Unexpected Fruits

Camaraderie and sharing among teachers, community

 Active learning embraced by instructors especially in coordination with AVID

 Rigor, reading, and research infusing other courses and outlines

Faculty breaking stagnation in pedagogy

Relationship with advising strengthened

 Measurable improvement in collaboration due to Developmental Education reform

Unique Approach

- Separate Reading and Writing class sequences
- Active Learning and AVID infused basic course design Coordination/cooperation with reading instructors in
- course design and execution Annual Developmental Education Institute initiated in
- 2014 ALP handbook for all instructors

CAP-inspired pedagogical approaches

- ALP Canvas shell coordinates instructors' efforts
- Reader for lower level EG courses
- All-instructor participation in ongoing course design Collaboration with other divisions and departments

- AVID focus and active-learning emphasis on campus
- Data plan and program data collector
- KBOR performance agreements provided impetus to review instruction and programming
- Administrative Support
- Influx of new faculty and new administration at Butler

Spring 2013:

A faculty member attend-

ed Peter Adams' ALP

presentation at NADE

2008 conference. Title

team of our faculty to at-

III funds provided for a

tend the conference.

Spring 2008

NADE

--One paired section of EG 101/060 ALP and one paired section of EG 060/052 ALP were piloted by Teubner and McCoskey. --Peter Adams visited the El Dorado campus, providing presentations and workshops about

starting and sustaining ALP. —Title III funds provided for this.

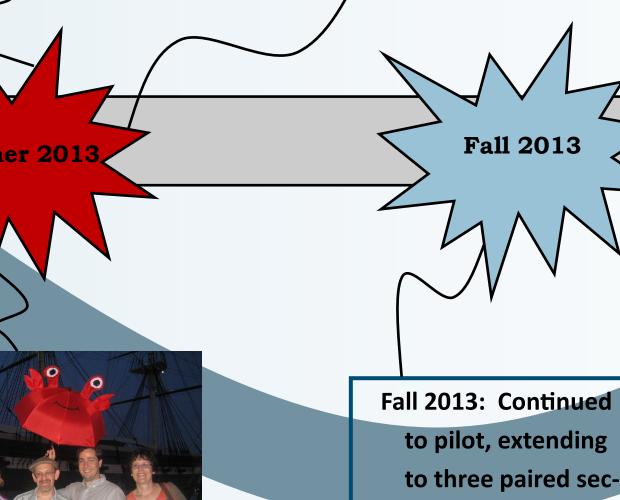
Fall 2012: the English Department invested in improvement in developmental education by hiring a Lead Faculty member for Developmental Education. This instructor shared information about ALP with Dean Susan Bradley The decision to pilot ALP at Butler was made.

Fall 2012





Summer 2013: A





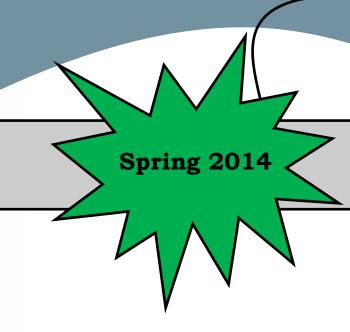
ident of Academic's budget.



January 2014: Butler's First Developmental Education Institute, at

which new ALP instructors joined math and reading faculty for

general sessions and were trained for ALP. Funded by Vice Pres-



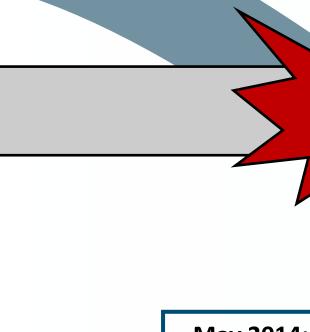
Community College

Program at a Glance

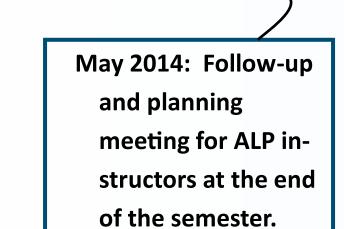
One below Gate-

Original Sequence

Sentence to Para- Paragraph to Es-

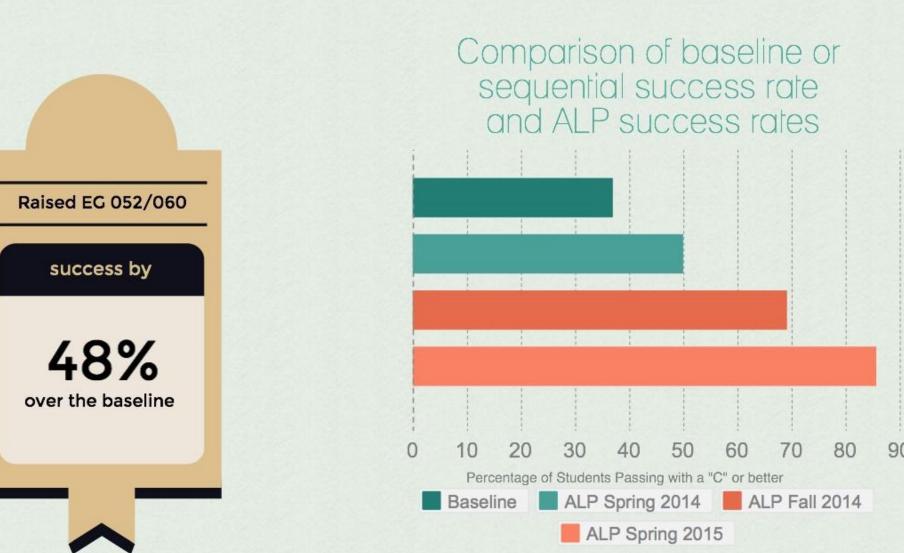




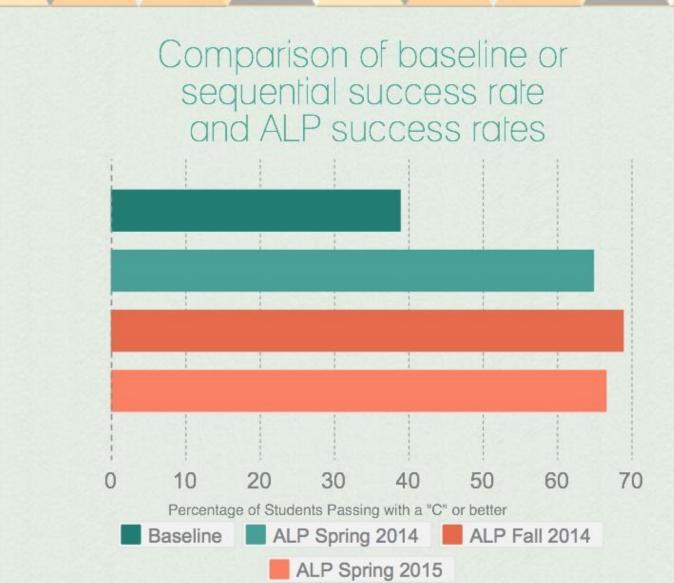


By the Numbers

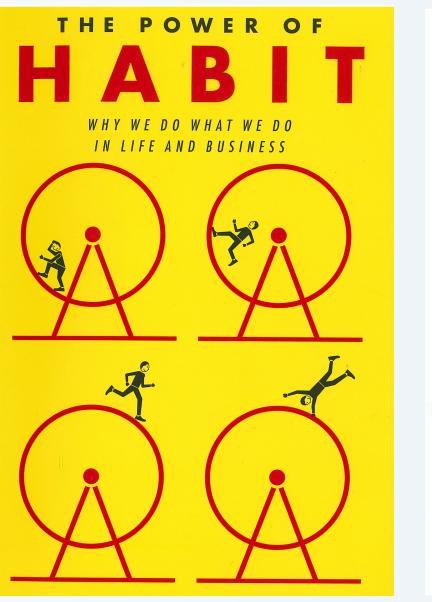
English 052/060







English 060/101



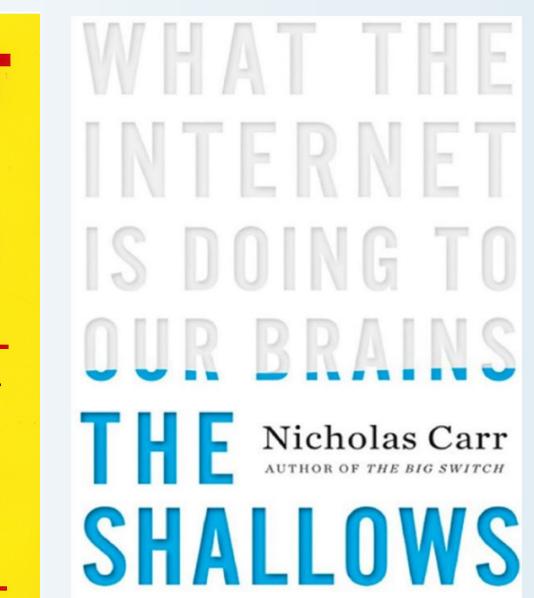
Fall 2014 -ALP

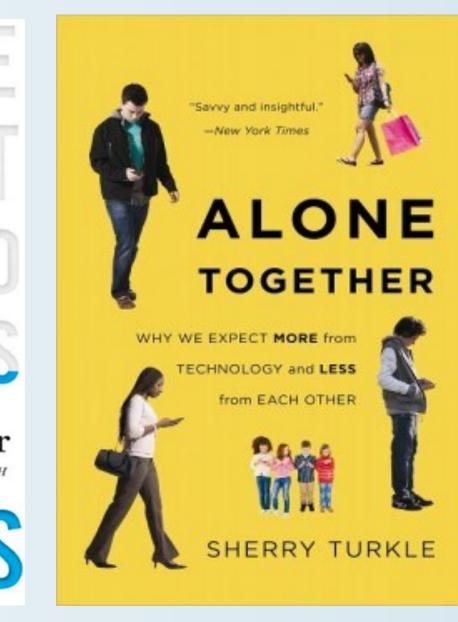
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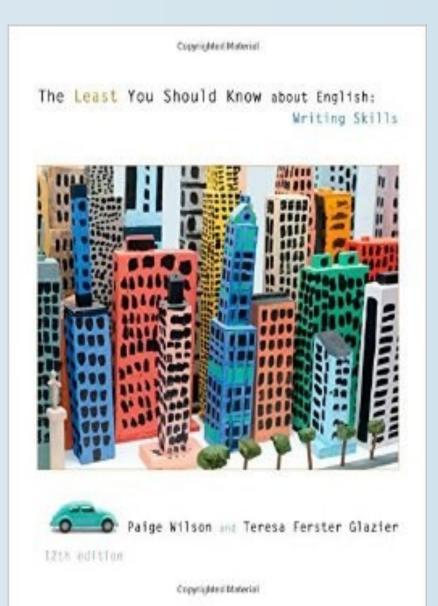
same volume

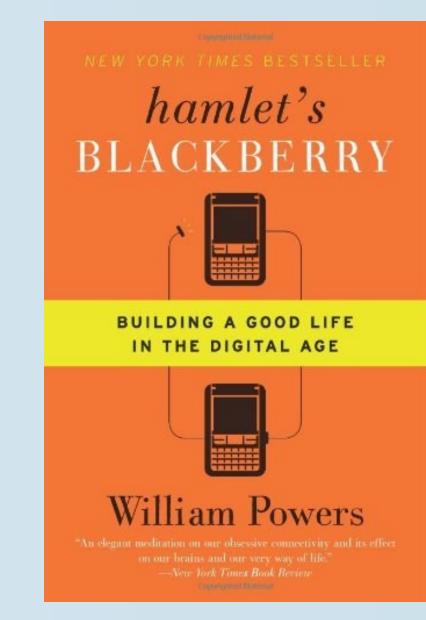
Fall 2014

(14 pairs)









The Future

Scaffolding

Spring '15: 7 060/101, 3 052/060

Fall '14: 9 060/101, 5 052/060

Spring '14: 9 060/101, 4 052/060

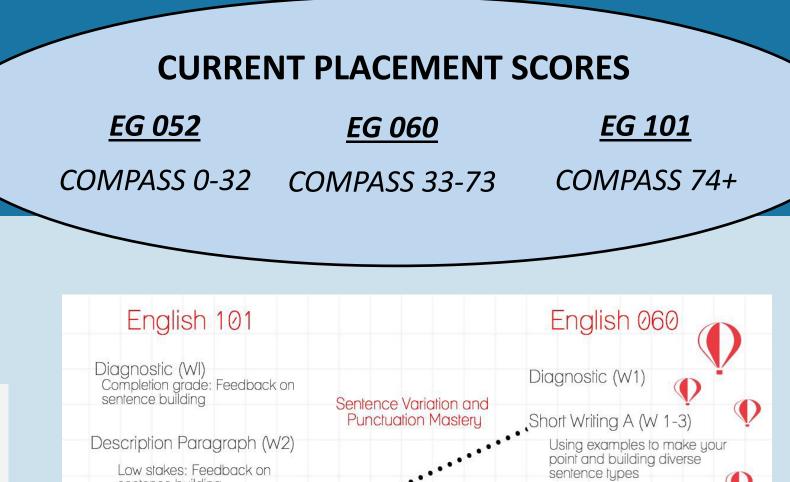
Fall '13: 2 060/101, 2 052/060

Spring '13: 1 060/101, 1 052/060

1 Aug. 18	Welcome to ALP ALP sign-off form	Pre-read "Shyness" AND "longevity"	*************	1 Aug. 18 TOPIC: Intro. to	Tuesday Nature vs. Nurture intro. exercise #1	Nature vs Nurture Introduction Video Pre-read "Shyness"
TOPIC: Intro. to Nature vs. Nurture	What is a paragraph? LKE 205-209		***********	Nature vs. Nurture	<u>Thursday</u> "Shyness" speed dating	Discuss "Shyness"
	LKE: Relevant exercises (see "Homework List")				Launch Paragraph	
	WORKSESSION: SW #1			2	Tuesday Nature v. Nurture Intro Exercise #2: tag-team brainstorming	"Shyness"
2 Aug. 25	Punctuation and Capital Letters, LKE Part 3	Pre-read Kozol and "Serial Killers"	***************************************	Aug. 25 TOPIC: Intro. to Nature v. Nurture	"Longevity" group exercise getting	TED Longevity
TOPIC: Intro. to Nature v. Nurture	LKE: Relevant exercises (see "Homework List")				Thursday "getting the gist" groupwork excerpt from Kozol's introduction Assign Short Essay #1	"Shyness" TED Serial Killers Pre-read: Kozol
	WORKSESSION: SW #1			3 Sept. 1	<u>Tuesday</u> TED Serial Killers	
3		preview Dev. ed chart	*****	TOPIC : Education, economics, identi-	"getting the gist" groupwork ex- cerpt from Kozol's introduction	Pre-read: Kozol
Sept. 1	LKE Chapter 2		**********	ty	*****	
(Labor Day No classes Monday)	LKE: Relevant exercises (see			********	Thursday	Kozol: Chapter 8
TOPIC : Education, economics, identity	"Homework List")				Hussay.	Peter Adams' Dev. Ed
	WORKSESSION: SW 2					chart

One below Gate-

Two below Gate-



Paragraph to Essay

Two below Gatew

RD 012 — Pre– or Co-requisite

RD 011 — Pre– or Co-requisite

Paragraph to Essay

One below Gateway

Accelerated Sequence

El Dorado, KS

Begin to work with source integration and summary continue to perfect source Summary Essay (W 8-10) Working with whole, nonfiction books Short Writing D (W 9-12) Graded on source integration and summary as well as choosing a small topic out of a large text Summarizing an academic text and comparing two disparate texts Synthesis Essay #2 (W 10-12) Short Writing E (W 12-14) Graded on source integratio Annotated Bibliography including one academic source synthesis, and summary Research Paper (W 12-16 Short Writing F (W 16) Self Assessment for reflection on the student's writing improvement

Spring 2014: We moved past the pilot stage with

13 paired sections of ALP, including the lower

and higher levels. Collaboration with Reading

Dept. on specific shared readings began.

. Examine re-take options for students

January 2015: Second De-

velopmental Education

January 2015

Challenges

- . Redesign the lower level ALP
- . Eliminate more exit points

Opportunities

- . Examine the viability of requiring 060/101 for all 060 placers
- . Pilot new lower-level combined class
- . Further integrate AVID
- . Embrace growing faculty development and mentorship opportunities

