

Support Outside of the Program's Scope: Helping Non-Targeted Students Find a Way In

CADE 2018 Presentation

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About Community College of Philadelphia

- CCP is a large, urban institution.
- Approximately 30,000 students
- Approximately 75% students of color
- Over half of CCP students are 25 or older.
- Four campuses plus online courses
- Guided Pathways implementation

(Community College of Philadelphia, 2016)

What we've been doing at CCP

Accelerated **L**earning **P**rogram

- Piloted in Fall 2017
- In Fall 2018 all stand-alone developmental writing classes (ENGL 098) will be ALP classes

Contextualization

- Began in Spring 2017
- Sections of DE and ESL classes contextualized
- Healthcare studies, education, psychology, biology, business, justice

Challenges: Providing support outside the program's scope

Accelerated **L**earning **P**rogram

How can we support students in our ALP-linked college writing classes who don't qualify for ALP because they placed into college-level writing?

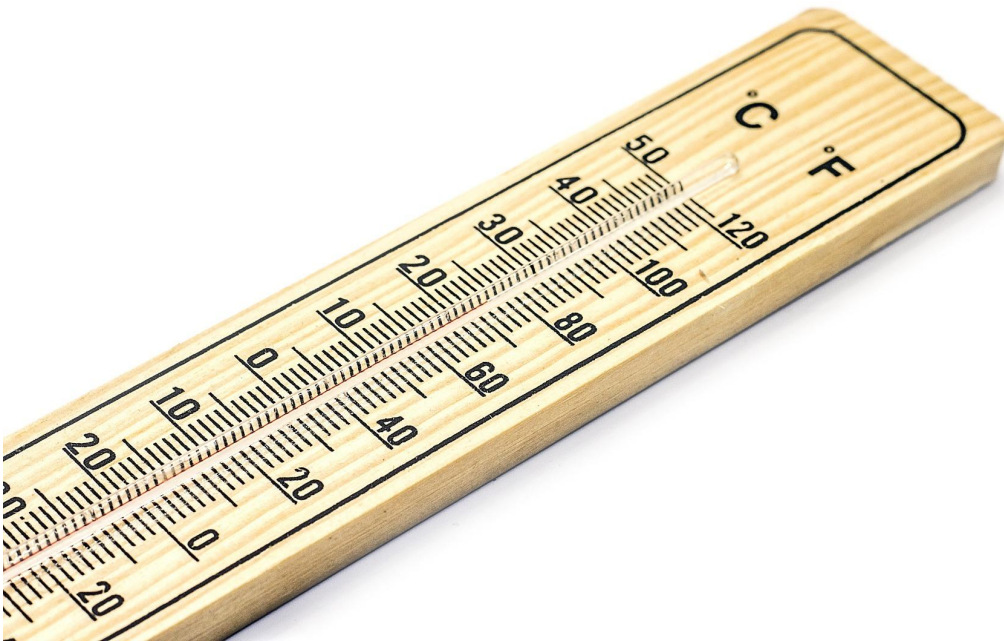
Contextualization

How can we support students in contextualized courses that do not fit their major?

Students in **ALP classes** get **extraordinary support**, and students in **contextualized courses** get **high-interest subject matter**, but **every student deserves extraordinary support and high-interest subject matter.**

Opening Questions

- Does your college offer ALP classes?
- Does your college offer contextualized courses?



The Failure in our ALP's Success

Brian Goedde, ALP Coordinator

Community College of Philadelphia

1. The empowering experience of ALP
2. The failure in ALP's success
3. To lift all students

The empowering experience of ALP

ENGL 098

- Pass rate for ALP students (6 sections, 69 students):

81%

- Pass rate for students NOT in ALP (16 sec's, 269 students):

57%

ENGL 101

- Pass rate for ALP students (6 sections, 69 students):

75%

- Pass rate for students NOT in ALP (132 sections, 2,756 students):

67%

The failure in ALP's success

Pass Rates for English 101

- Pass rate for ALP students (6 sections, 69 students): 75%
- Pass rate for students NOT in ALP (132 sections, 2,756 students): 67%
- Pass rate for students NOT in ALP, but who took ENGL 101 along with ALP students (6 sec., 58 students): 58%

The failure in ALP's success

Students in ALP (6 sections, 69 students):

A	B	C	D	F	W	I
34%	30%	11%	3%	8%	14%	0%

Students NOT in ALP (132 sec., 2,756 students):

A	B	C	D	F	W	I
24%	27%	16%	6%	16%	10%	1%

English 101 Students NOT in ALP, but who took ENGL 101 along with ALP students (6 sec., 58 students):

A	B	C	D	F	W	I
17%	31%	10%	12%	17%	12%	0%

To lift all students

Reconsider tutoring...

Reconsider office hours...

Invite students to ALP?

“Extra credit” to balance “extra help”?

To lift all students

If ALP makes us better English 101 professors,

ALP, as a program, can make a better English 101 for everyone.

When the context is off: Non-majors in contextualized courses

Sarah Byker James and Elisa McCool
Community College of Philadelphia

1. Contextualization: When and why does it work?
2. Feedback from students (from target and non-target majors)
3. Feedback from instructors
4. Possible solutions

Contextualization: When does it work?

When focused on

- collaboration (social learning)
- active learning
- building motivation through connection (when student choice and individual experience is valued, and they sense the “real-world” value of the learning)

(Baker, Hope, & Karandjeff, 2009)

After the contextualized class:

- Students accumulate more college credits or pursue further workforce training (Baker et al., 2009)
- students gain transferable academic skills to apply in major and career (Perin, 2011)



Feedback from Students

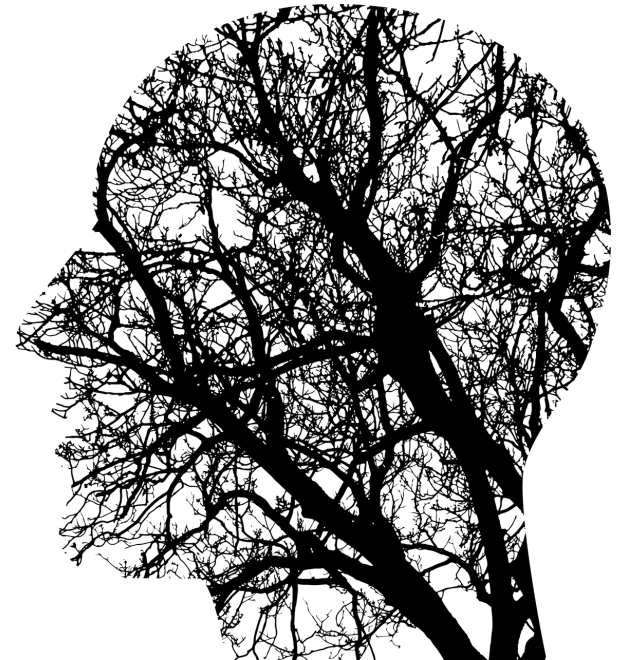
In Spring 2017, Fall 2017, and Spring 2018, CCP instructors administered mid- and/or end-of-semester surveys to students in contextualized courses.

Positive feedback (from students in target major)

Psychology:

“I enjoy learning/reading about things that relate to the brain and how people think.”

“I enjoyed the theme because it relates to the problems I’ve faced in my lifetime.”



Positive feedback (from students in target major)

Education:

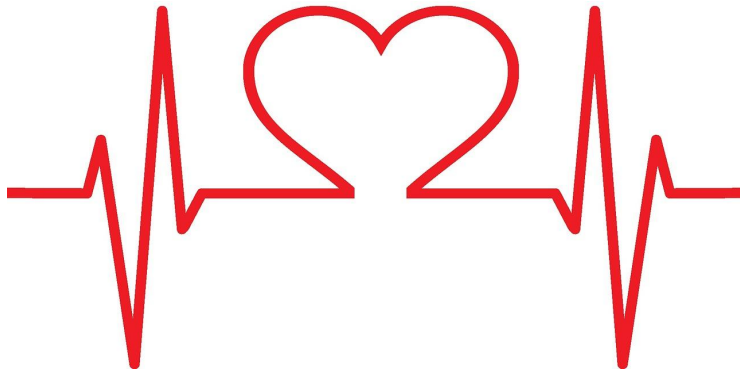
“I enjoyed that all of the lessons given had to do with early childhood education as the topic. It made everything that was taught interesting and enjoyable.”

“I was able to easily read or write essays because I enjoyed the articles about education.”

“I like the way the course was structured and designed for people in the apprenticeship program.”



Positive feedback (from students in target major)



Health Care:

“I liked the course theme because our major is healthcare so it’s nice to have that balance instead of reading something random.”

“I liked it because it gives us an eye opener on our chosen career.”

“I really liked the Immortal Life of Henrietta Lacks just because I feel like if someone is going in the medical field they should have a knowledge on how some stuff started.”

Critical feedback (non-target major students)

“I feel as though I learned a lot about ECE which is a very interesting subject due to all the elements that go into it. However, ECE is not my major and I wish we had assignments that didn’t always have to be based on related topics.”

“I wished we had more interesting articles besides themes about Pre-K and conferences.”

“No theme just a course to learn.”

“I didn’t mind the theme and assignments, some were a little boring some were interesting.”

Student feedback - food for thought

Positive feedback from students in non-target major

“I enjoyed the overall material despite not knowing about the course theme.”

“All of the assignments and readings were interesting and forced me to think critically.”

“I enjoyed the readings and how they challenged us to infer and expand on each topic.”

“I’m not an education major, however I found the articles provided very interesting.”

“Although I won’t be pursuing a career in ECE, I will be working in the medical field so it was good to get some insight.”

Student feedback - food for thought

Critical feedback from students in target major

“Make sure everyone enrolling in that course is aware that it’s a theme course and it fits their major.”

“Life of Henrietta Lacks was somewhat related to healthcare but not as closely that I can connect my classes to each other.”

“I don’t feel that any of them are engaging or interesting. I view it as regular schoolwork.”

“I like how the book is based on our major. I really hate the essays.”

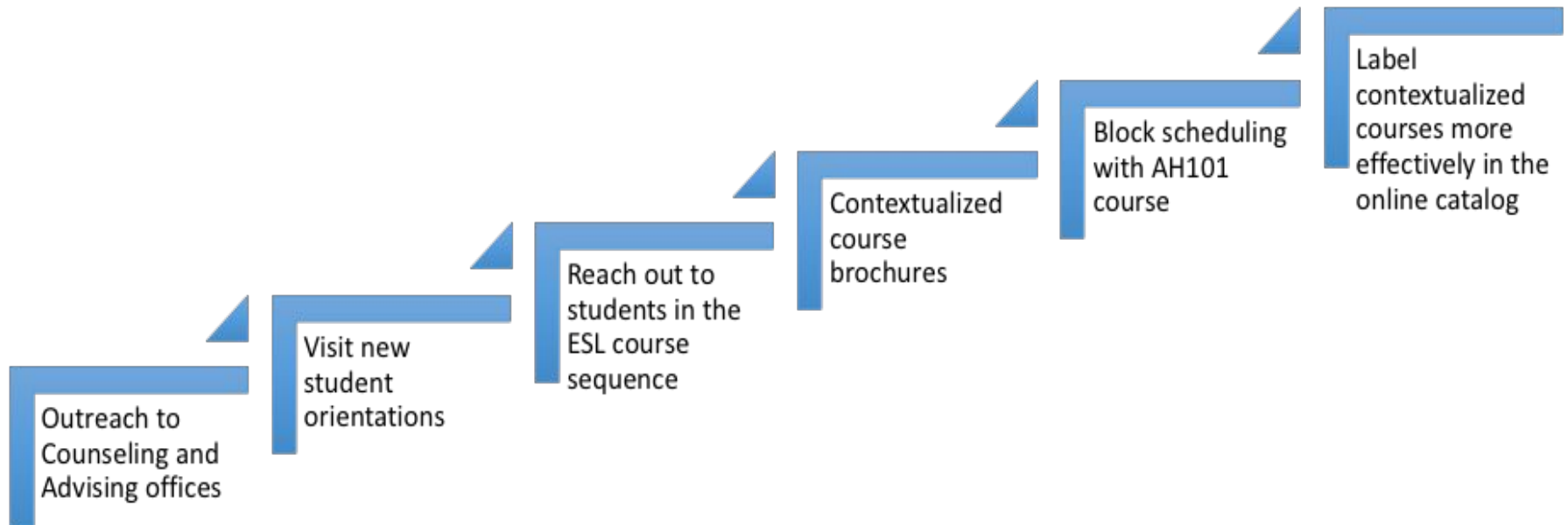
Anecdotal feedback from instructors: our experiences

- Challenging to teach a contextualized course when many of the students are not in the target major
 - How much to emphasize course theme?
 - How to engage students not in the target major without disappointing students in the target major?
- Having a fully-contextualized course seems to increase student camaraderie, focus, and buy-in

Ways we've tried to solve this in our classrooms

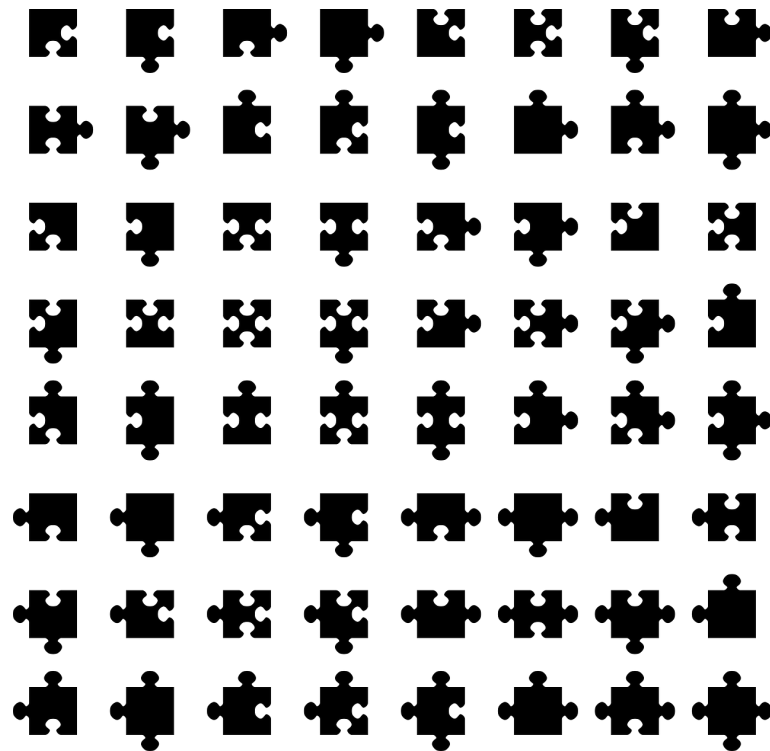
- Make the course less contextualized
- Choose relatable texts and themes that appeal to students across a wide range of majors
- Offer varied options for writing assignments (more and less contextualized)

Ways we've tried to solve this institutionally: recruiting students in the aligned pathway



(Morris et al. 2017)

How has your institution addressed these challenges?



Discussion Questions

- From a logistical standpoint, how does your institution make sure that students wind up in contextualized classes matching their major?
- Does your institution experience lower pass rates in English 101 for those who took it with ALP students?
- What can ALP learn from contextualization and what can contextualization learn from ALP?
- How can the efforts be combined?

References

Baker, E. D., Hope, L., & Karandjeff, K. (2009). *Contextualized teaching & learning: A faculty primer*. Berkeley, CA: Academic Senate for California Community Colleges. Retrieved from EbscoHost database.

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