections in Current Term	3
Stand-Alone/Traditional Developmental Writing Sections in Current Term	41
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	20
Hours per week for ALP Developmental Writing Class	3.0
Hours per week for College-Level Writing Class	3.0
Tulsa, OK	Percentage of students who place into developmental writing: 44%
www.tulsacc.edu	Levels of developmental writing: 2
Size (credit students): 20,000+	Developmental writing is in the English Department
Unionized faculty: No	Placement test: Accuplacer, Compass, ACT

## University of Arkansas Community College at Batesville

### CCBC ALP Model

First ALP Term	Fall 2011
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	1
Stand-Alone/Traditional Developmental Writing Sections in Current Term	5
Same Instructor for both courses	No
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	12
Class Size for College-Level Writing Class	25
Hours per week for ALP Developmental Writing Class	3.0
Hours per week for College-Level Writing Class	3.0
Batesville, AR	Percentage of students who place into developmental writing: 30%
www.uaccb.edu	Levels of developmental writing: 2
Size (credit students): 1-4,999	Developmental writing is in the English Department
Unionized faculty: No	Placement test: Compass, ACT

## University of Arkansas Community College at Morrilton

### CCBC ALP Model

First ALP Term	Fall 2012
ALP Developmental Writing Sections in First Term	3
ALP Developmental Writing Sections in Current Term	3
Stand-Alone/Traditional Developmental Writing Sections in Current Term	8
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	12
Class Size for College-Level Writing Class	24
Hours per week for ALP Developmental Writing Class	3.0
Hours per week for College-Level Writing Class	3.0
Morrilton, AR	Percentage of students who place into developmental writing: 10%
www.uaccm.edu	Levels of developmental writing: 2
Size (credit students): 1-4,999	Developmental writing is in the Developmental Studies Department
Unionized faculty: No	Placement test: Compass, ACT





## THE CENTER FOR APPLIED RESEARCH

The Center for Applied Research (CFAR) is a research and evaluation team housed at Central Piedmont Community College. CFAR is the first research center in the nation to be affiliated with a community college and as such is uniquely situated to offer insight into community college issues. The CFAR motto – “Solving real world problems through quality research” – reflects our drive to contribute positively to the success of organizations by assisting them with their research, data collection and evaluation needs. Since opening in 2004, CFAR researchers have worked with local governments, educational institutions, businesses, and non-profit, community-based, and faith based organizations to help them achieve their programmatic goals.