Overview of Presentation

■ The national context.
■ The problem.
■ Solutions.
■ Pedagogy and faculty development.
Success rates for students who took ENGL 052 in 88-89
N = 863

S in ENGL 052: 490 (57%)
U or W in ENGL 052: 373 (43%)

ABC in ENGL 101: 287 (81%)
DFW in ENGL 101: 68 (19%)

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)

- **Took 052 1988/1989**
  - 863
  - 100%
- **Passed 052**
  - 490
  - 57%
- **Never passed 052**
  - 373
  - 43%
- **Took 101**
  - 355
  - 41%
- **Took no more writing courses**
  - 135
  - 16%
- **Passed 101**
  - 287
  - 33%
- **Never passed 101**
  - 68
  - 8%
Why Do Students Drop Out?
They told us “none of the above”
affective issues

student becomes depressed
student becomes too great
student loses confidence
financial problems
medical problems
stress becomes too great
medical problems
situations at home
student feels isolated
student becomes encouraged
life issues + affective issues = non-cognitive issues
credit course

50% pass
developmental course | credit course
pass developmental course

75% pass

take credit course

75% pass

pass credit course

75% pass

.75 \times .75 \times .75 = 42\%
Overview of Presentation

- The national context.
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“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.
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

- took ENG 052 Fa07-Fa10 5545 100%
- passed ENG 052 3604 65%
- didn't pass ENG 052 1941 35%
- took no more writing courses 943 17%

ALP students: fall 2007 – fall 2010

- took ENG 052 Fa07-Fa10 592 100%
- passed ENG 052 485 82%
- didn't pass ENG 052 107 18%
- took no more writing courses 0 0%

data from Cho, Kopko, & Jenkins, 2012 (CCRC)
traditional developmental students: fall 2007 – fall 2010

did not pass ENG 052 1941 35%

ENG 052 3604 65%

took ENG 052 Fa07-Fa10 5545 100%

ENG 101 2661 48%

took ENG 101 Fa07-Fa10 1829 33%

ENG 101 592 100%

didn’t pass ENG 101 Fa07-Fa10 832 15%

didn’t pass ENG 052 Fa07-Fa10 107 18%

took no more writing courses 943 17%

took no more writing courses 0 0%

data from Cho, Kopko, & Jenkins, 2012 (CCRC)
traditional developmental students: fall 2007 – fall 2010

took ENG 052 Fa07-Fa10 5545 100%
passed ENG 052 3604 65%
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took no more writing courses 943 17%
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didn’t pass ENG 051 101 17%

ALP students: fall 2007 – fall 2010
took ENG 052 Fa07-Fa10 592 100%
passed ENG 052 485 82%
didn’t pass ENG 052 107 18%
took no more writing courses 0 0%

data from Cho, Kopko, & Jenkins, 2012 (CCRC)
Percent Earning 12 or More Credits within 1 Year

<table>
<thead>
<tr>
<th>Year</th>
<th>ALP</th>
<th>Traditional Dev Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2009</td>
<td>39%</td>
<td>20%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>34%</td>
<td>14%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>33%</td>
<td>15%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>38%</td>
<td>16%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>35%</td>
<td>13%</td>
</tr>
</tbody>
</table>
Completion Rates (as of March 2016)

- Fall 2007: 10% (N=966)
- Fall 2008: 6% (N=1142)
- Fall 2009: 5% (N=1406)
- Fall 2010: 5% (N=1328)
- Fall 2011: 3% (N=1043)
- Fall 2012: 7% (N=587)

Legend:
- Green: traditional dev writing
- Blue: ALP
Success Rates for 7 Participating Colleges

<table>
<thead>
<tr>
<th>College</th>
<th>Comparison Cohort</th>
<th>ALP Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>76%</td>
<td>86%</td>
</tr>
<tr>
<td>B</td>
<td>37%</td>
<td>100%</td>
</tr>
<tr>
<td>C</td>
<td>38%</td>
<td>73%</td>
</tr>
<tr>
<td>D</td>
<td>48%</td>
<td>68%</td>
</tr>
<tr>
<td>E</td>
<td>39%</td>
<td>94%</td>
</tr>
<tr>
<td>F</td>
<td>35%</td>
<td>51%</td>
</tr>
<tr>
<td>G</td>
<td>47%</td>
<td>82%</td>
</tr>
</tbody>
</table>

**Location Details:**
- A: 5-10000 suburbs, Midwest
- B: 10-20000 suburbs, Midwest
- C: 20000+ urban, Southwest
- D: <5000 small town, Midwest
- E: <5000 suburbs, Southeast
- F: <5000 rural, Southeast
- G: 5-10000 small town, Mid-Atlantic
Co-Requisite Models
Compressed

7 weeks
developmental
7 weeks
English 101

Accelerated Learning Program (ALP)
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
Co-Requisite Models

MyCompLab  Compressed  Studio
Studio

ENG 101

ENG 101

ENG 101

ENG 101

PSYCH101
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
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7. time for reading
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Co-Requisite Models
Critical Features

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7. time for reading
8. time for non-cogs
9. time for individual attention
10. scalable
Triangle Model

9:00
ENG 101

10:00
ENG 052

11:00
ENG 101
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
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

Accuplacer Scores:
- 58-69: 25% (n = 1855)
- 70-79: 29% (n = 470)
- 80-89: 33% (n = 2771)

Scores:
- ALP: 70-79: 62% (n = 734)
- ALP: 80-89: 65% (n = 1056)
- Traditional Dev Writing: 70-79: 54% (n = 2501)
- Traditional Dev Writing: 80-89: 62% (n = 1056)

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.
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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?

- 92% no formal courses
- 61% one course
- 43% two courses
- 56% three to five courses
- 23% five courses
- 100% one to five courses
- 100% more than five courses
Which of the following best describes your graduate preparation to teach developmental (basic, remedial) writing?

- No formal courses: 222
- 1 course: 27
- 2 or 3 courses: 5
- More than 3 courses: 25
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

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 050</td>
<td>Reading college-level texts and writing college-level essays</td>
</tr>
<tr>
<td>ENG 051</td>
<td>Reading college-level texts and writing college-level essays</td>
</tr>
<tr>
<td>ENG 052</td>
<td>Reading college-level texts and writing college-level essays</td>
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<tr>
<td>ENG 101</td>
<td>Reading college-level texts and writing college-level essays</td>
</tr>
</tbody>
</table>

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.
What are the arguments for integrating reading and writing?
Why did we ever separate 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
The Integrative Approach

Integrated Reading and Writing
The Immortal Life of Henrietta Lacks

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
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.
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.
<table>
<thead>
<tr>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
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<tbody>
<tr>
<td>backward curriculum design</td>
<td>integrated reading &amp; writing</td>
<td>thinking</td>
<td>syllabus design</td>
<td>planning faculty projects</td>
</tr>
<tr>
<td>active learning</td>
<td>non-cognitive issues</td>
<td>editing skills</td>
<td>writing projects</td>
<td>presenting faculty projects</td>
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</tbody>
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## ALP Certification

<table>
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<th>Backward Curriculum Design</th>
<th>Integrated Reading &amp; Writing</th>
<th>Thinking</th>
<th>Syllabus Design</th>
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<td>Editing Skills</td>
<td>Writing Projects</td>
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Number Taking ALP or Traditional Each Fall

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<tr>
<th>Fall</th>
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<tbody>
<tr>
<td>2007</td>
<td>966</td>
<td>34</td>
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<tr>
<td>2008</td>
<td>1142</td>
<td>68</td>
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</table>
Analyzing Pass Rates

Number in cohort 2009-2013

- Traditional: 5343
- ALP: 2246
- Total: 7589
Analyzing Pass Rates

- Number in cohort 2009-2013: 5343
- Number who passed 101 2009-2013: 1584
- Number who would have passed 101 if we had fully scaled up: 4781

Total 63%
Analyzing Pass Rates

- Number in cohort 2009-2013:
- Number who passed 101 2009-2013: 2993
- Number who would have passed 101 if we had fully scaled up: 4781

Difference: 4781 - 2993 = 1788
26 Boeing 737-700s
137 seats per plane
Number Taking ALP or Traditional Each Fall

- Fall 2007: 34, 966
- Fall 2008: 68, 1142
- Fall 2009: 149
- Fall 2010: 288
- Fall 2011: 550
- Fall 2012: 587
- Fall 2013: 669
- Fall 2014: 670
- Fall 2015: 687
- Fall 2016: 700

Legend:
- Green: traditional dev writing
- Purple: ALP