

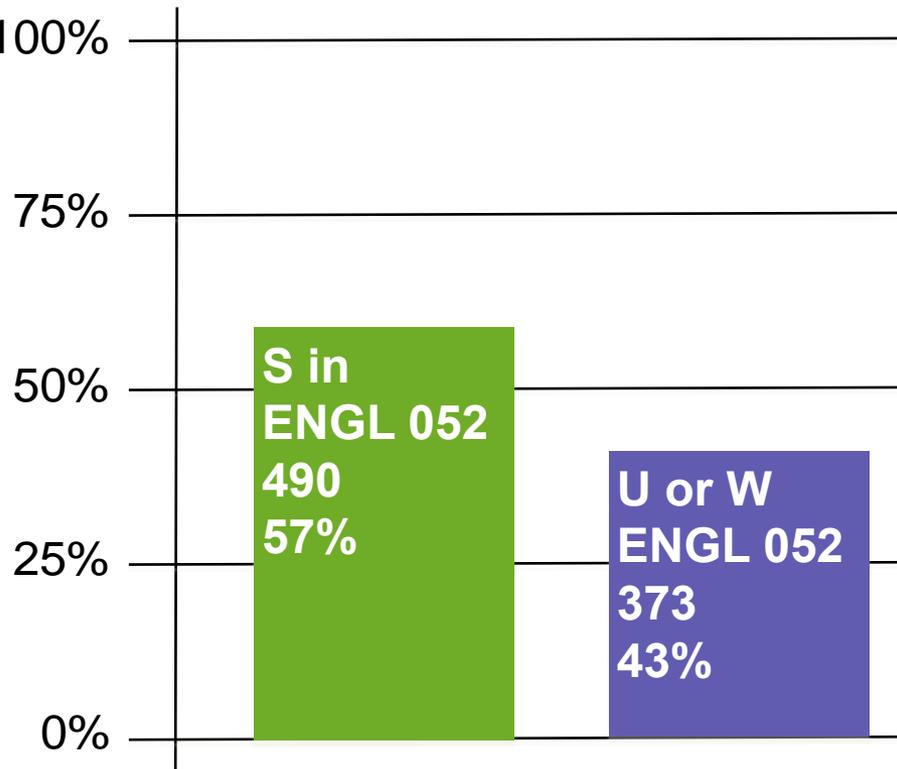
**The Accelerated Learning Program**  
**The Community College of Baltimore County**



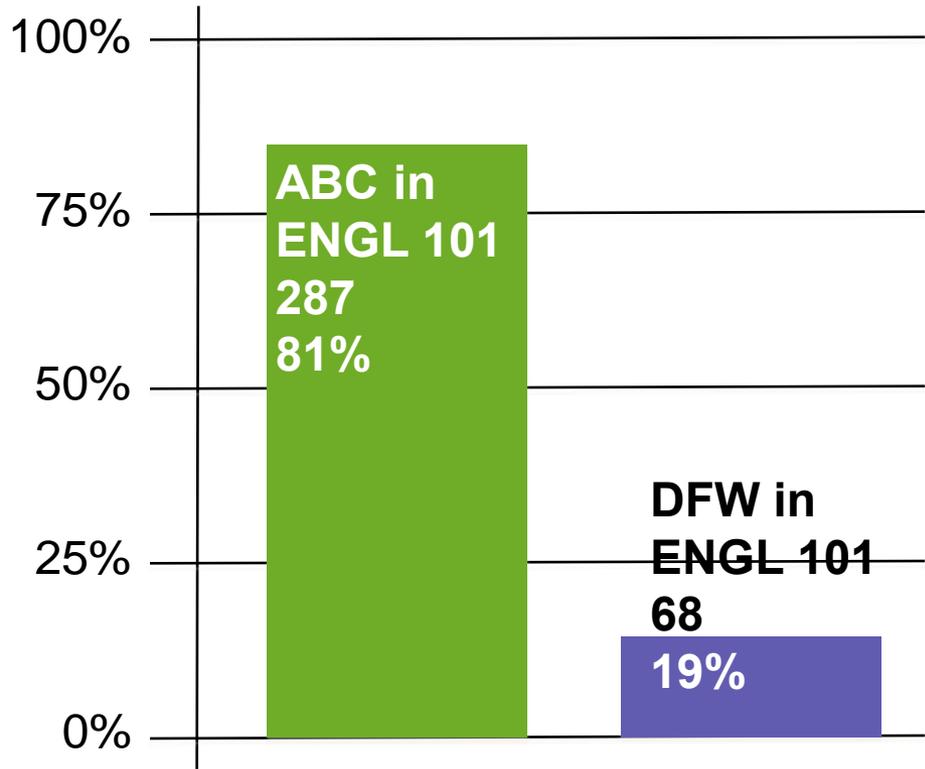
# Overview of Presentation

- The national context.
- The problem.
- Solutions.
- Pedagogy and faculty development.

# First Attempt at Measuring Success (1993)

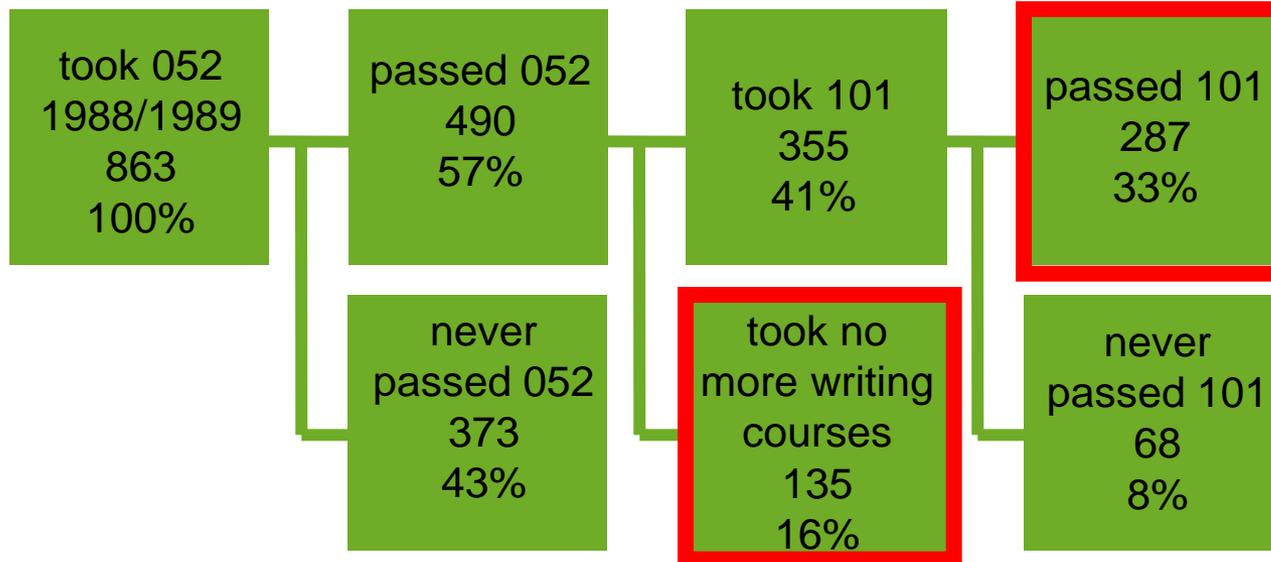


Success rates for students who took ENGL 052 in 88-89  
N = 863



Success rates for students who passed ENGL 052 in 88-89 and then took ENGL 101 by sp 92

# Second Attempt at Measuring Success (1993)



# **Why Do Students Drop Out?**

can't write a thesis

no concrete examples

subject-verb agreement

They told us "none of the above"

mla format

confusing words

student become

discouraged

student loses confidence in "material"

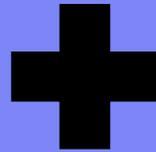
# affective issues

student becomes depressed

student feels isolated

stress becomes too great

life  
issues



affective  
issues



non-  
cognitive  
issues

credit  
course



developmental  
course

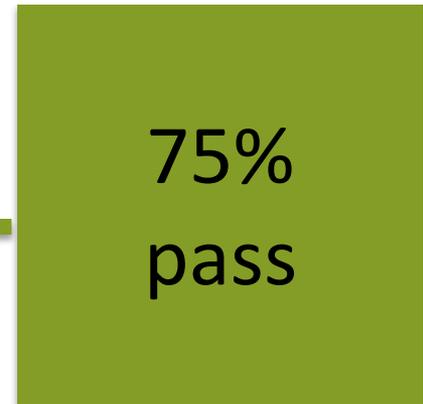
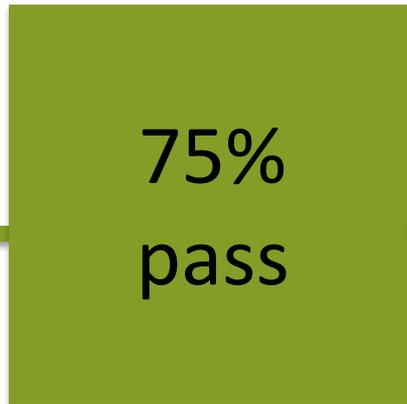
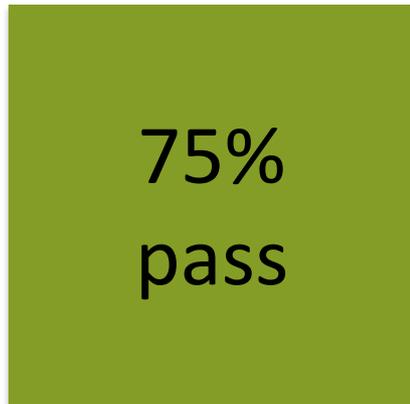
credit  
course



pass  
developmental  
course

take  
credit  
course

pass  
credit  
course



$$.75 \times .75 \times .75 = 42\%$$

# Overview of Presentation

- The national context.
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# Student's End-of-Semester Comment

“ I’m really a bad writer, but my English teacher thinks I’m a good writer, so this semester I wrote really good papers, so she wouldn’t find out what a bad writer I am.”

# What is a Co-Requisite Model?

Developmental programs in which the developmental course is a co-requisite, not a pre-requisite, to the credit-level course.

# Co-Requisite Models

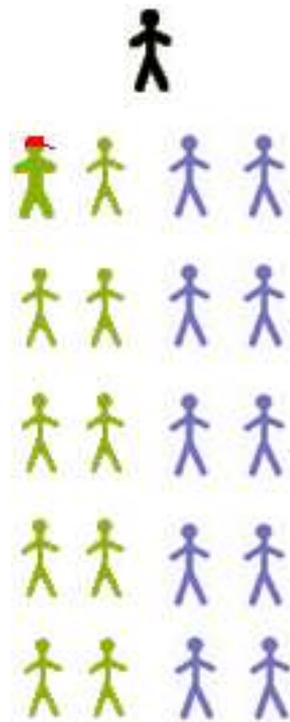


Co-Requisite Models



# ALP

ENG 101



ENG 052

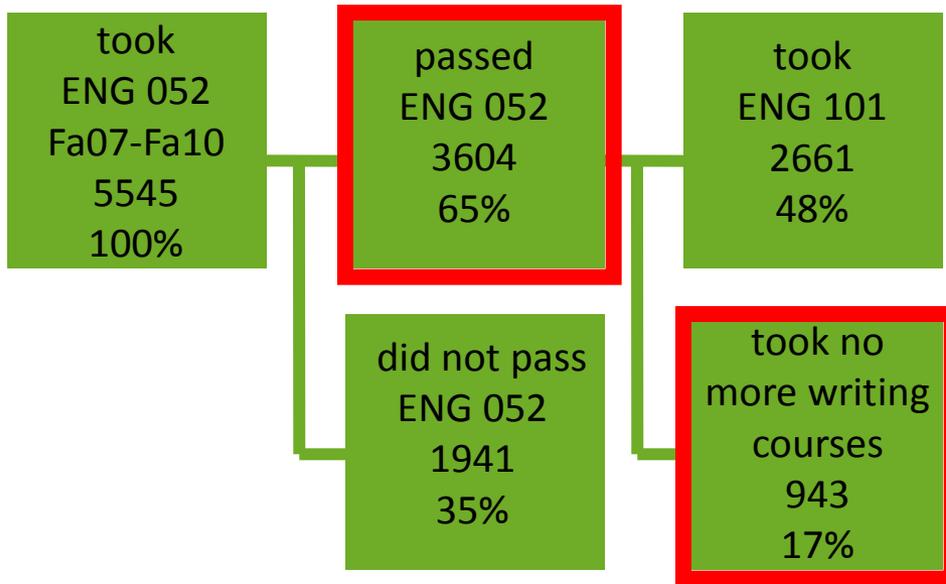


# Critical Features

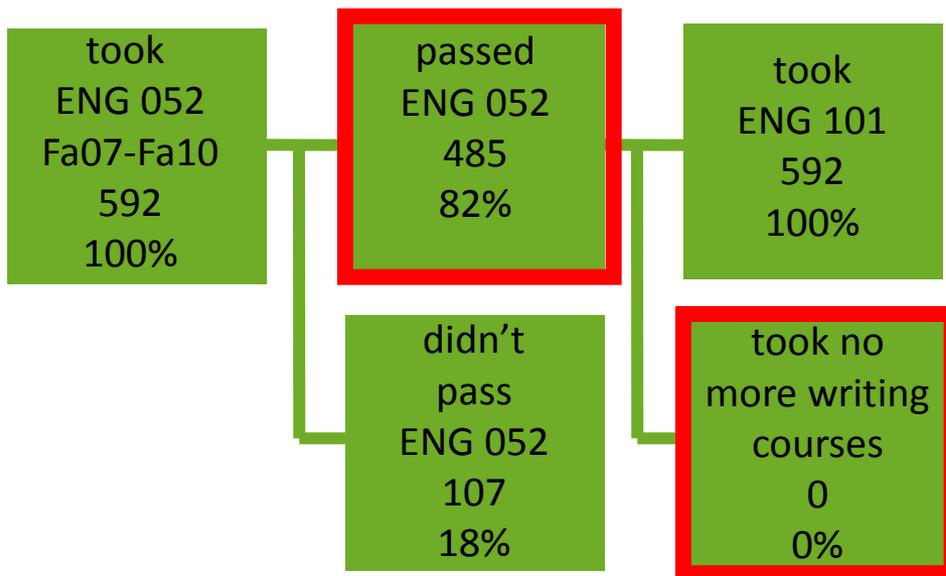


1. students are in ENG 101
2. allows exposure to stronger role models
3. cohort effect
4. small class size
5. coordination of two courses
6. ALP pedagogy
7. time for reading
8. time for non-cogs
9. time for individual attention
10. scalable

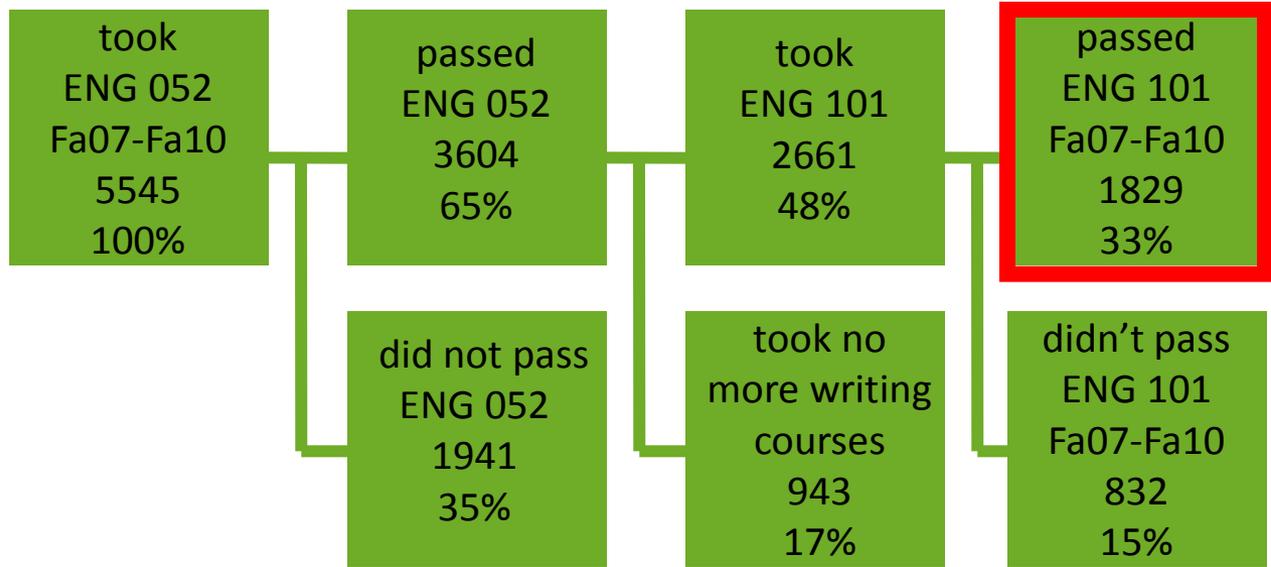
traditional  
developmental  
students:  
fall 2007 –  
fall 2010



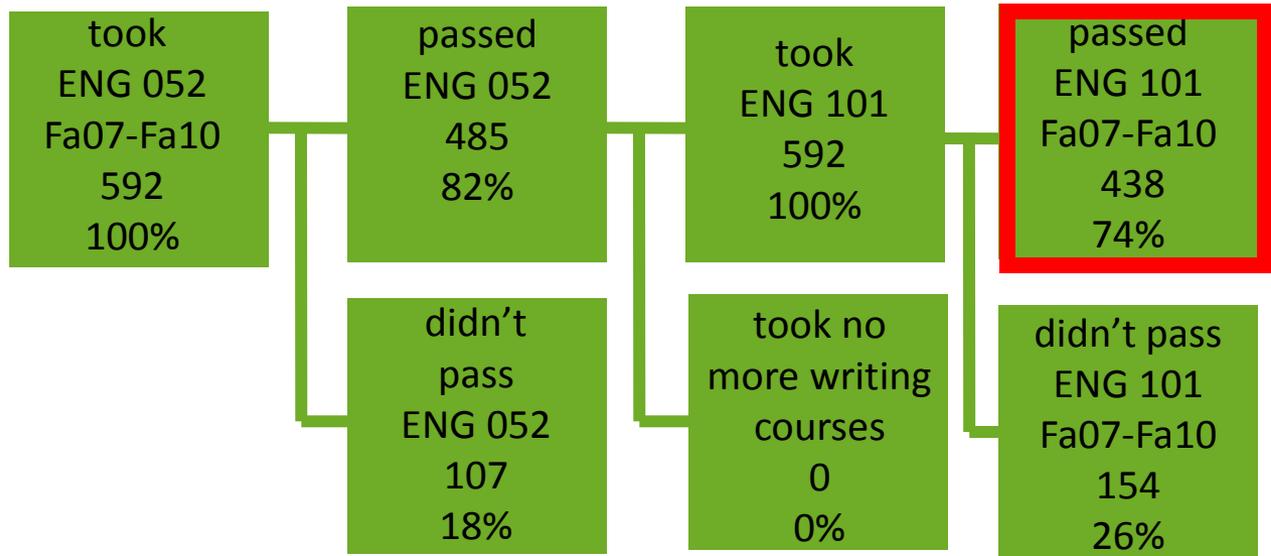
ALP students:  
fall 2007 –  
fall 2010



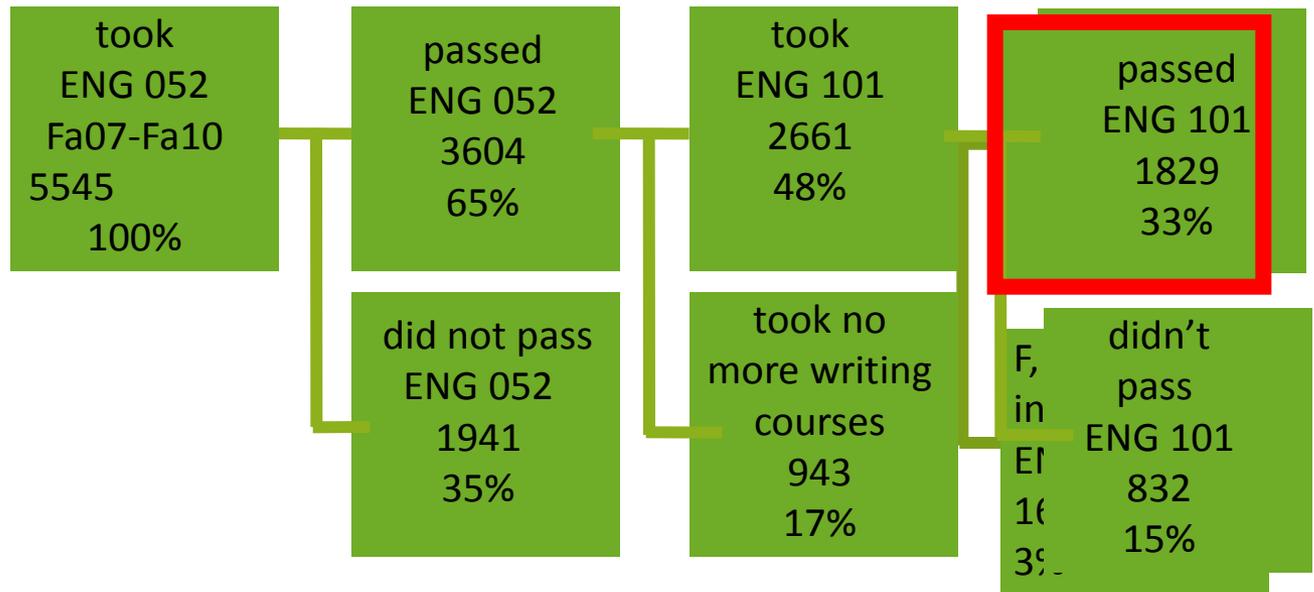
traditional  
developmental  
students:  
fall 2007 –  
fall 2010



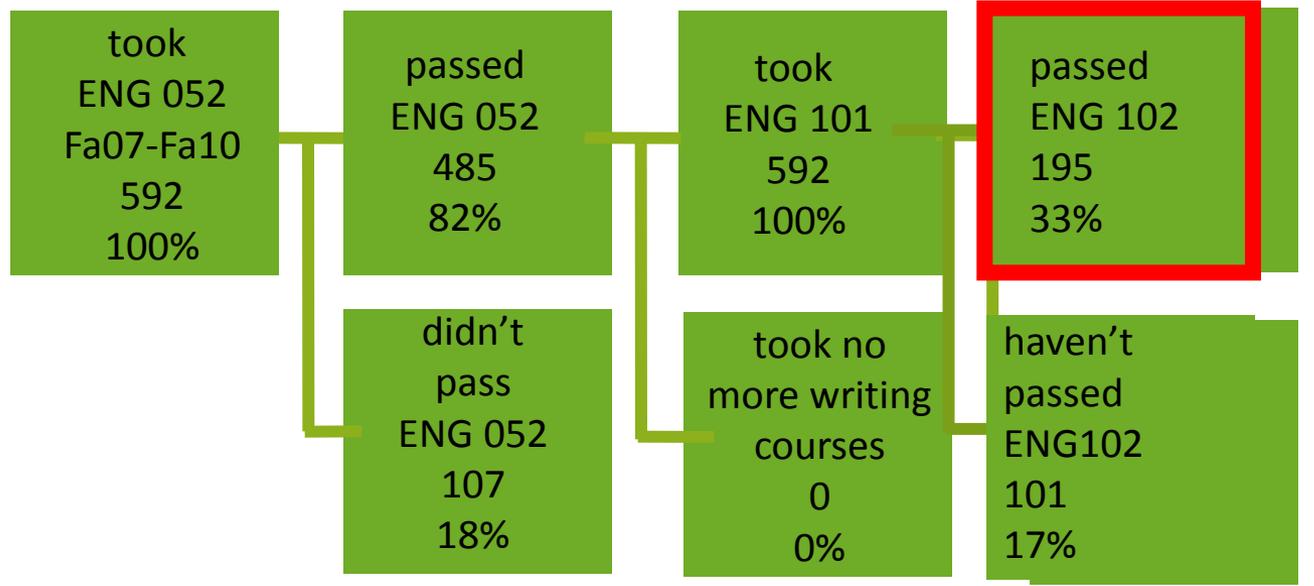
ALP students:  
fall 2007 –  
fall 2010



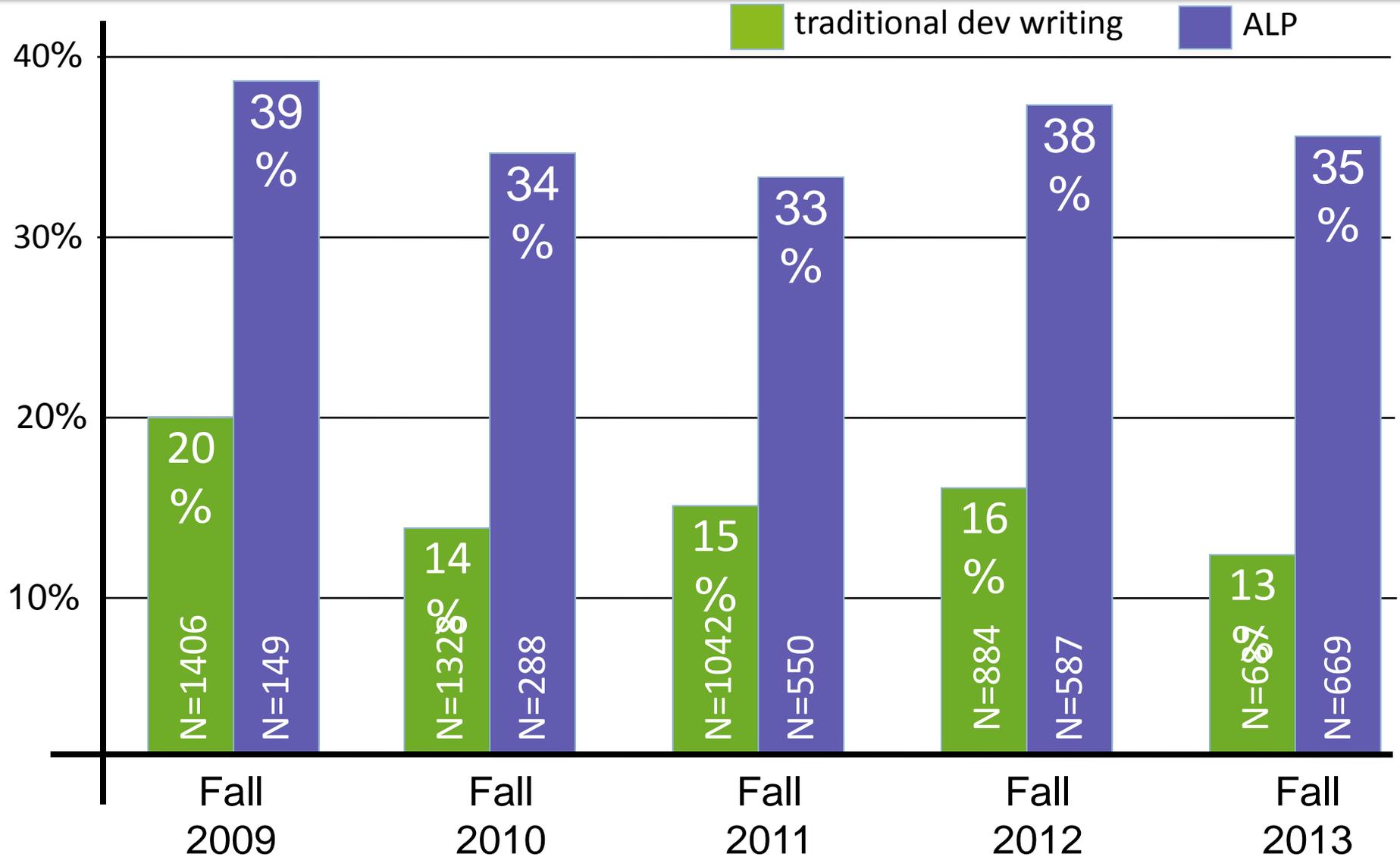
traditional  
developmental  
students:  
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fall 2010



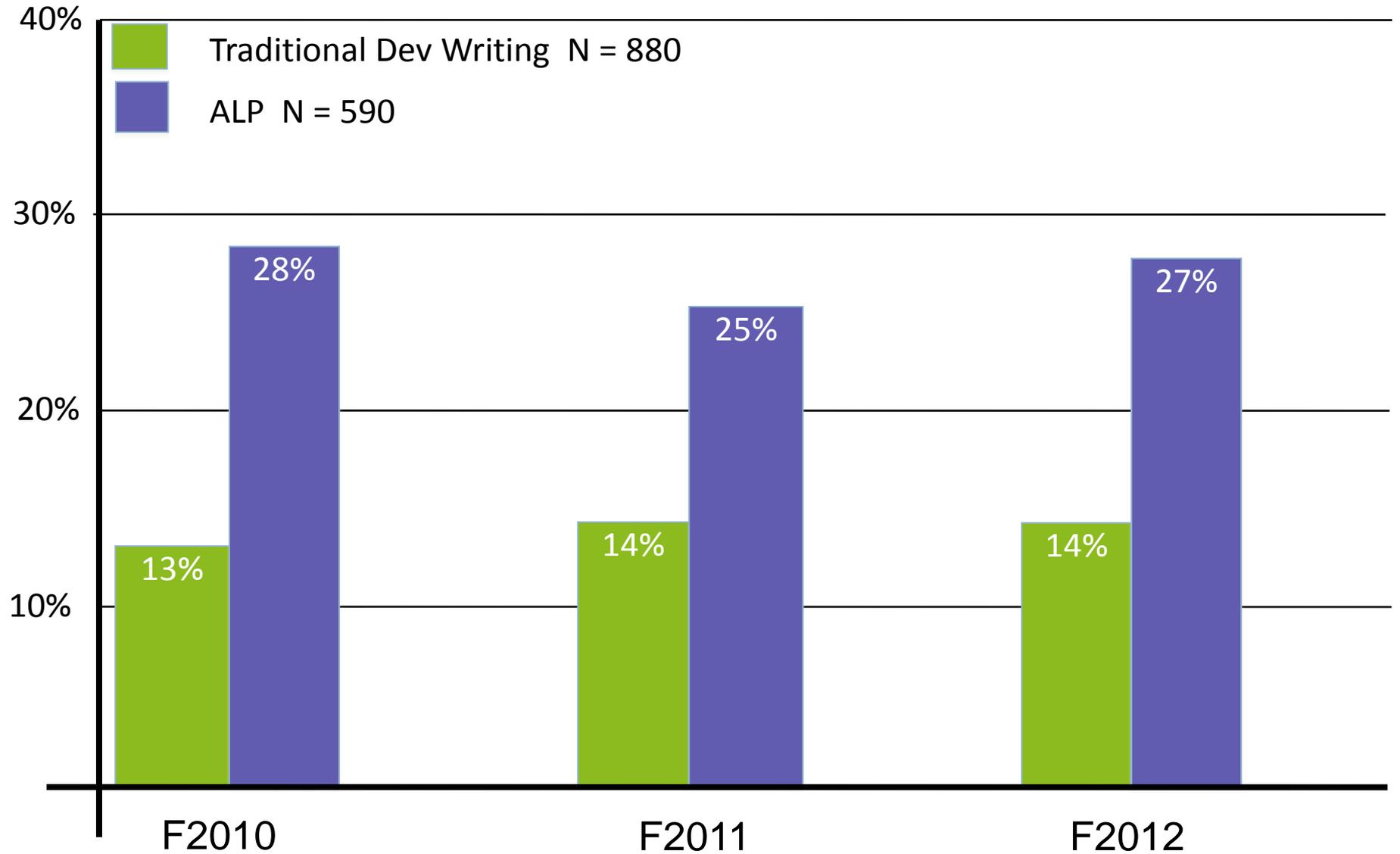
ALP students:  
fall 2007 –  
fall 2010



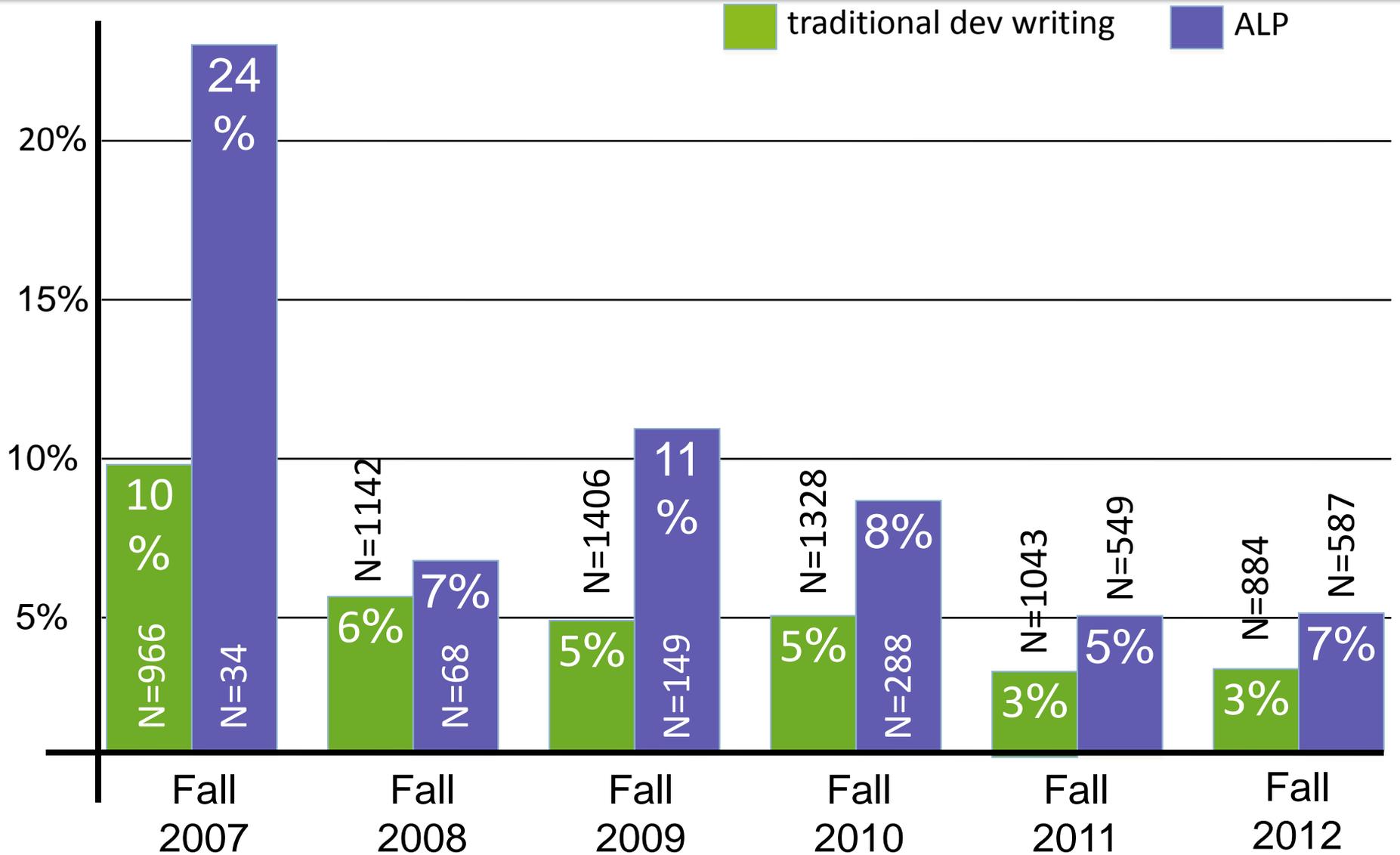
# Percent Earning 12 or More Credits within 1 Year



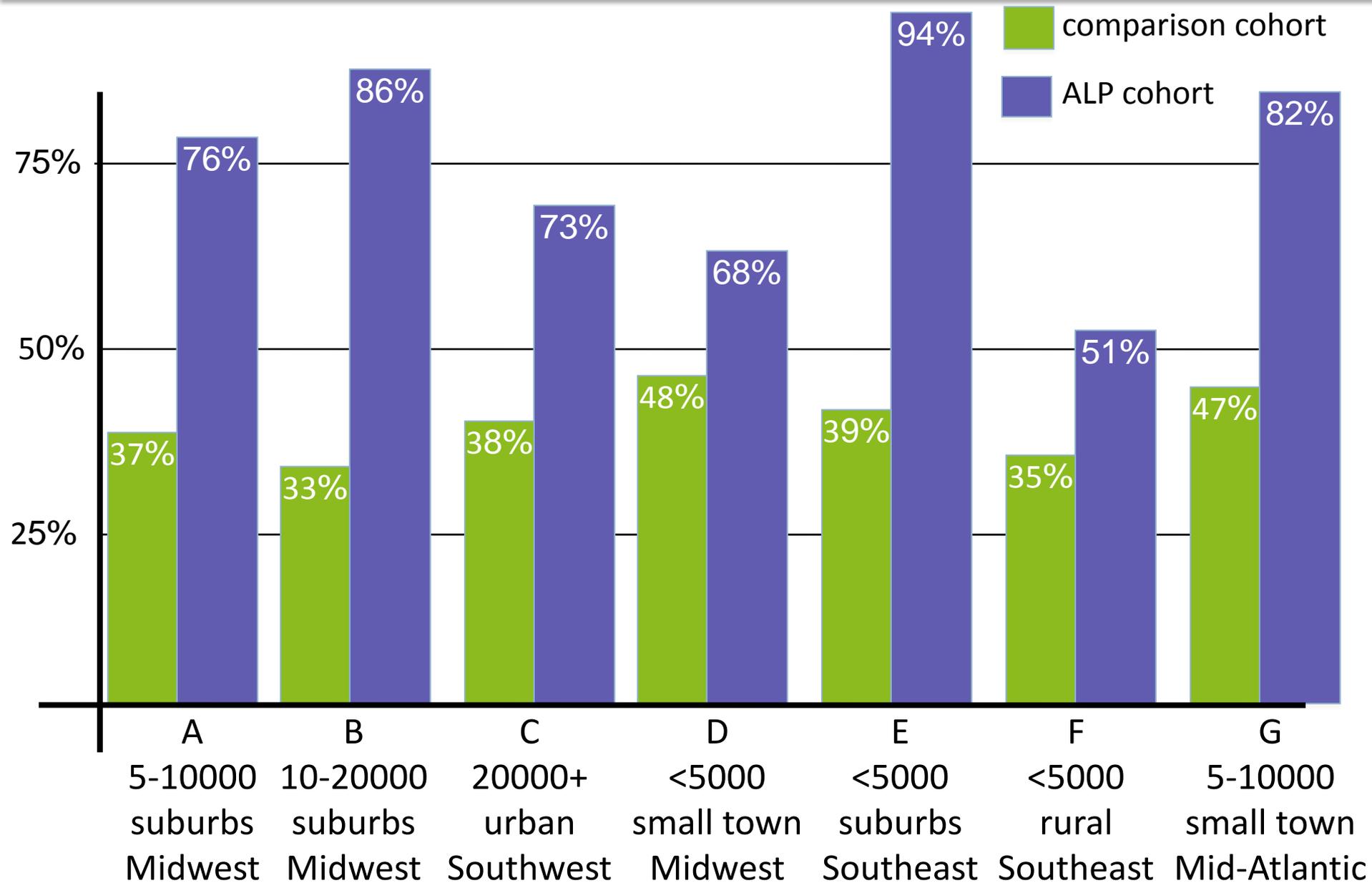
# Percentage of Students Who Passed Eng. 052 and Earned 24 Credits Within 2 Years



# Completion Rates (as of March 2016)



# Success Rates for 7 Participating Colleges



# Co-Requisite Models



Co-Requisite Models

MyCompLab

Compressed



# Compressed



7 weeks

developmental

7 weeks

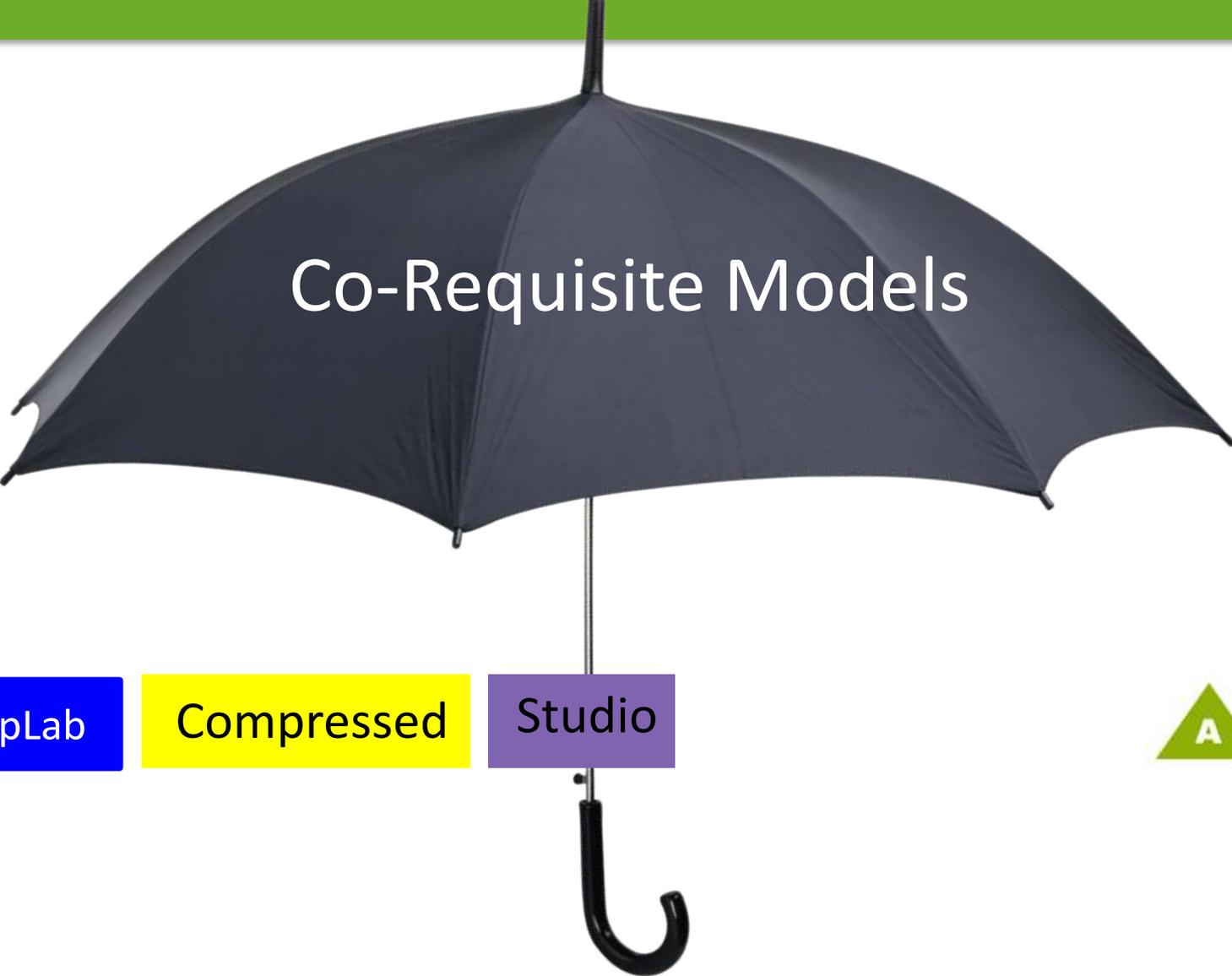
English 101

# Critical Features

## Compressed

1. students are in ENG 101
- ~~2. allows exposure to stronger role models~~
3. cohort effect
- ~~4. small class size~~
5. coordination of two courses
6. ALP pedagogy
7. time for reading
8. time for non-cogs
9. time for individual attention
10. scalable

# Co-Requisite Models



Co-Requisite Models

MyCompLab

Compressed

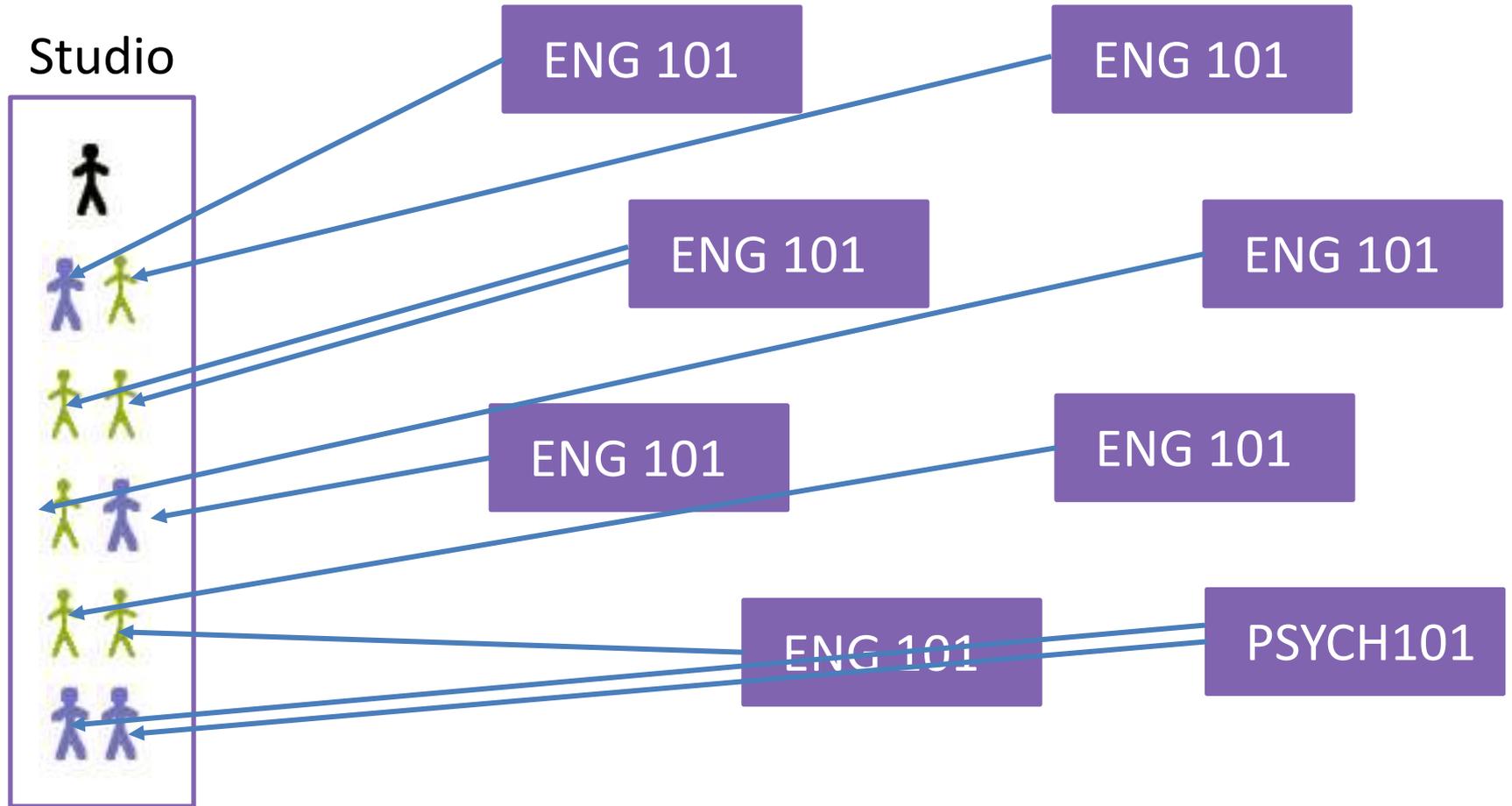
Studio

A

L

P

# Studio

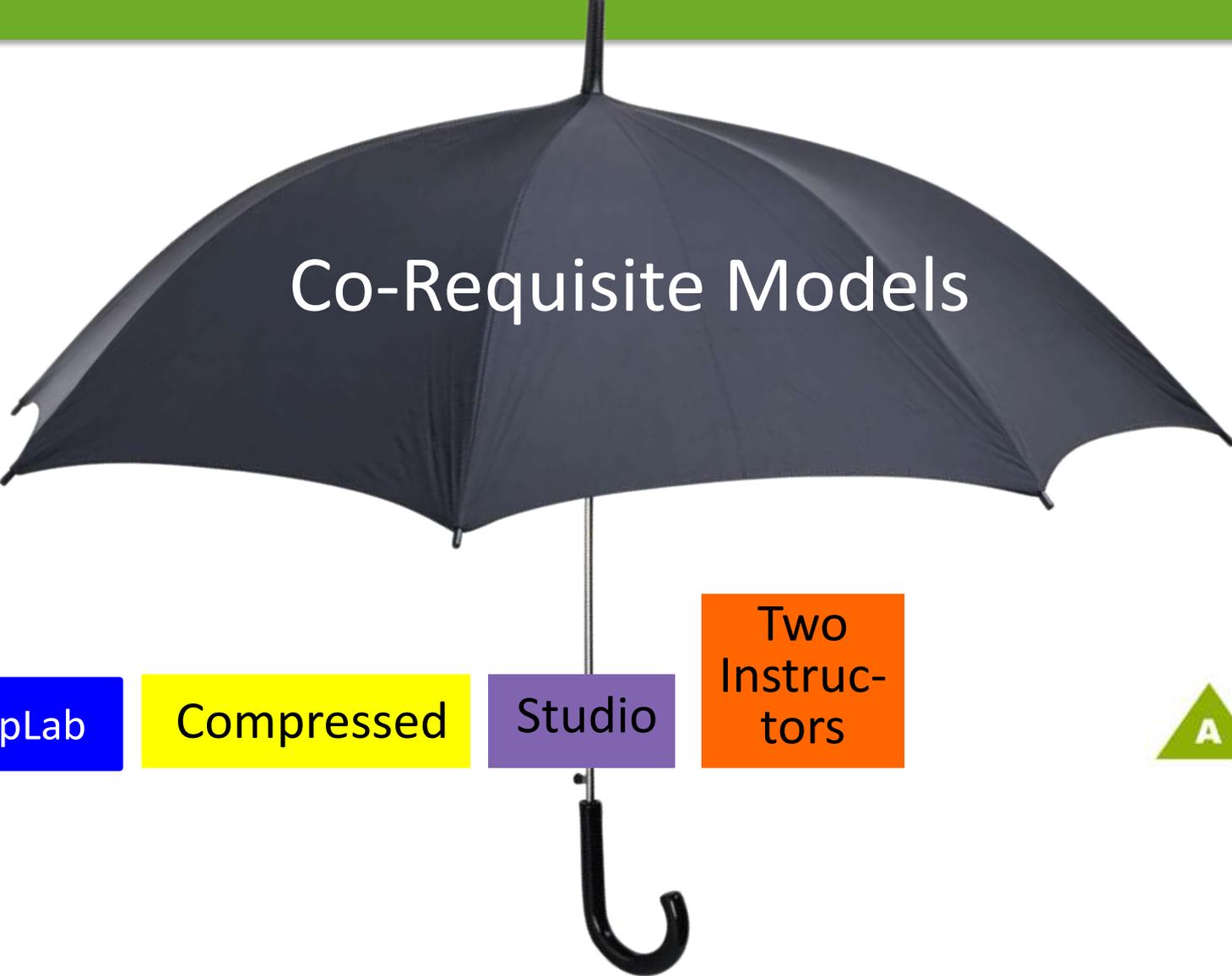


# Critical Features

## Studio

1. students are in ENG 101
2. allows exposure to stronger role models
- ~~3. cohort effect~~
4. small class size
- ~~5. coordination of two courses~~
6. ALP pedagogy
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10. scalable

# Co-Requisite Models



Co-Requisite Models

MyCompLab

Compressed

Studio

Two  
Instruc-  
tors

A

L

P

# ALP 2 Instructors

ENG 101



ENG 052

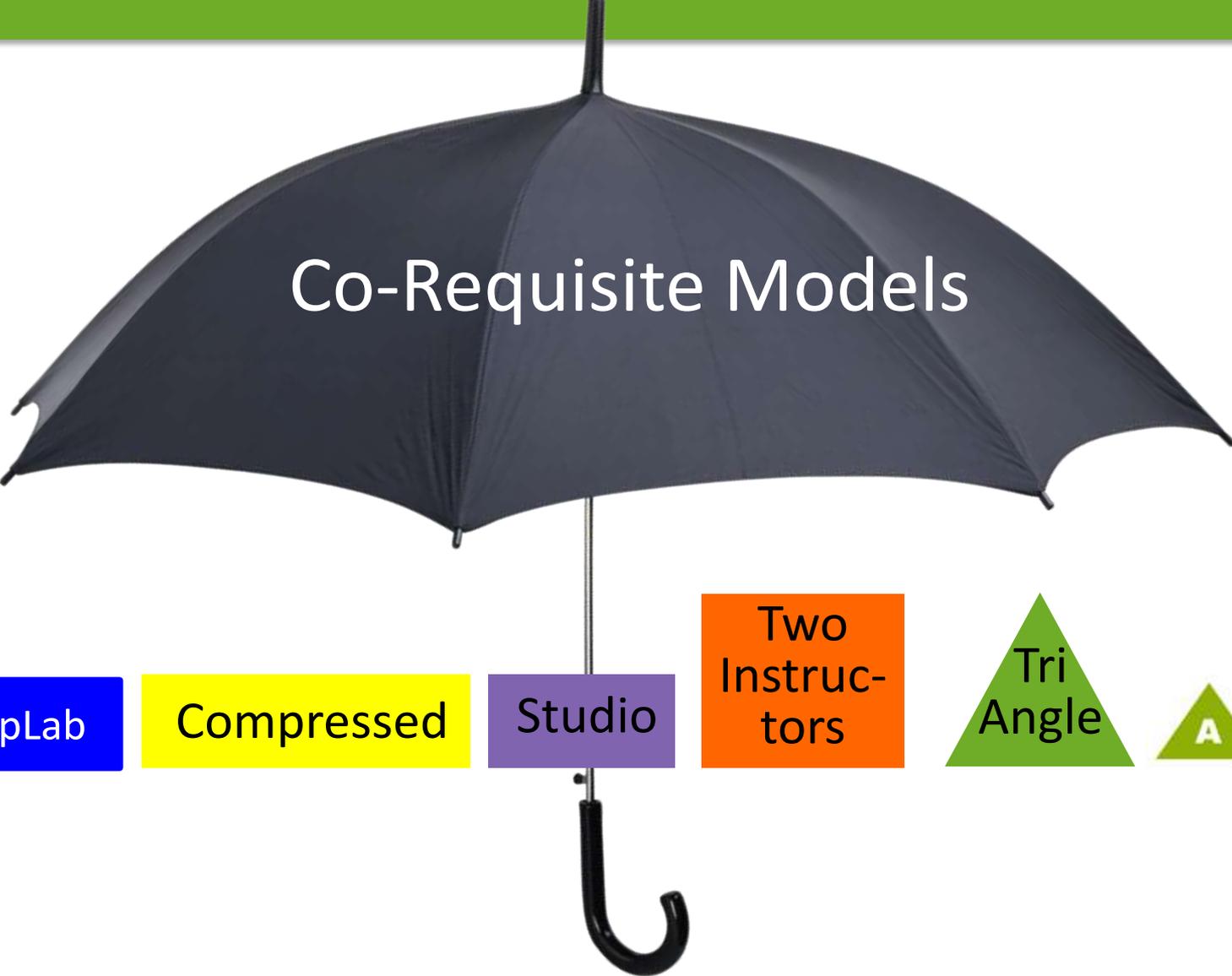


# Critical Features

Two  
Instructors

1. students are in ENG 101
2. allows exposure to stronger role models
3. cohort effect
4. small class size
- ~~5. coordination of two courses~~
6. ALP pedagogy
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# Co-Requisite Models



Co-Requisite Models

MyCompLab

Compressed

Studio

Two  
Instruc-  
tors

Tri  
Angle

A

L

P

# Triangle Model

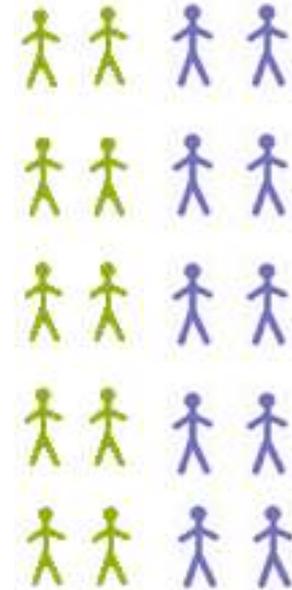
9:00  
ENG 101



10:00  
ENG 052



11:00  
ENG 101



# Critical Features



Tri  
Angle

1. students are in ENG 101
2. allows exposure to stronger role models
3. cohort effect
- ~~4. small class size~~
5. coordination of two courses
6. ALP pedagogy
7. time for reading
8. time for non-cogs
9. time for individual attention
- ~~10. scalable~~

# CCBC's Developmental Writing Courses:

Developmental Writing 65%

Credit English 35%

ENG051

13%

ENG052

87%

# CCBC's Developmental Writing Courses:

Developmental Writing 65%

Credit English 35%

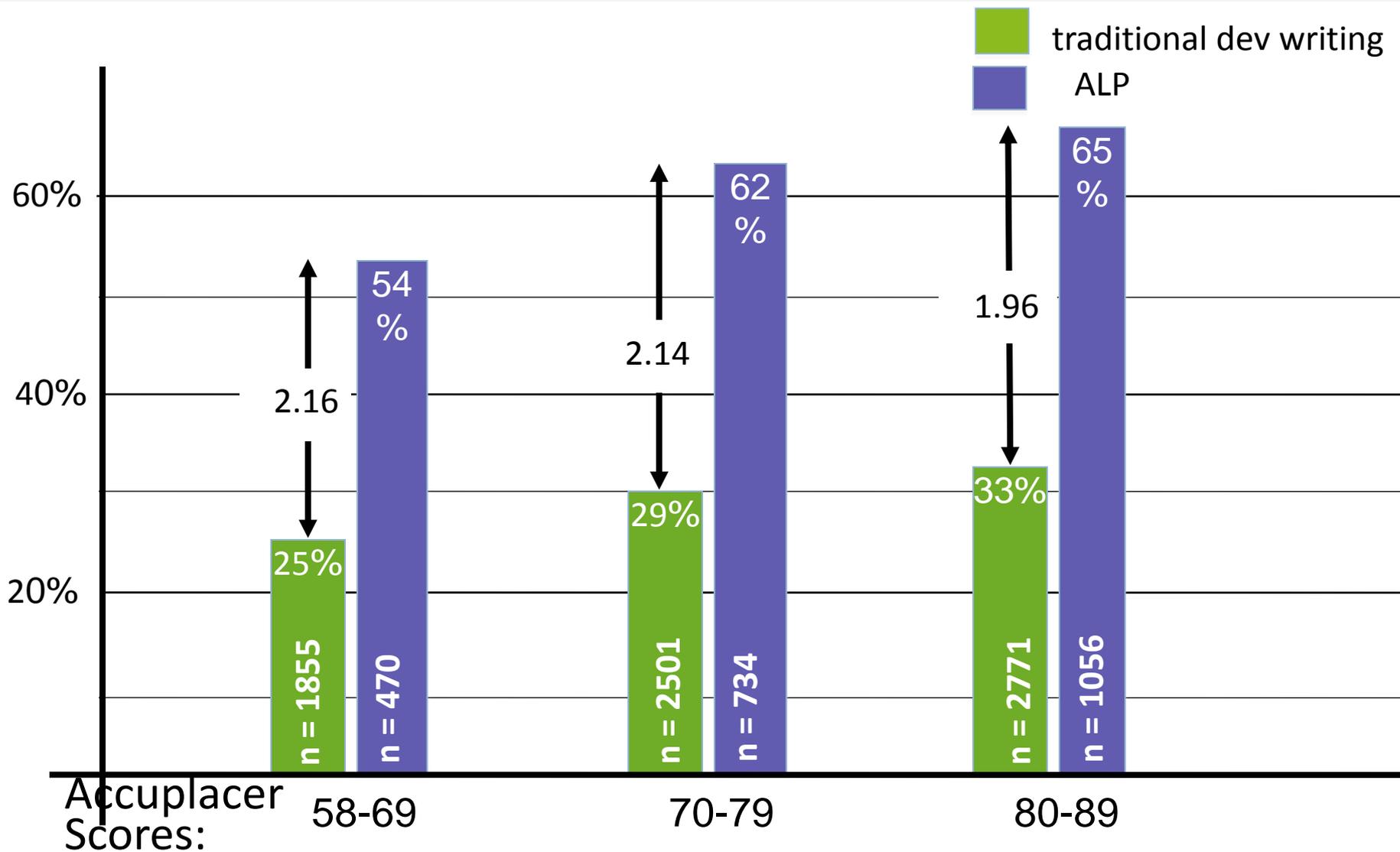
ENG051

13%

ALP

87%

# Pass Rates in ENG 101 by Accuplacer Score 2007-2013



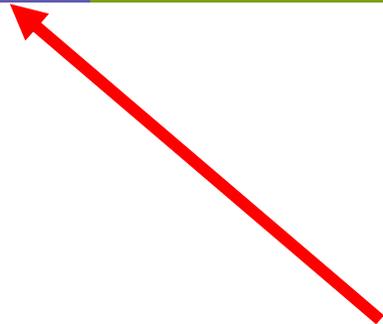
# CCBC's Developmental Writing Courses:

Developmental Writing 65%

Credit English 35%

ENG051  
13%

ALP  
87%



# Overview of Presentation

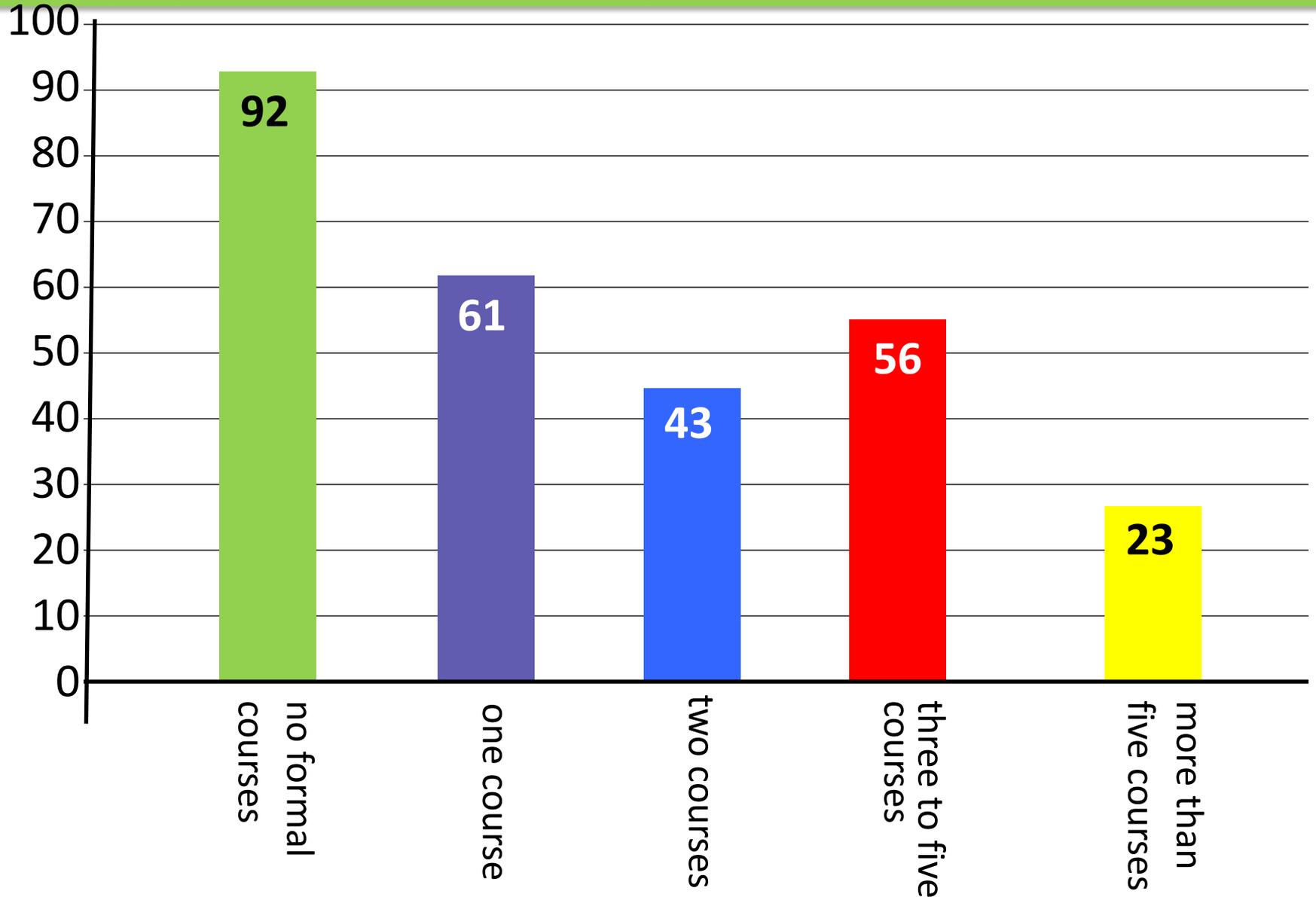
- The national context.
- The problem.
- Solutions.
- Pedagogy and faculty development.

# Cumulative Survey of Faculty Preparation to Teach Basic Writing

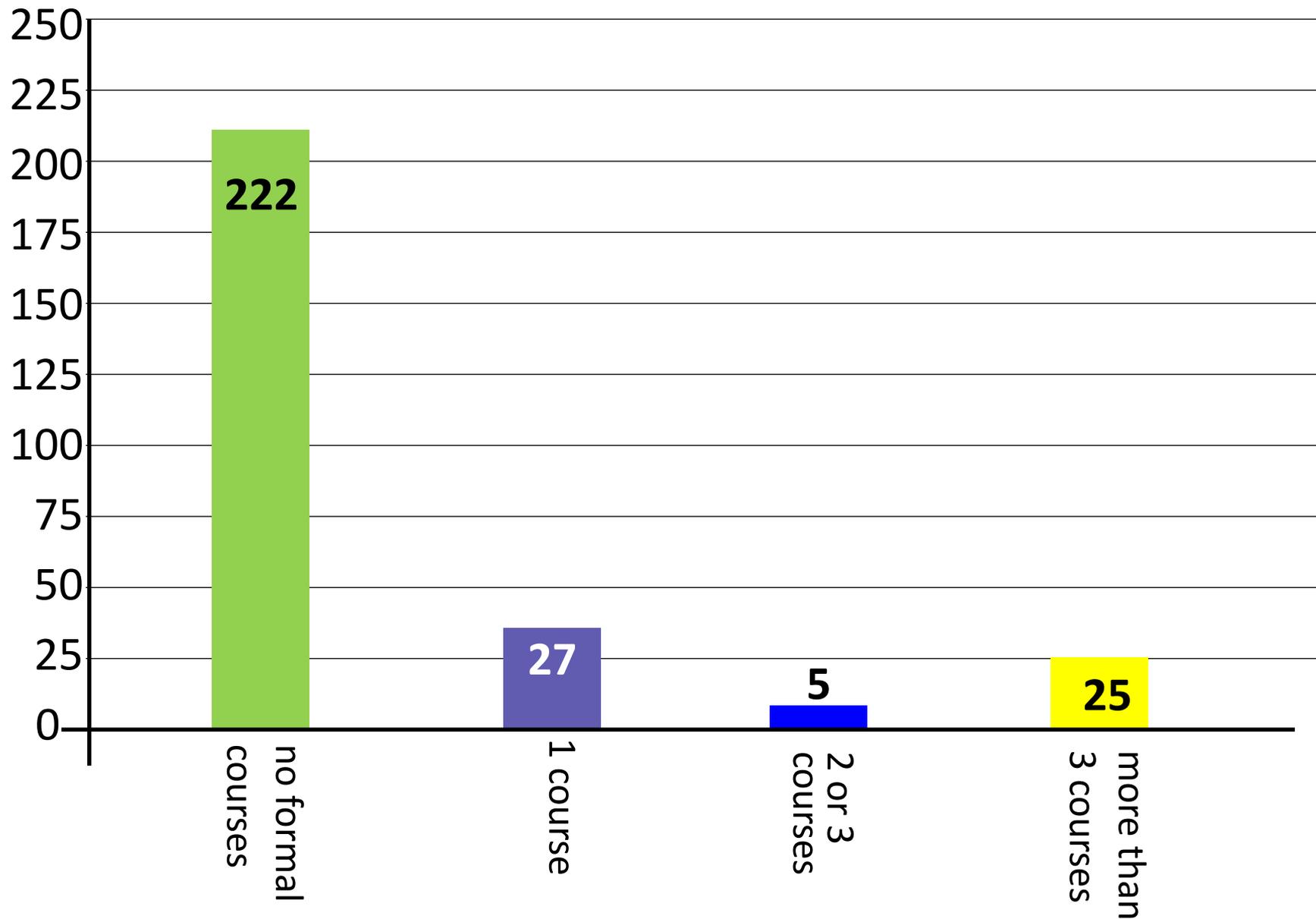
## September 2017

Community College of Baltimore County (MD)  
Six West Virginia Universities (WV)  
Community College of Allegheny County (PA)  
Century Community College (MN)  
LaGuardia Community College (NY)  
Patrick Henry Community College (VA)  
Atlantic Cape Community College (NJ)  
Harford Community College (MD)  
Six Connecticut Community Colleges (CT)  
Rochester Technical and Community College (MN)  
Flathead Community College (MT)  
Fourteen Michigan Community Colleges (MI)  
Denver Community College (CO)  
Berkshire Community College  
NHTI Concord Community College  
(N = 295)

# Which of the following best describes your graduate preparation to teach writing?



# Which of the following best describes your graduate preparation to teach developmental (basic, remedial) writing?



# How have faculty with little formal preparation to teach basic writing responded?

In a word, magnificently.

We have, while teaching five courses a semester, mostly *writing* courses, figured out for ourselves what seems to work.

- By trial and error.
- By talking with colleagues.
- By listening to our students.
- By reading and attending conferences.
- By using published texts.

## **If we have responded so well, why do we now need faculty development?**

Because teaching ALP or other co-requisite models is quite different from the teaching most of us have been doing for years.

1. The goal of an ALP developmental course is fundamentally different from the goal of traditional, standalone developmental courses.

# Developmental Writing at CCBC

ENG 050

the  
word

ENG 051

reading  
college-level  
texts  
and  
writing  
college-level  
essays

ENG 052

reading  
college-level  
texts  
and  
writing  
college-level  
essays

ENG 101

reading  
college-level  
texts  
and  
writing  
college-level  
essays



The Accelerated Learning Program

high school  
or  
middle school



traditional  
stand-alone  
developmental  
writing

**ALP**



**ENG 101**

## How does an ALP developmental class differ from a traditional one?

“ I don’t really feel like I’m taking two classes. I feel like I’m taking one class, but we get the deeper version.”

ALP student at Jackson CC in Michigan

## **If we have responded so well, why do we now need faculty development?**

Because teaching ALP or other co-requisite models is quite different from the teaching most of us have been doing for years.

1. The goal of an ALP developmental course is fundamentally different from the goal of traditional, standalone developmental courses.
2. We need to figure out how to take advantage of the small class size.

# What difference does small class size make?

- It changes us.
- It changes how students see us.
- It provides opportunity for much more individualized attention.
- It makes possible the kinds of friendships among students that help them to feel they are really part of the college.

## **If we have responded so well, why do we now need faculty development?**

Because teaching ALP or other co-requisite models is quite different from the teaching most of us have been doing for years.

1. The goal of an ALP developmental course is fundamentally different from the goal of traditional, standalone developmental courses.
2. We need to figure out how to take advantage of the small class size.
3. We need to figure out how to coordinate the two paired classes.

## What's involved in coordinating the two classes?

- The ALP model changes students attitude toward the developmental class.
- Planning the ALP class to prepare students for what's coming next in the 101.
- Planning the ALP class to review and reinforce what students just learned in 101.
- Planning the ALP class to address other issues that might cause students to give up.

## **If we have responded so well, why do we now need faculty development?**

Because teaching ALP or other co-requisite models is quite different from the teaching most of us have been doing for years.

1. The goal of an ALP developmental course is fundamentally different from the goal of traditional, standalone developmental courses.
2. We need to figure out how to take advantage of the small class size.
3. We need to figure out how to coordinate the two paired classes.
4. We need to figure out how we can address non-cognitive issues.

# How we can address non-cognitive issues?

- Not as experts.
- We're not the only people on campus addressing these issues.
- We can design classroom activities that address these issues.
- We can always make clear that students can bring up problems they are having.

## **If we have responded so well, why do we now need faculty development?**

Because teaching ALP or other co-requisite models is quite different from the teaching most of us have been doing for years.

1. The goal of an ALP developmental course is fundamentally different from the goal of traditional, standalone developmental courses.
2. We need to figure out how to take advantage of the small class size.
3. We need to figure out how to coordinate the two paired classes.
4. We need to figure out how we can address non-cognitive issues.
5. We need to figure out how to integrate reading and writing.

# Integrating Reading and Writing

What are the arguments  
for integrating reading and writing?

# Integrating Reading and Writing

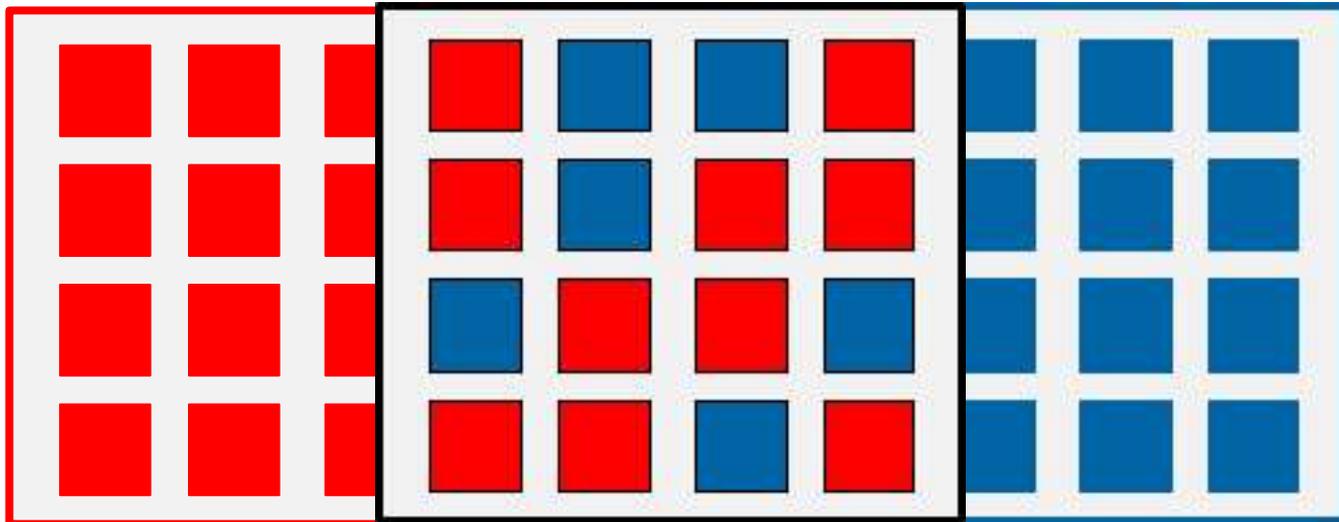
Why did we ever separate reading and writing?

# Integrating Reading and Writing

What kinds of obstacles or challenges are involved in integrating reading and writing?

# Integrating Reading and Writing

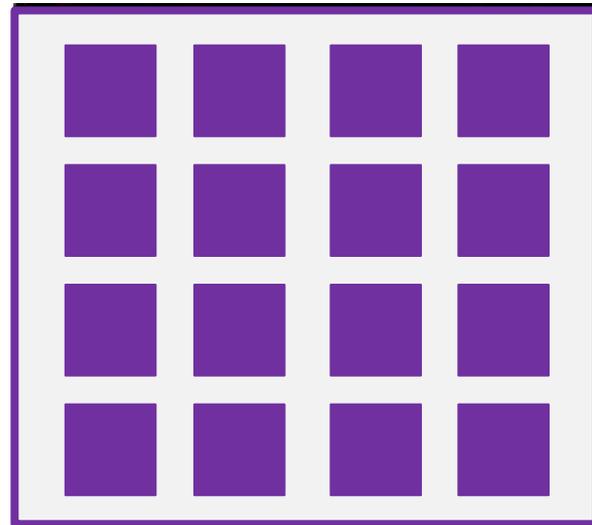
## The Additive Approach



Reading Integrated Reading and Writing Writing

# Integrating Reading and Writing

## The Integrative Approach



Integrated Reading and Writing

New York Times Bestseller



# The Immortal Life of Henrietta Lacks

Guide  
Inside

Doctors took her cells without asking. Those cells never died. They launched a medical revolution and a multimillion-dollar industry. More than twenty years later, her children found out. Their lives would never be the same.

Rebecca Skloot

...count it put the book down. —Entertainment Weekly

# Constructing a Meaning

In the first 48 pages of *The Immortal Life of Henrietta Lacks*, much is said about the Johns Hopkins Hospital. Discuss in your group what this section of the book finally says about Johns Hopkins.

Write a single sentence that sums up what your group decides the book says about Johns Hopkins. Be ready to support your group's conclusion with evidence from the text.

# Constructing a Meaning

- Group 1:** Johns Hopkins was a terribly racist institution.
- Group 2:** For the time, Hopkins was less racist than most institutions.
- Group 3:** The good that Hopkins did for the poor far outweighed any harm they did.
- Group 4:** The medical research Hopkins did was more important than their racist treatment of their patients.

oadams2@ccbcmd.edu

**The Accelerated Learning Program**  
**The Community College of Baltimore County**



# The ALP Faculty Development Institute

Mon

backward  
curriculum  
design

Tue

integrated  
reading &  
writing

Wed

thinking

Thu

syllabus  
design

Fri

planning  
faculty  
projects

active  
learning

non-cognitive  
issues

editing  
skills

writing  
projects

presenting  
faculty  
projects

# ALP Certification

backward  
curriculum  
design

integrated  
reading &  
writing

thinking

syllabus  
design

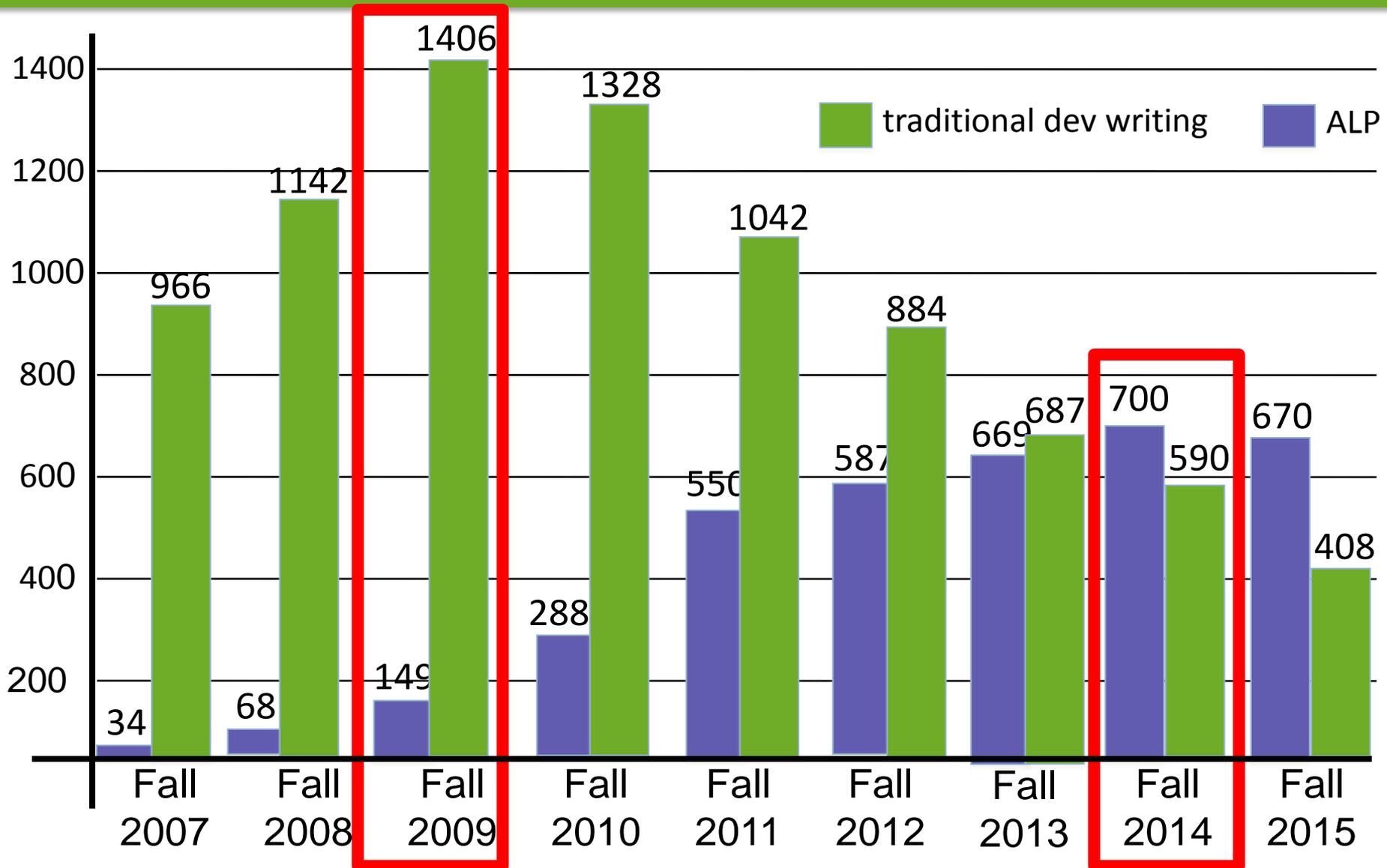
active  
learning

non-cognitive  
issues

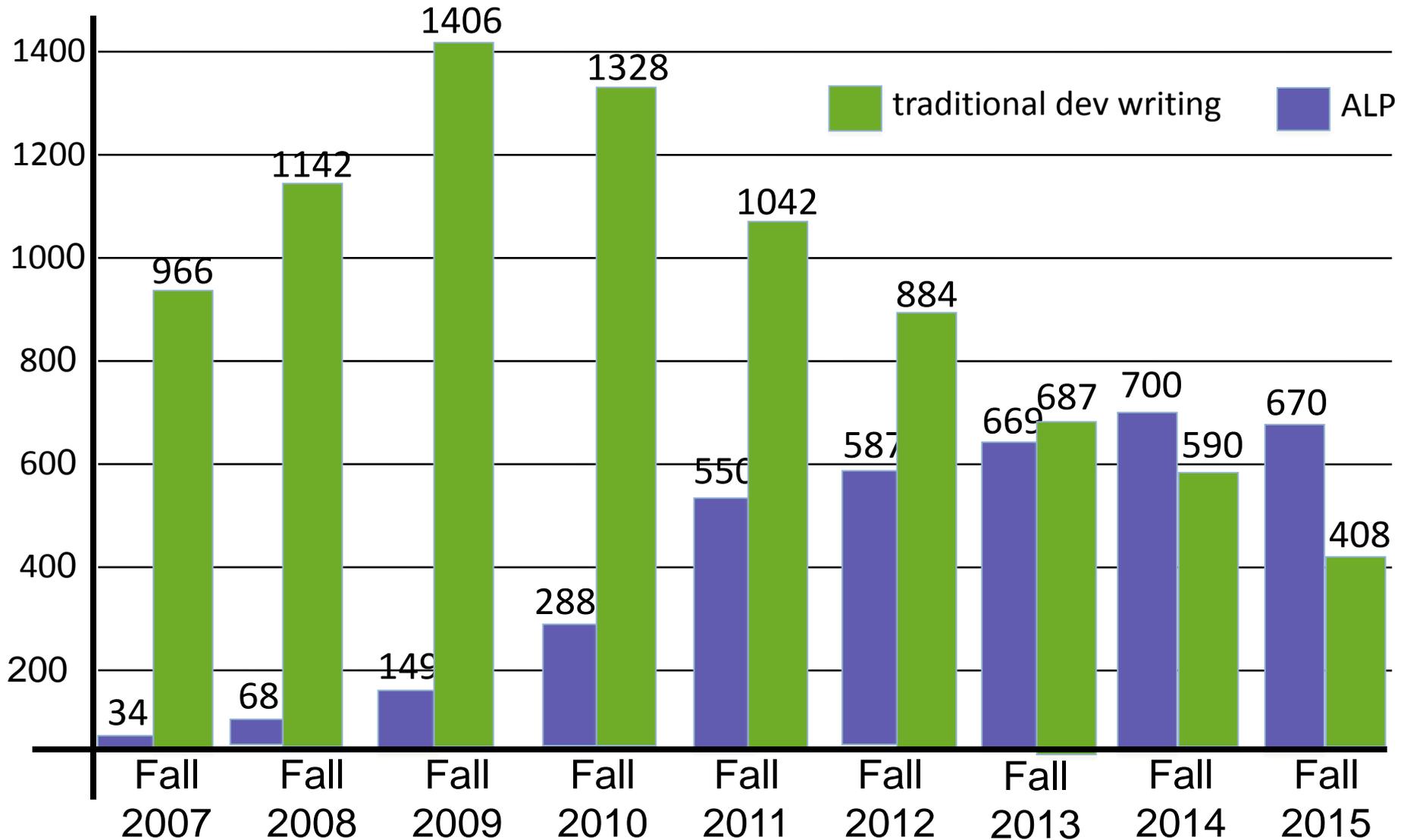
editing  
skills

writing  
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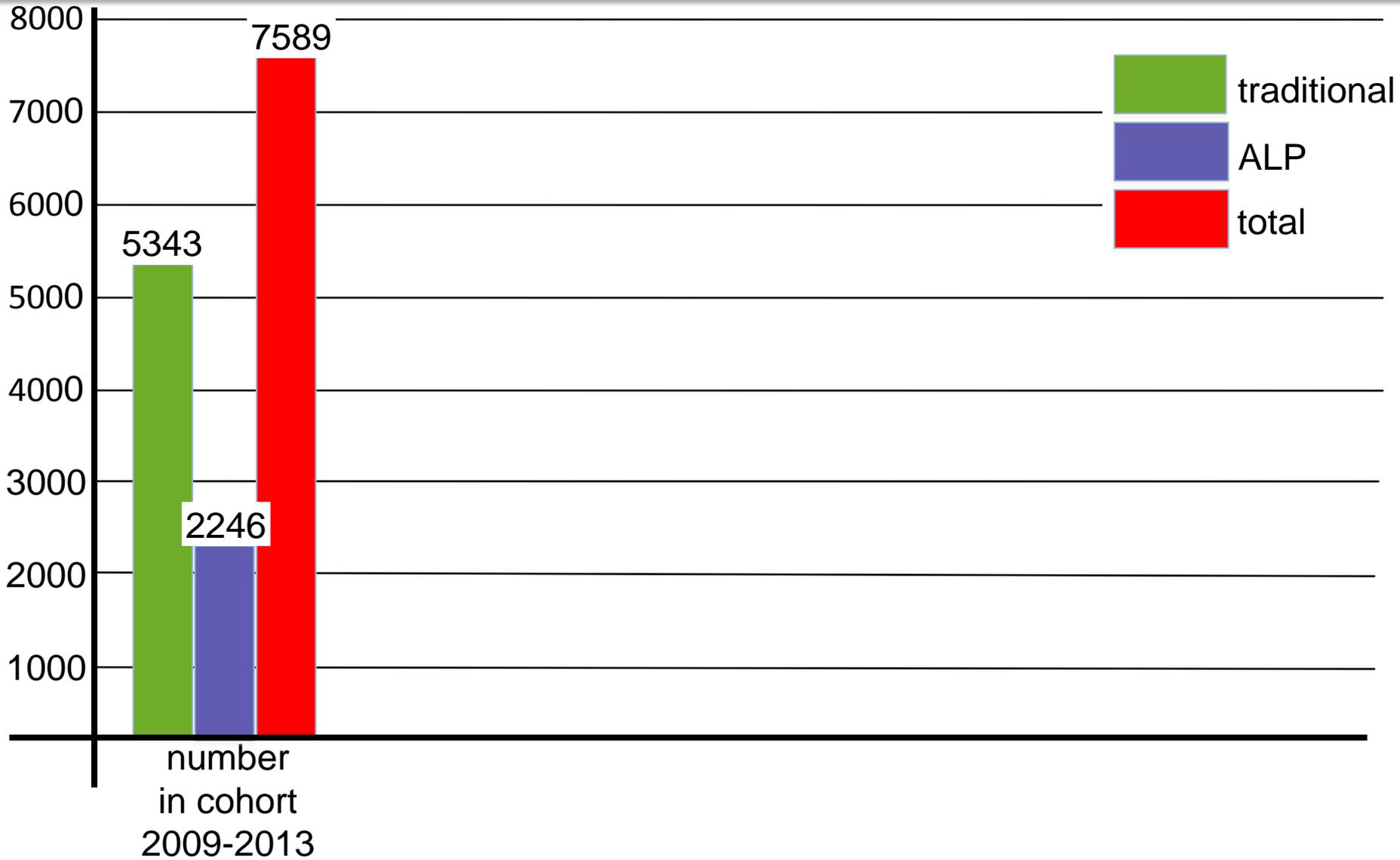
# Number Taking ALP or Traditional Each Fall



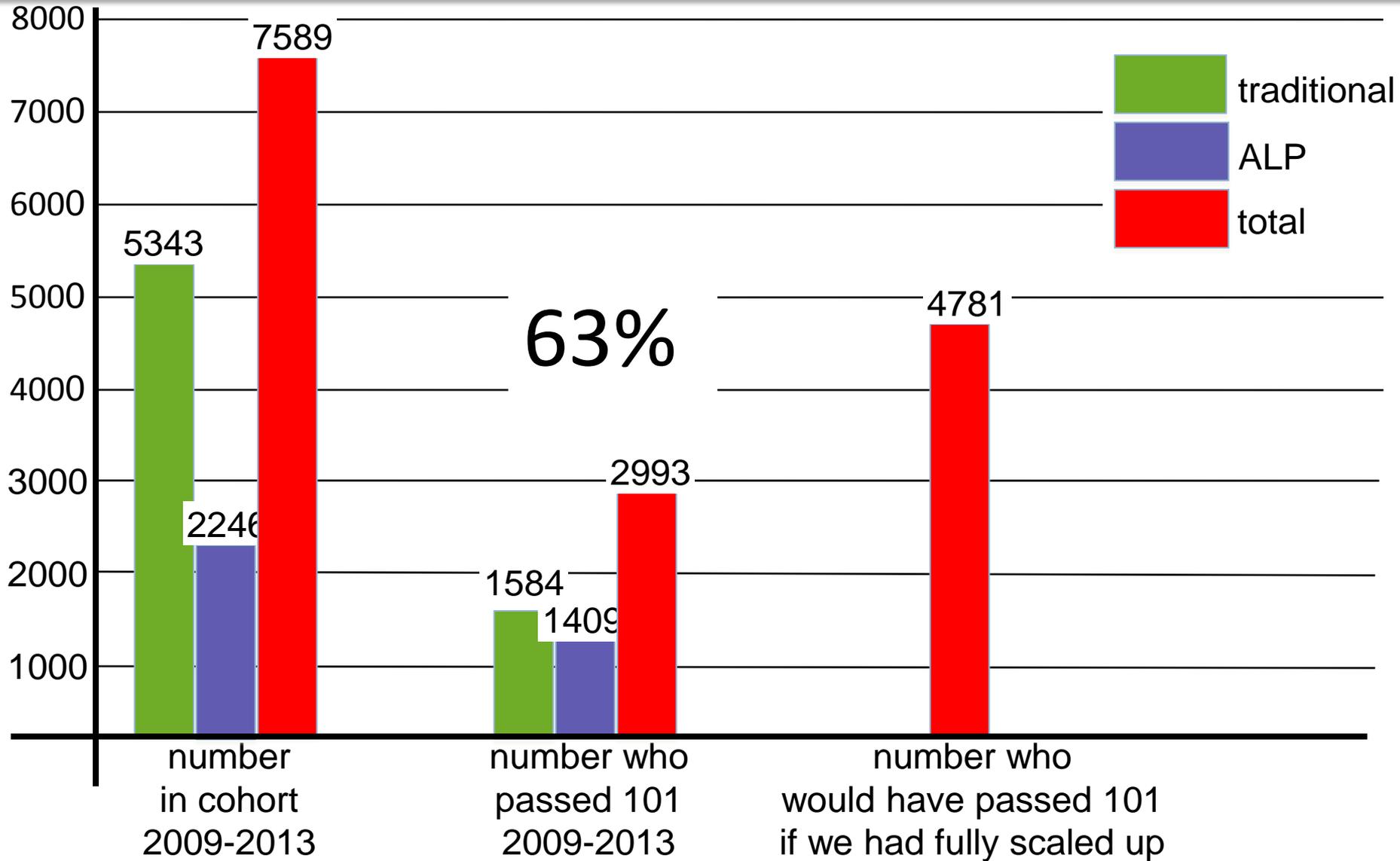
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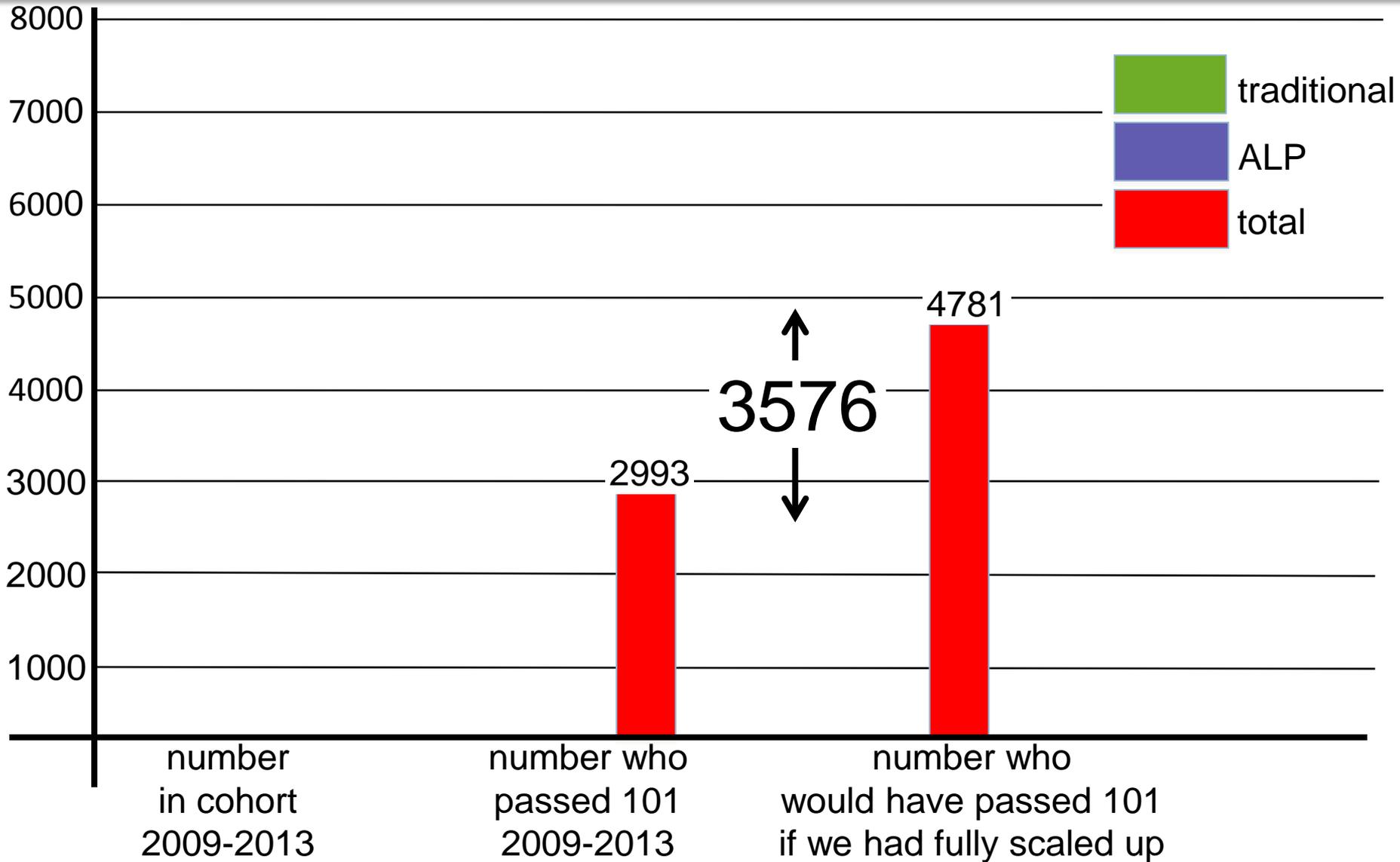
# Analyzing Pass Rates



# Analyzing Pass Rates



# Analyzing Pass Rates



26 Boeing 737-700s  
137 seats per plane

# Number Taking ALP or Traditional Each Fall

