The Co-Requisite Model for Redesigning Developmental Writing

Peter Adams
Community College of Baltimore County

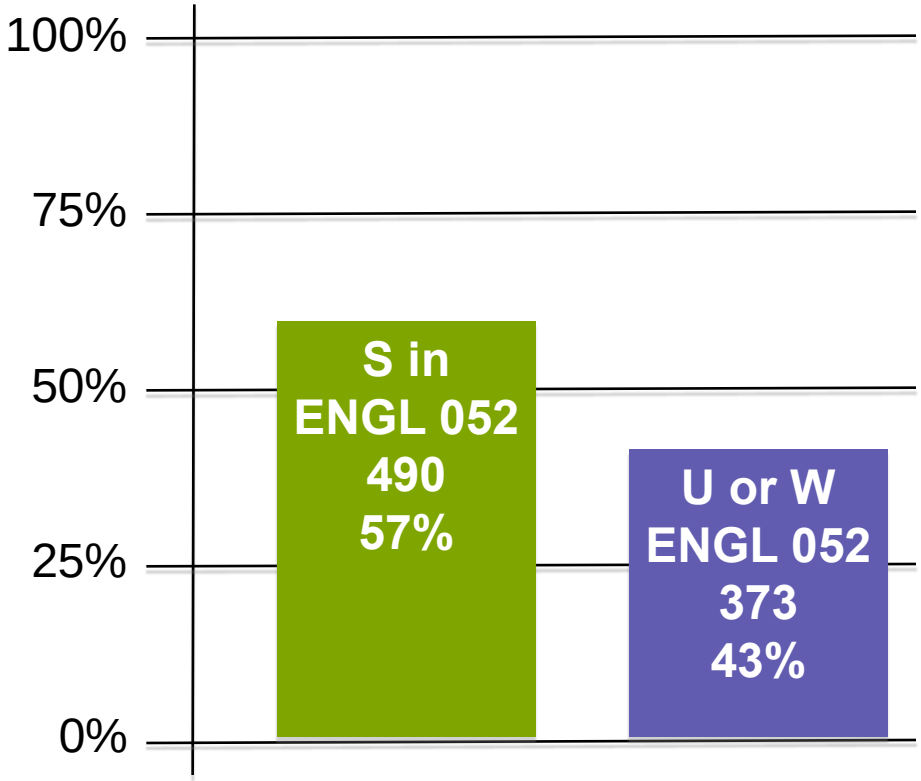
Idaho Remediation Summit
April 25-26, 2013

ALP
Accelerated Learning Program

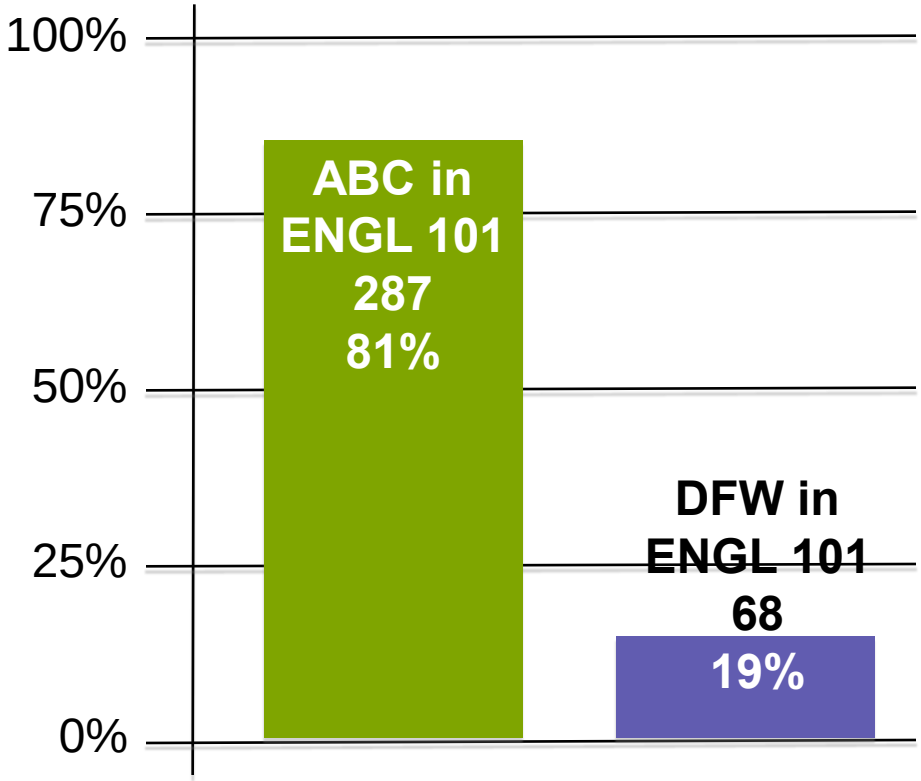
Outline of the Presentation

- What is the problem?
- What are the solutions?
- What is ALP?
- What are the results?
- What about costs?

How We First Measured Success in Our Developmental Courses



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



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

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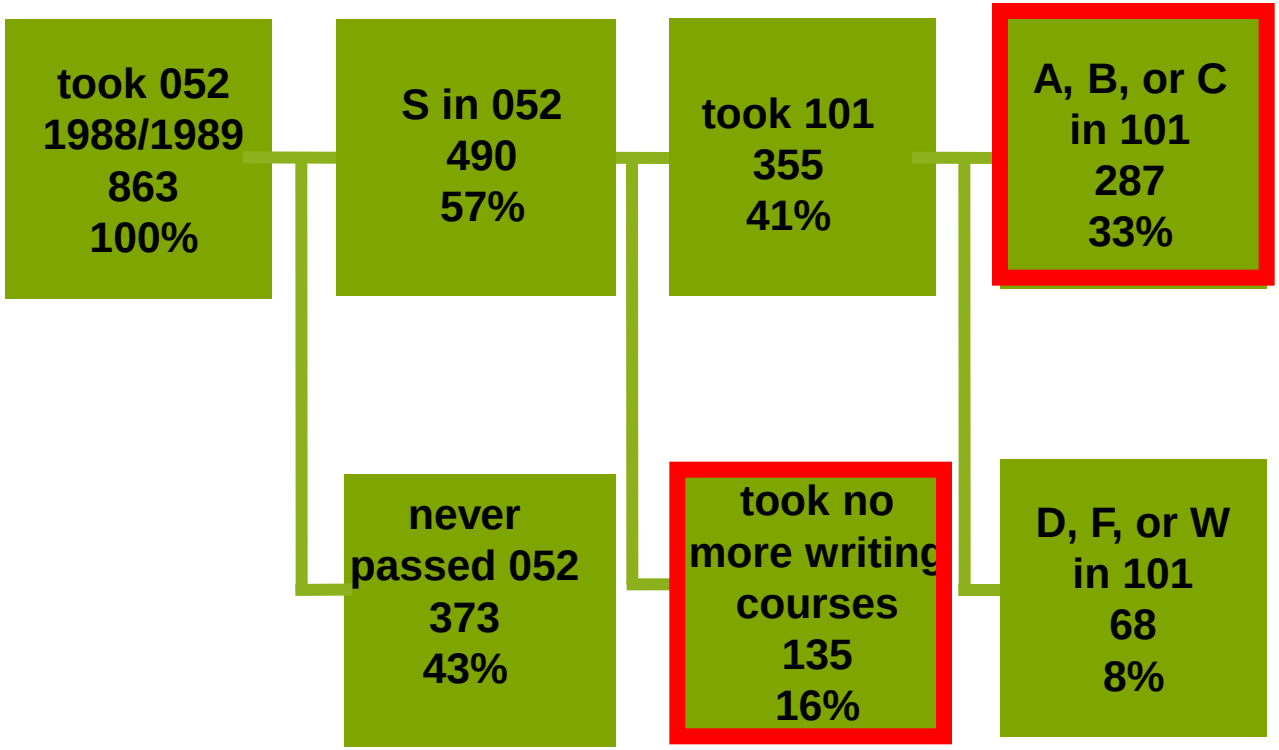
Students who took ENG 052 for the first time in 1988/1989



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Why Do Students Drop Out?

can't write a thesis

no concrete examples

subject-verb agree

none of the above

mla format

confusing words

affective issues

student becom
student los
iscouraged
ered for college-level work
comes depre
student feels iso
stress becomes too gre

life issues + affective issues = non-cognitive issues

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Approaches to Redesign

reducing need for dev ed	contextualizing dev ed	supplementing dev ed	accelerating dev ed
• K-20 allignment • dual enrollment • early assesment and intervention • summer bridge	• learning communities • I-BEST	• student success courses • supplemental instruction • tutoring	• modularization • compressed courses • co-requisite courses

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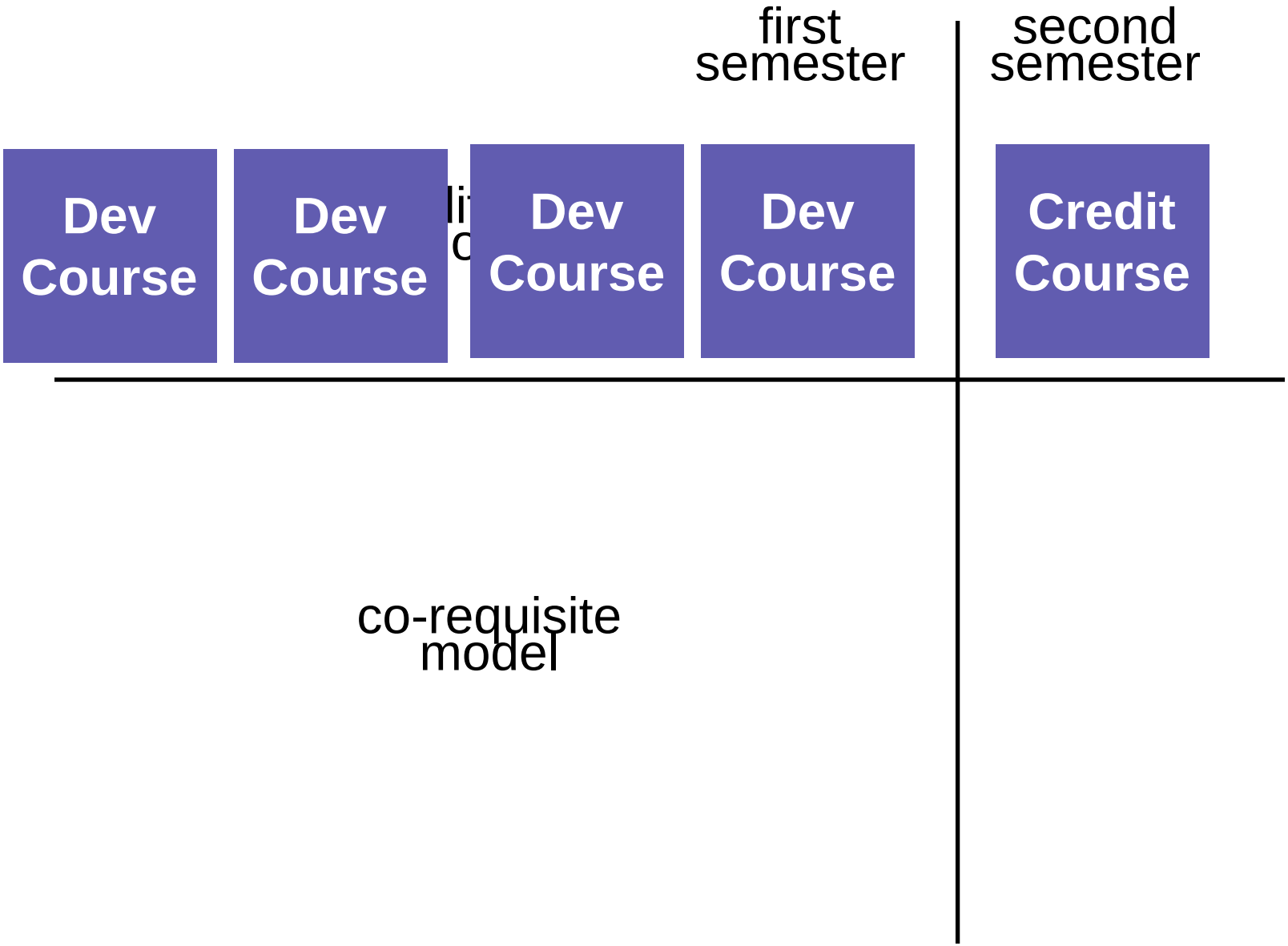
What is a Co-Requisite Model?



What is a Co-Requisite Model?

	first semester	second semester
traditional model	**Dev Course**	**Credit Course**
co-requisite model	**Credit Course** **Dev Course**	

Co-Requisite Models

- one credit workshop
- computer lab
- “stretch” format
- ALP

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CCBC Students

Community College Baltimore County	
credit students	33,817
average age	29
female/male	58/42%
students of color	50%
full/part-time	34/66 %

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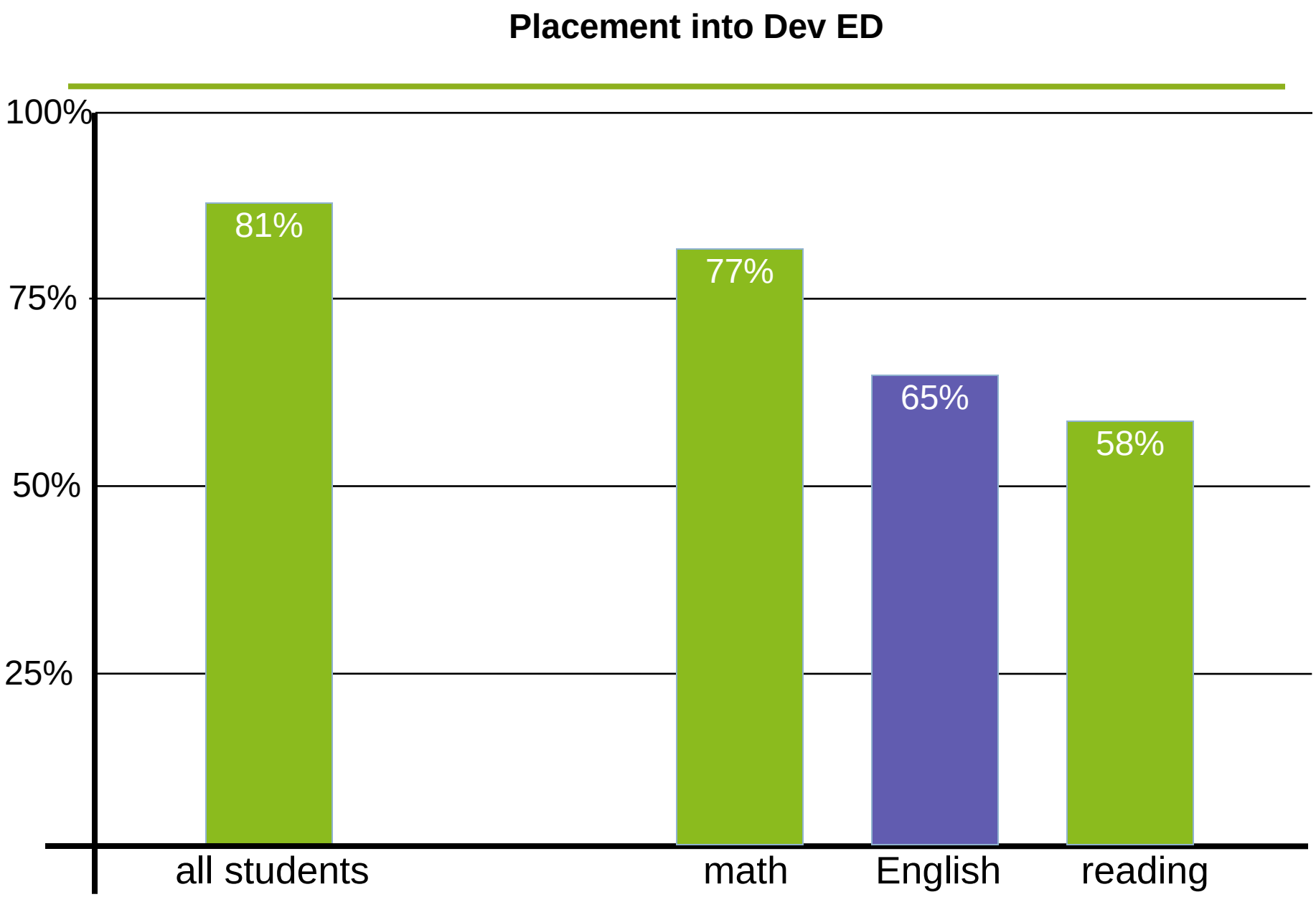
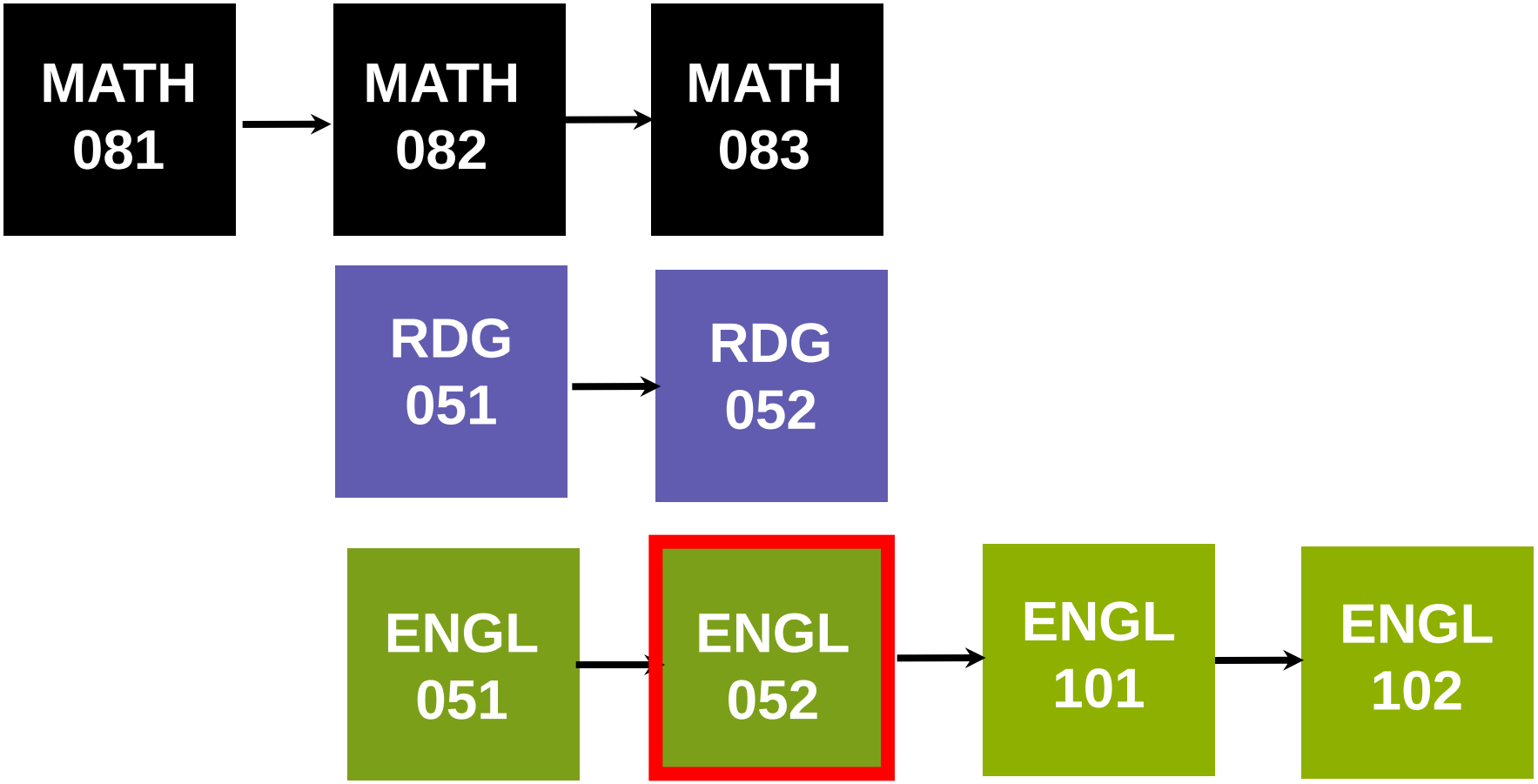
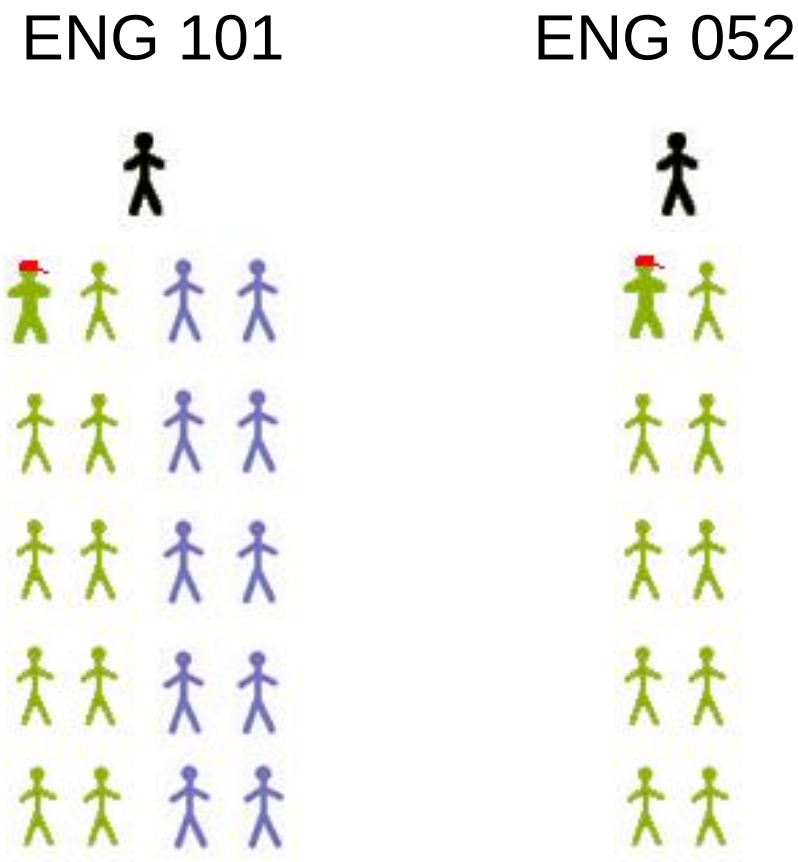

Placement into Dev ED
100%
75%
50%
25%
81%
77%
65%
58%
all students
math
English
reading

CCBC's Developmental Education Courses:



ALP

- reduces stigma
- improves attachment
- provides stronger role models
- encourages cohort effect
- changes attitude toward developmental course
- allows individual attention
- allows time for non-cog issues
- allows coordination of the two courses



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

Goal of a traditional developmental course:
for students to pass the developmental course.

Goal of an ALP developmental course:
for students to pass first-year composition course.

What do we do in the ALP 052 class?

The goal for ALP 052 instructors: Maximize the ALP students' probability of success in the ENGL 101 class. Strategies include:

- Conducting class as a writing workshop, an extension/supplement to the 101 class
- Answering questions left over from the 101 class
- Providing opportunities for more writing practice, short papers to reinforce concepts from the 101 class or prepare for upcoming assignments in the 101 class
- Discussing/brainstorming ideas for the next essay in 101
- Reviewing drafts of essays the students are working on for 101
- Working on reducing the frequency and severity of error in the students' writing
- Addressing non-cognitive issues (life issues, affective issues)

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ALP

ENG 101

ENG 052

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ALP

ENG 101

ENG 052

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ENG 101

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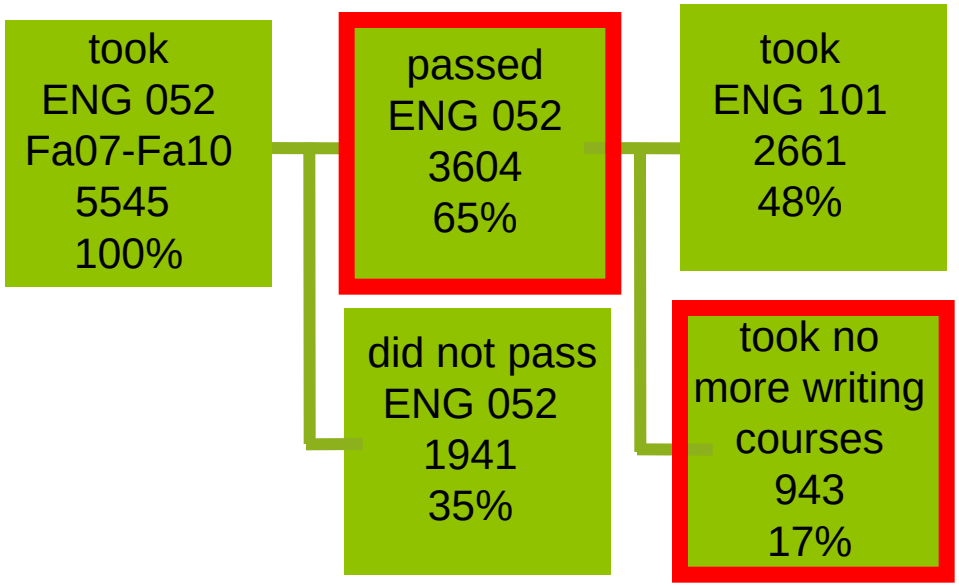
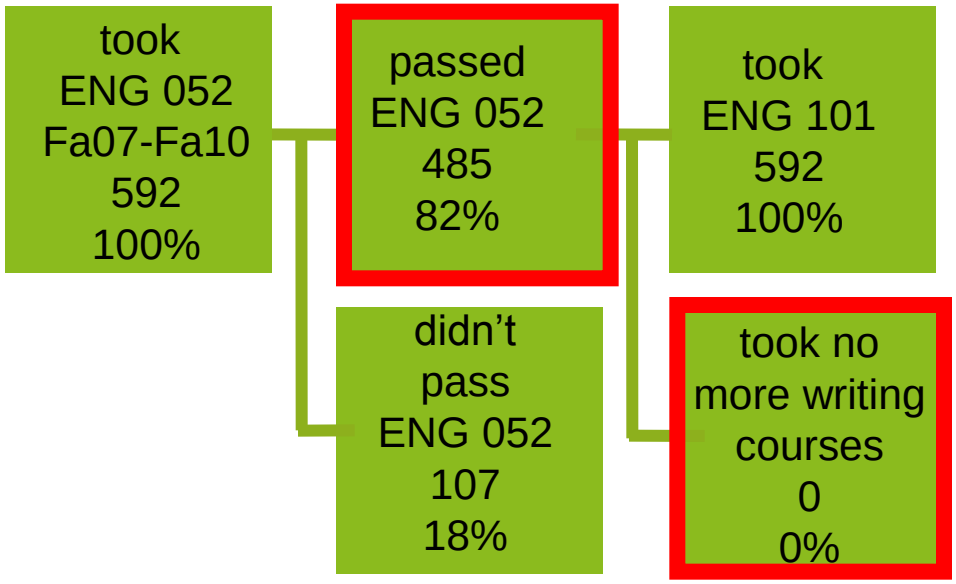
traditional developmental students: fall 2007 – fall 2010



ALP students: fall 2007 – fall 2010



data from Cho, Kopko, & Jenkins, 2012 (CCRC)

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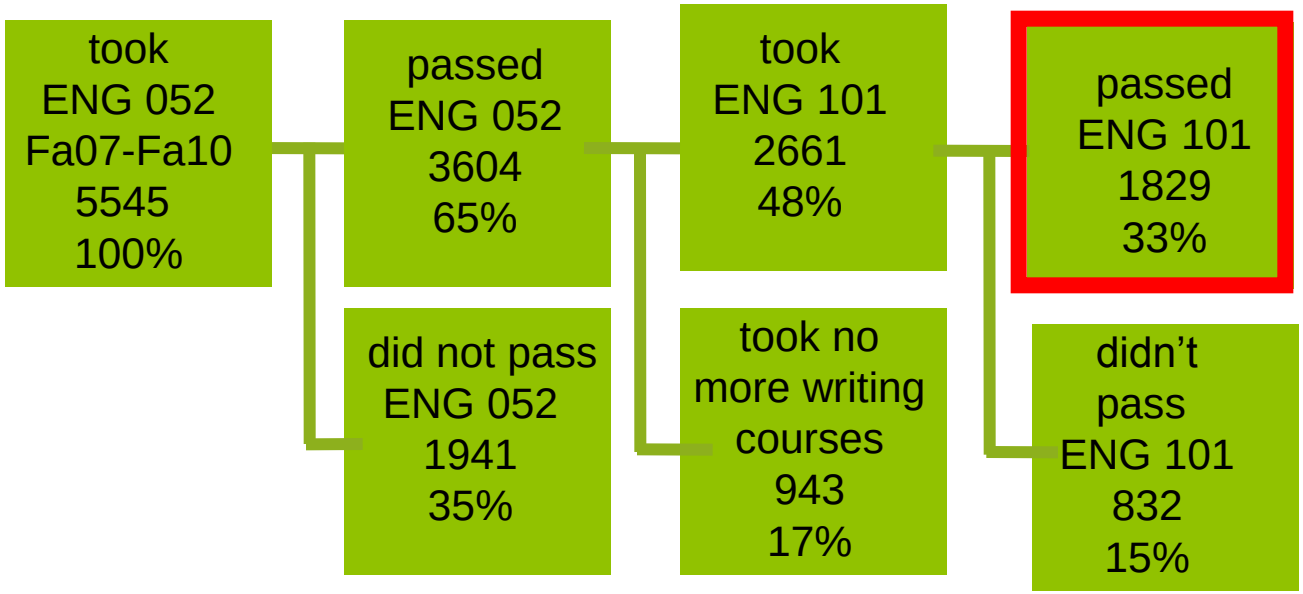

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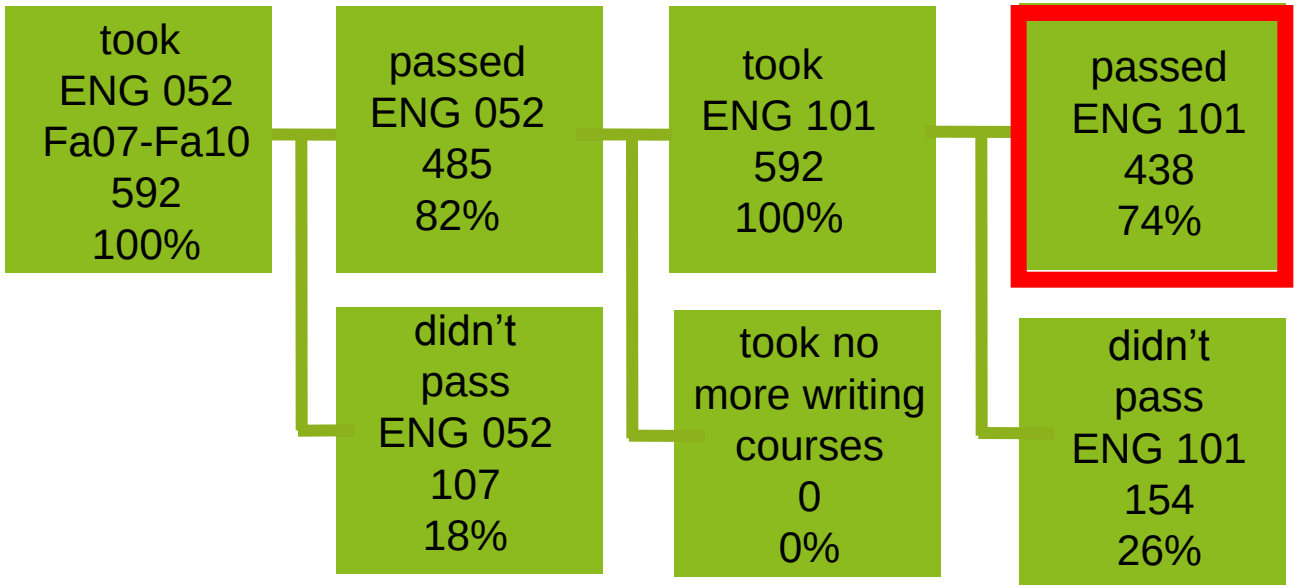

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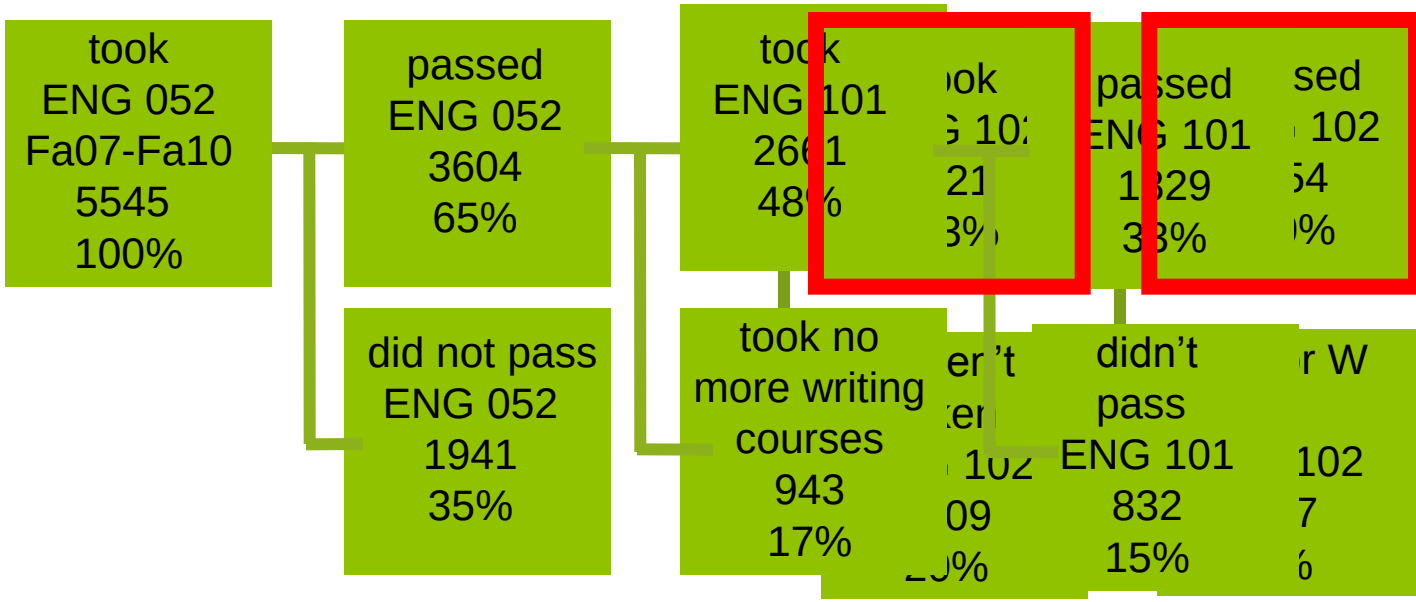

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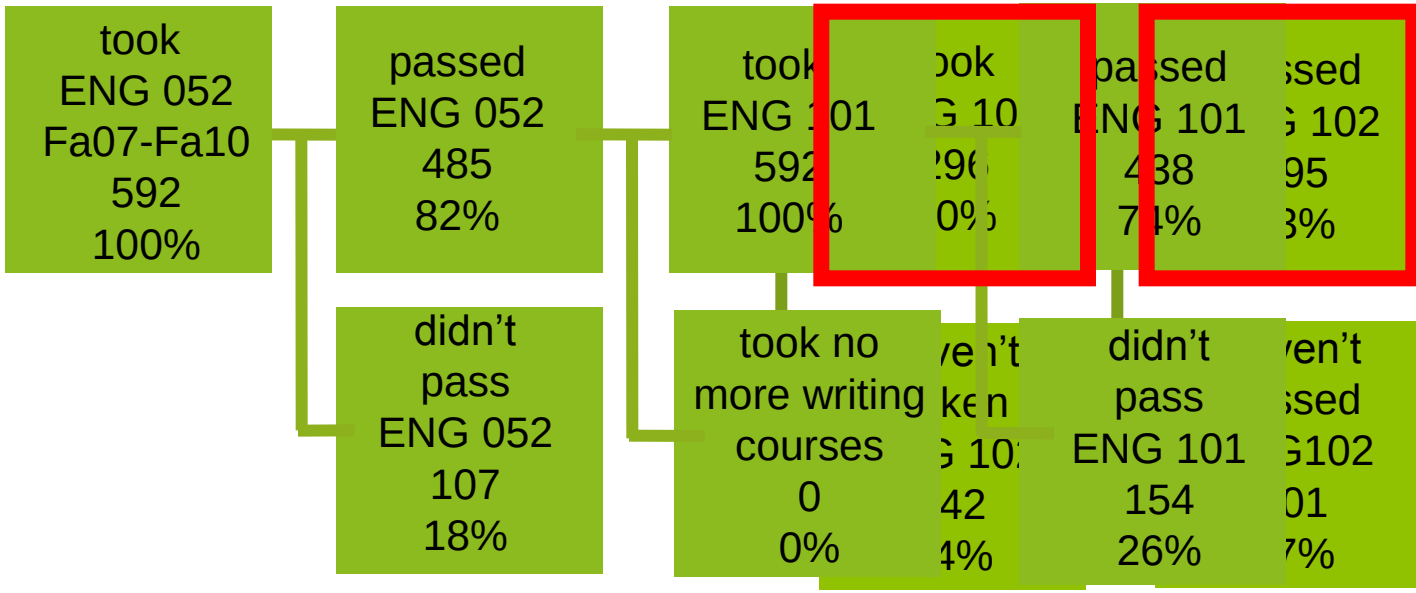

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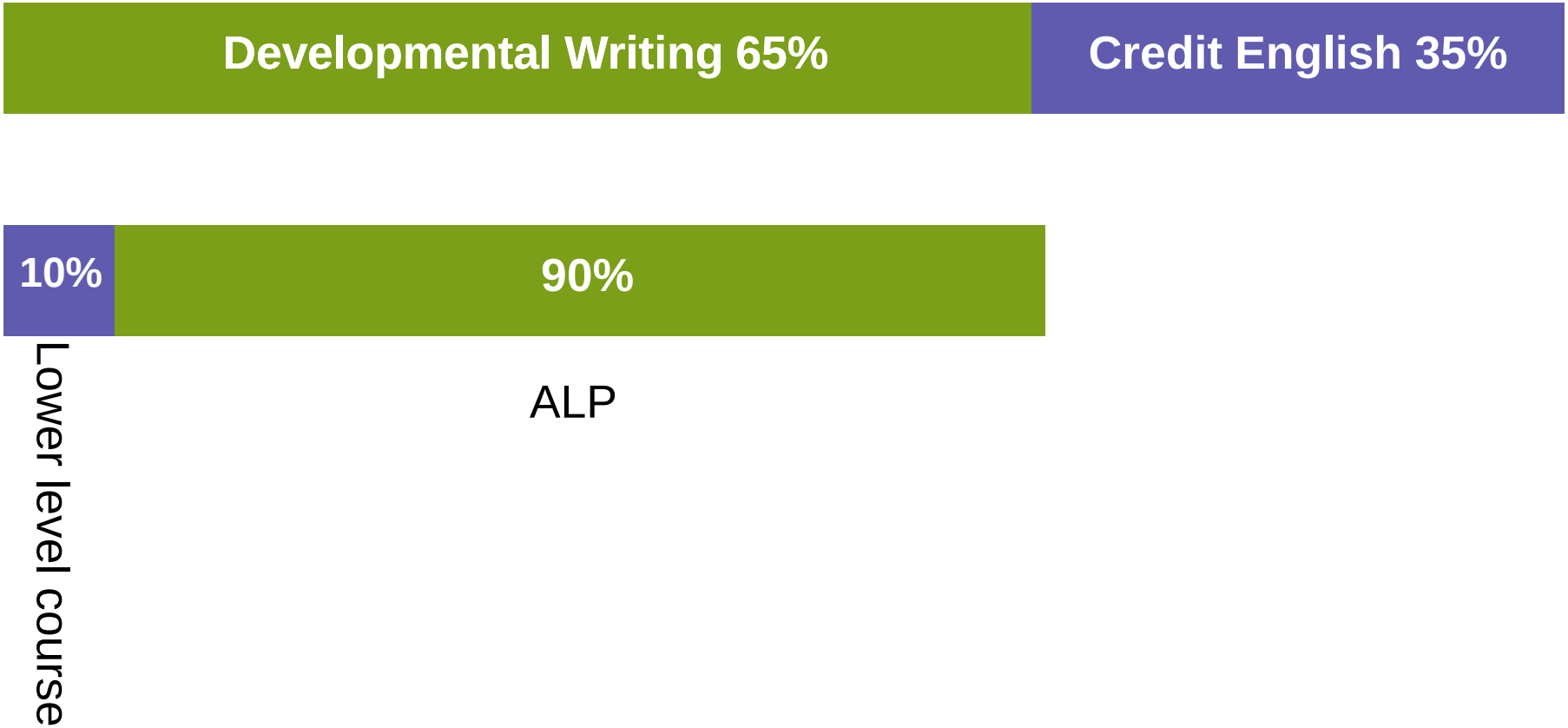
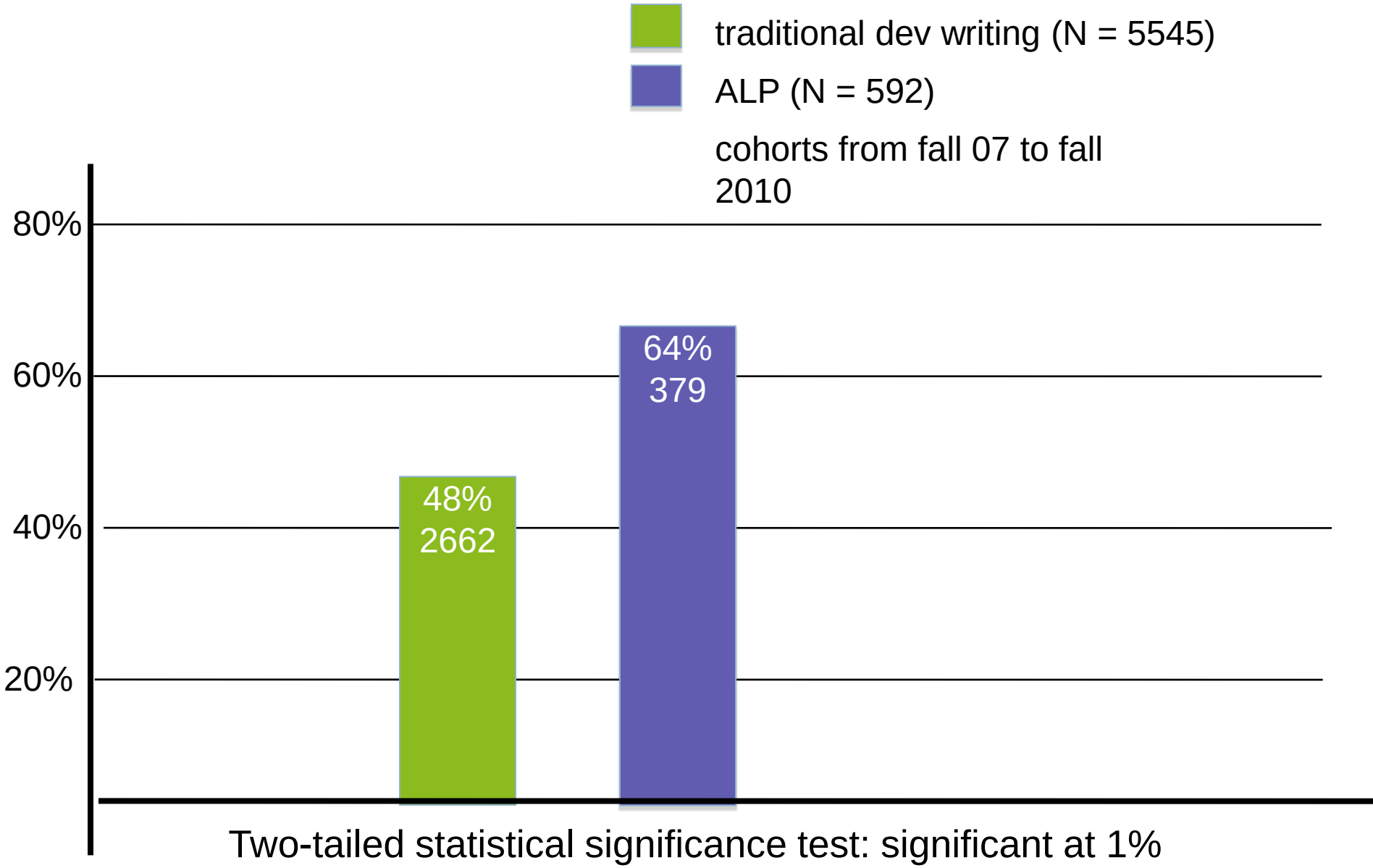


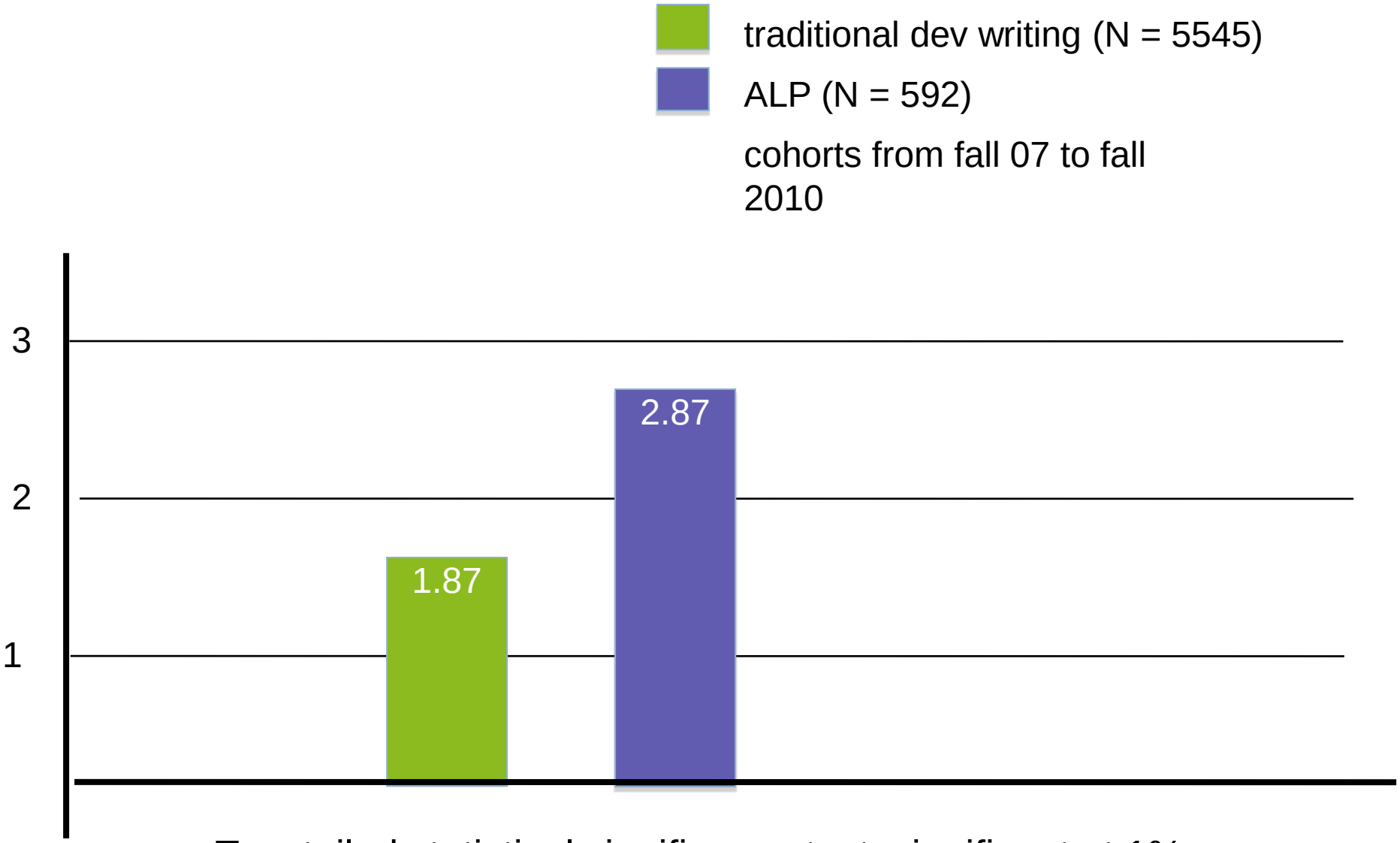
Longitudinal Studies: Persisted to Next Year after Developmental Course



Two-tailed statistical significance test: significant at 1%

Data from Cho, Kopko, & Jenkins, 2012 (CCRC)

Longitudinal Studies: Courses Completed One Year after ENG 052



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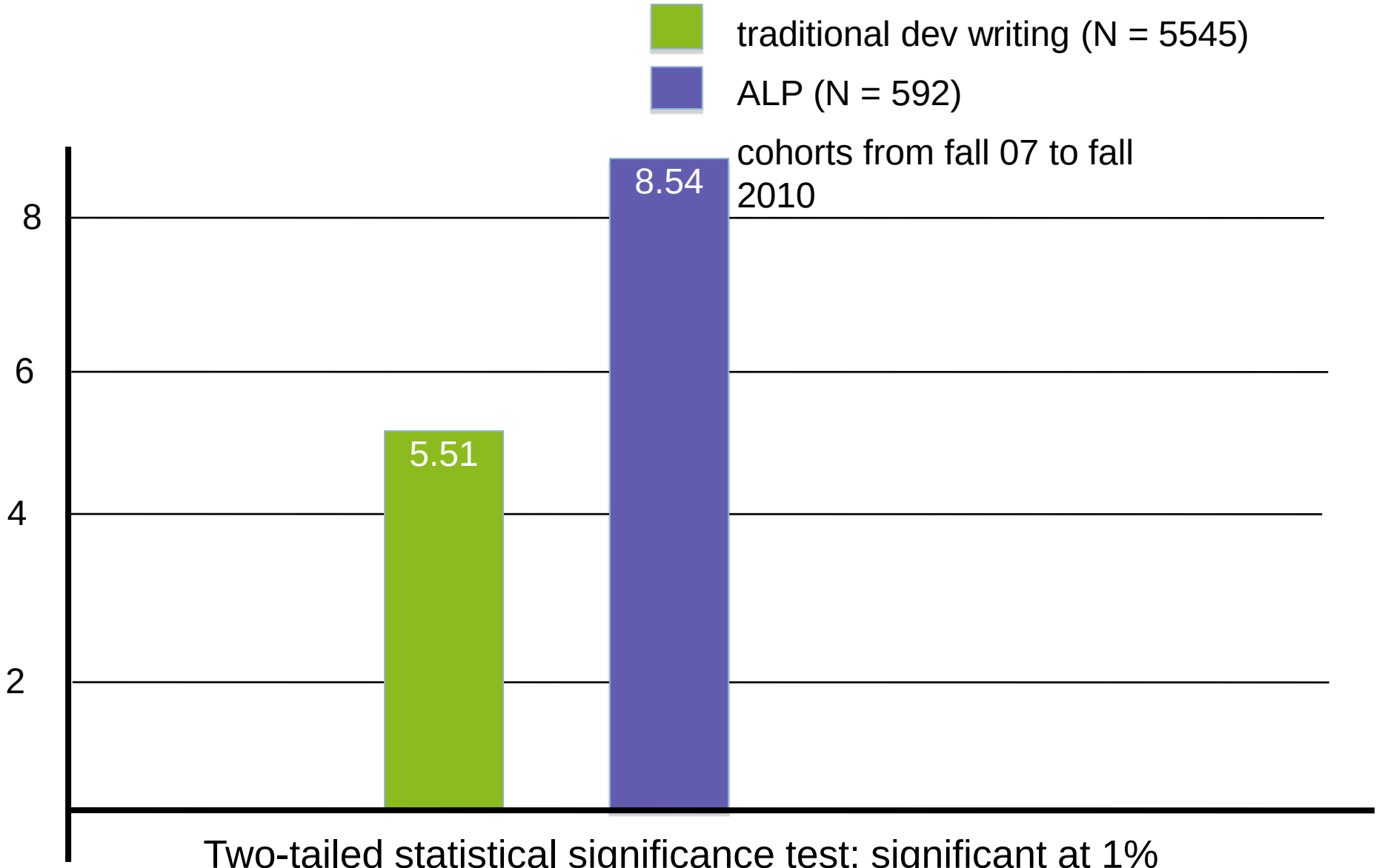
Longitudinal Studies: Credits Completed One Year after ENG 052



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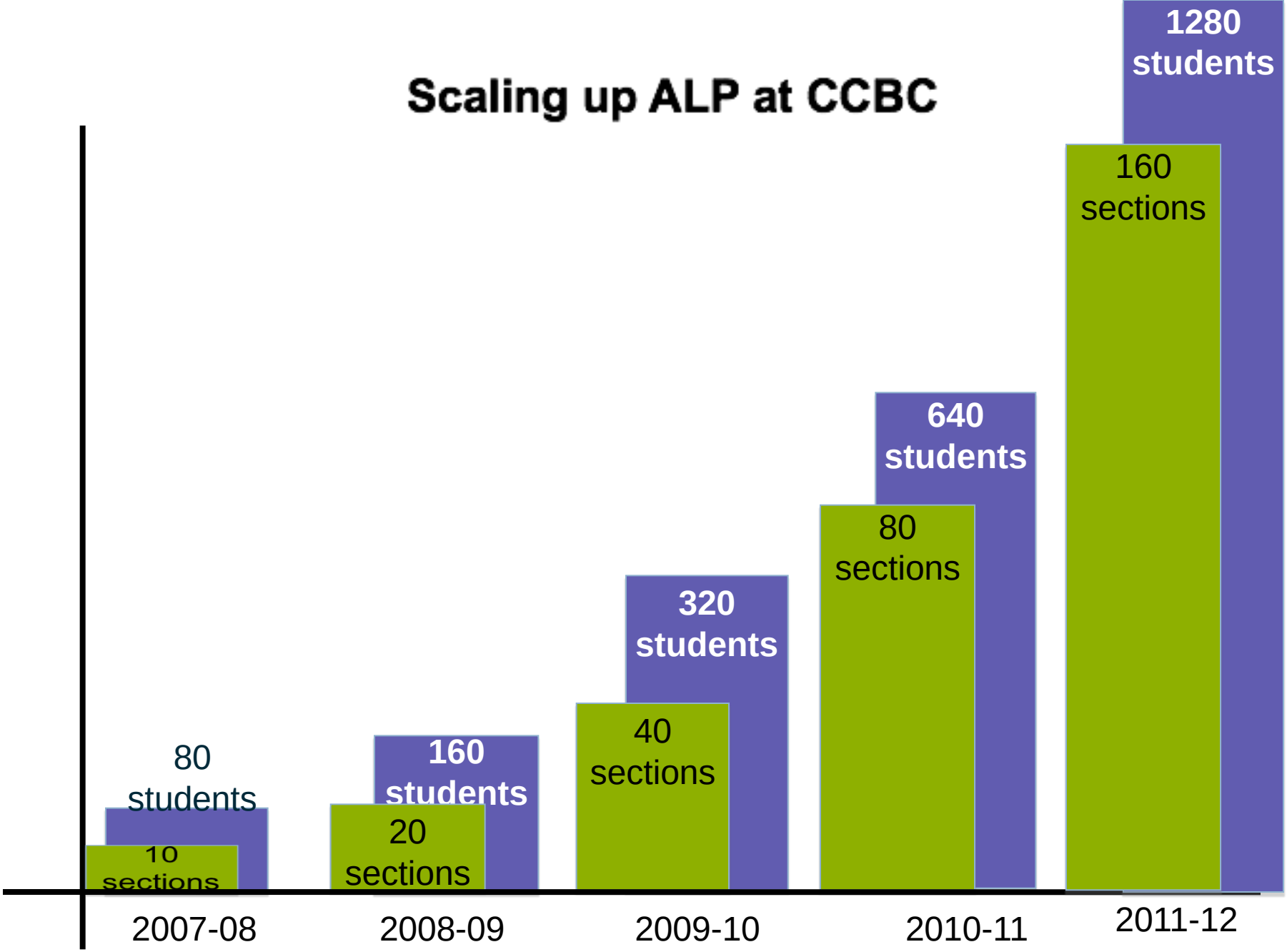
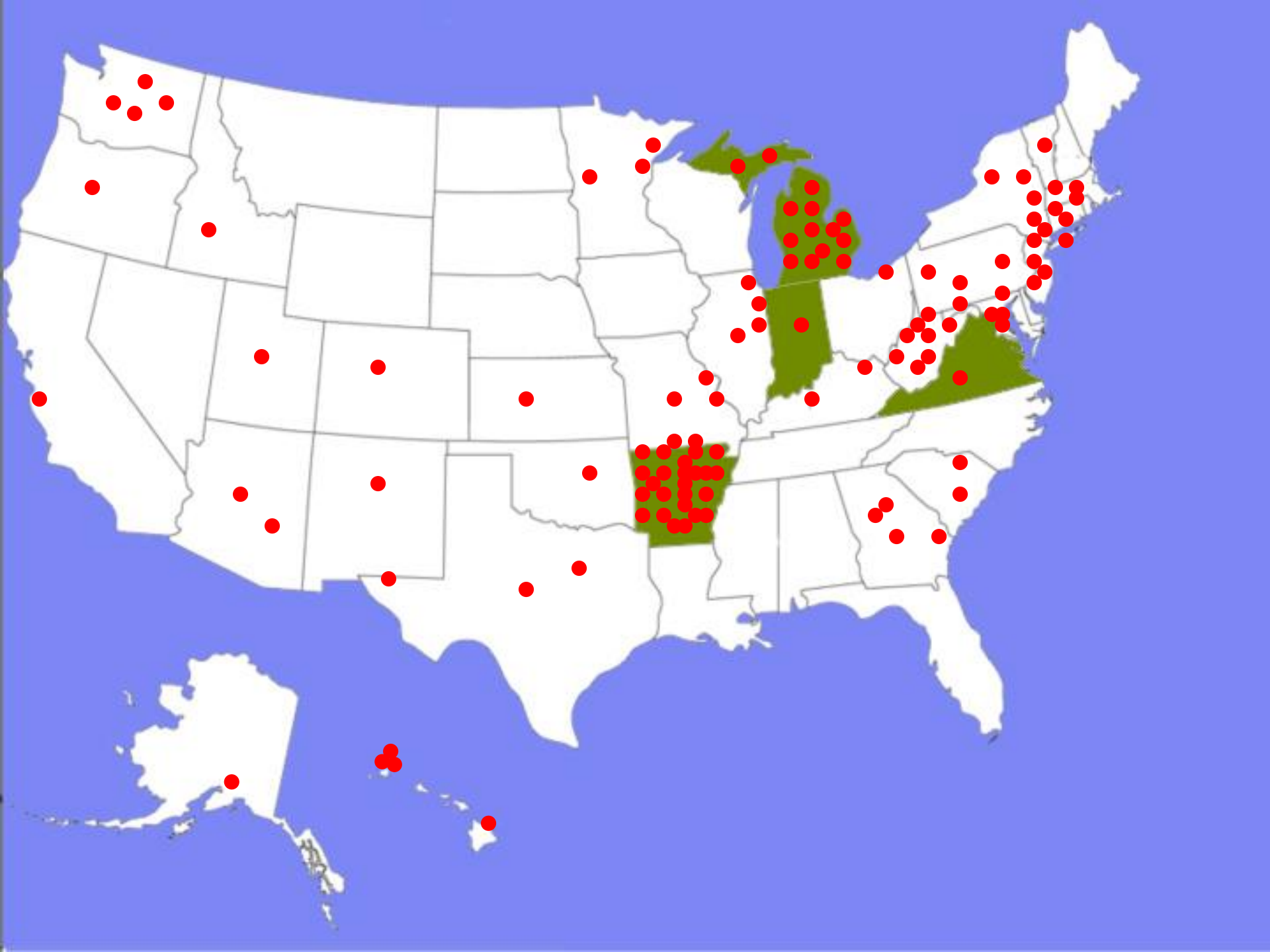
Critical Features of ALP

- Students take their developmental writing course concurrently with the credit-level writing course, rather than as a pre-requisite.
- The same instructor teaches the ALP course and the credit course.
- At least half the students in the credit English course are students who placed into credit-level writing.
- The ALP cohort is no more than 12 students.
- ALP instructors recognize the importance of paying attention to the non-cognitive issues affecting their students.
- The pedagogy in the ALP course is based on “backward design” from the credit course and emphasizes active learning, improved reasoning skills, engaged reading, and more effective editing skills.

Scaling up ALP at CCBC





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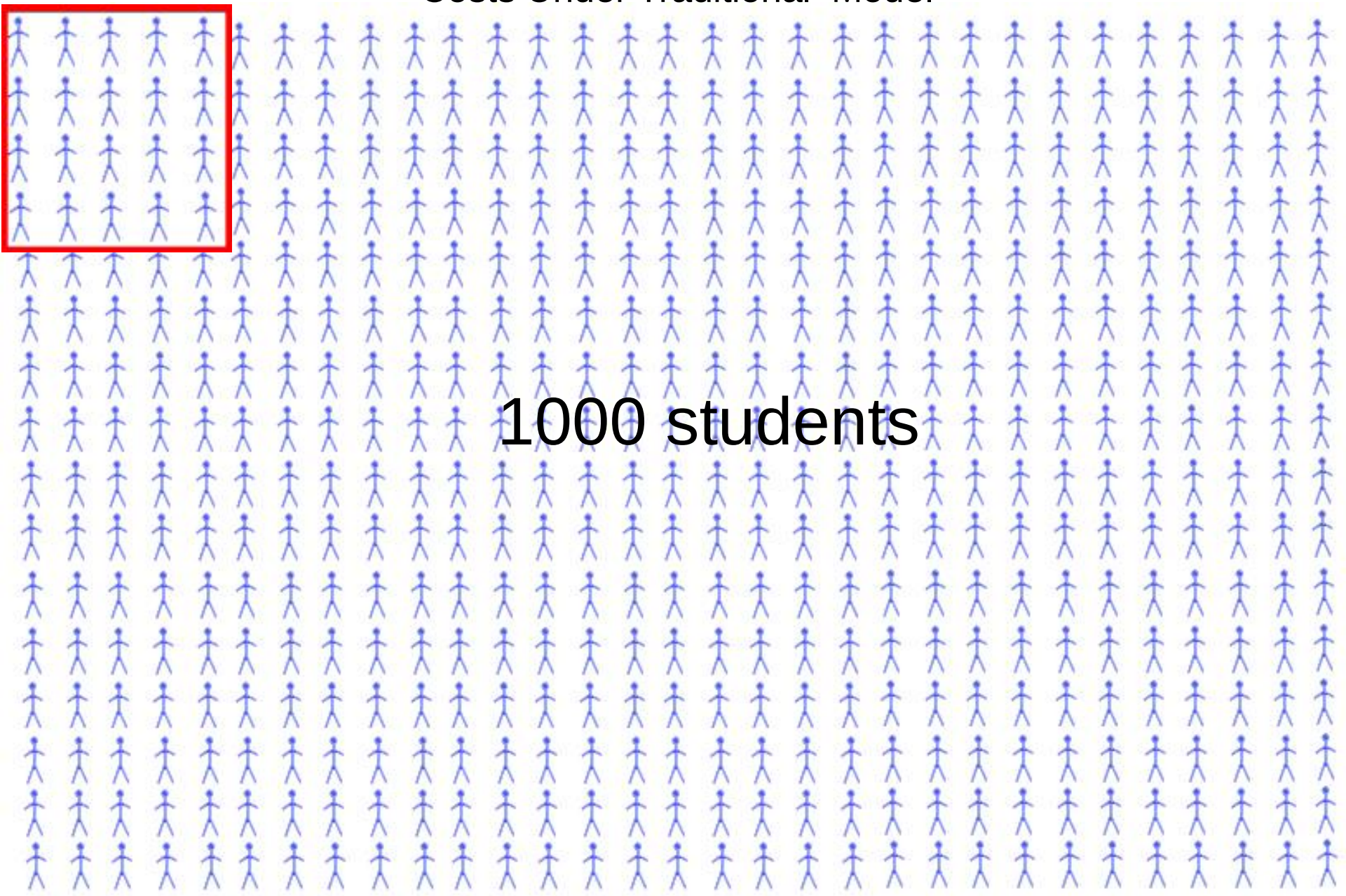
Costs Under Traditional Model



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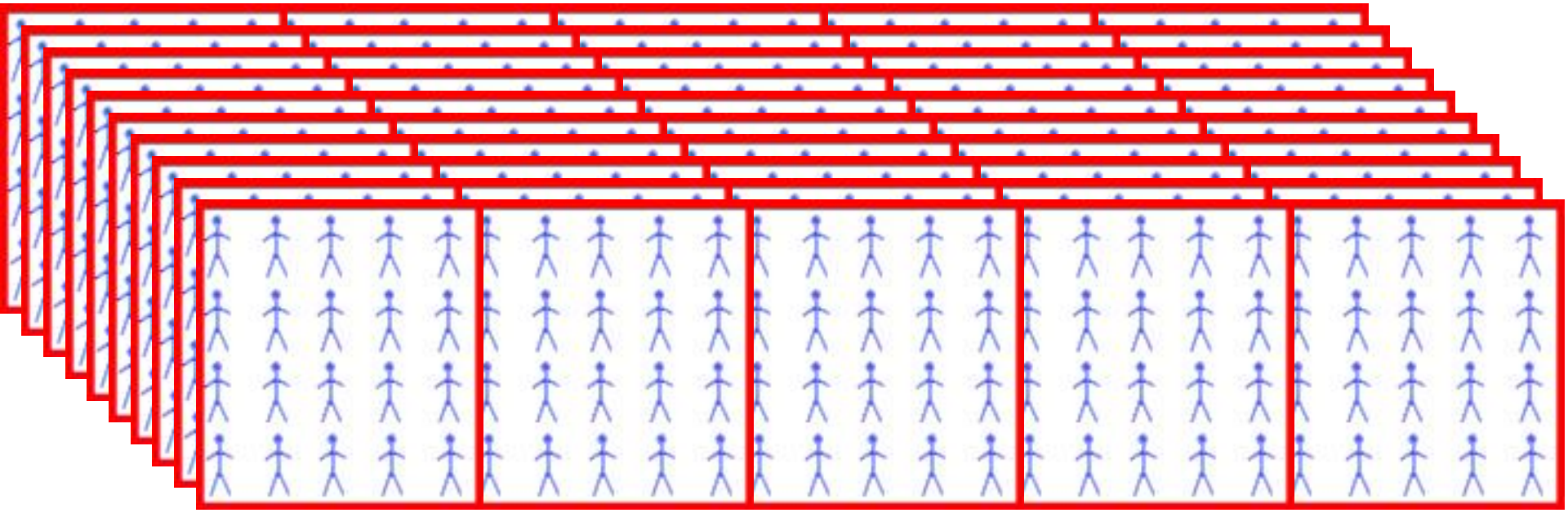

50 sections of Dev Eng

X 3 faculty credit hours/section

= 150 faculty credit hours

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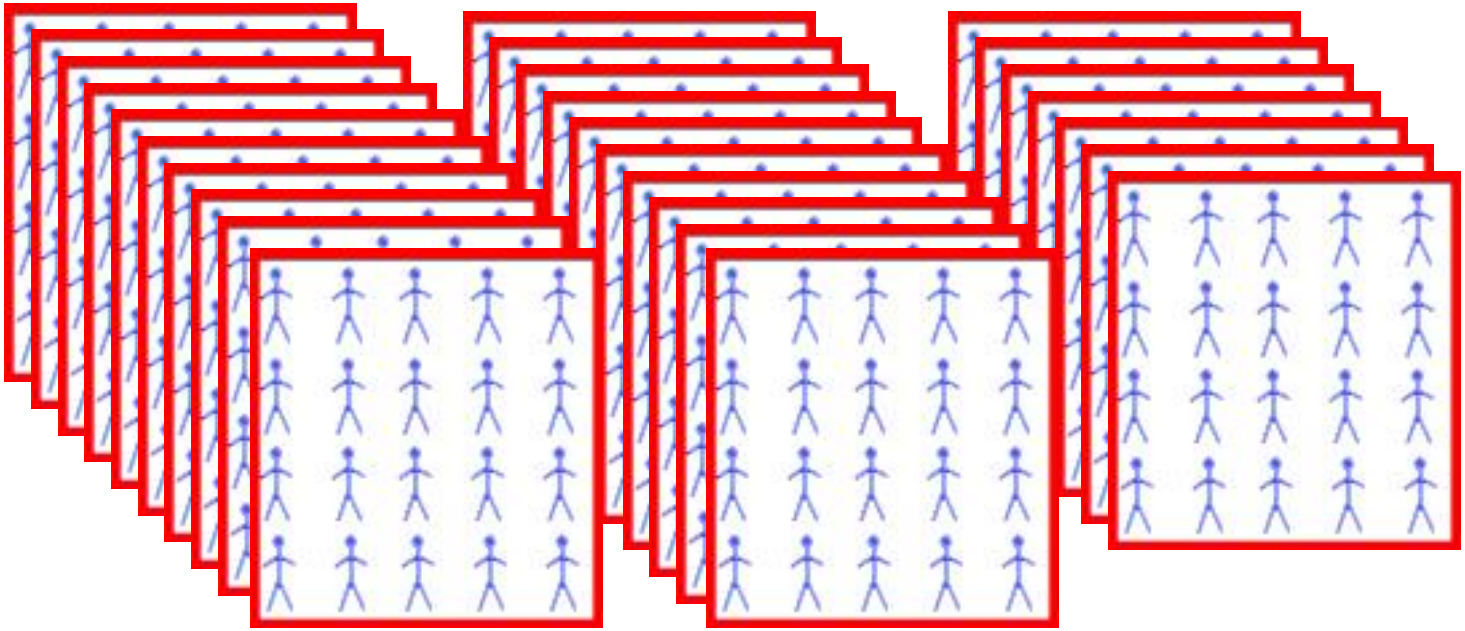
Costs Under Traditional Model



54% of traditional developmental students take 101

.54 X 1000 = 540 students

540 students ÷ 20 students/section
= 27 sections

27 sections X 3 faculty credit hours/section
= 81 faculty credit hours

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Costs Under Traditional Model

total for developmental course =	150 faculty credit hours
total for 101=	81 faculty credit hours
total =	231 faculty credit hours

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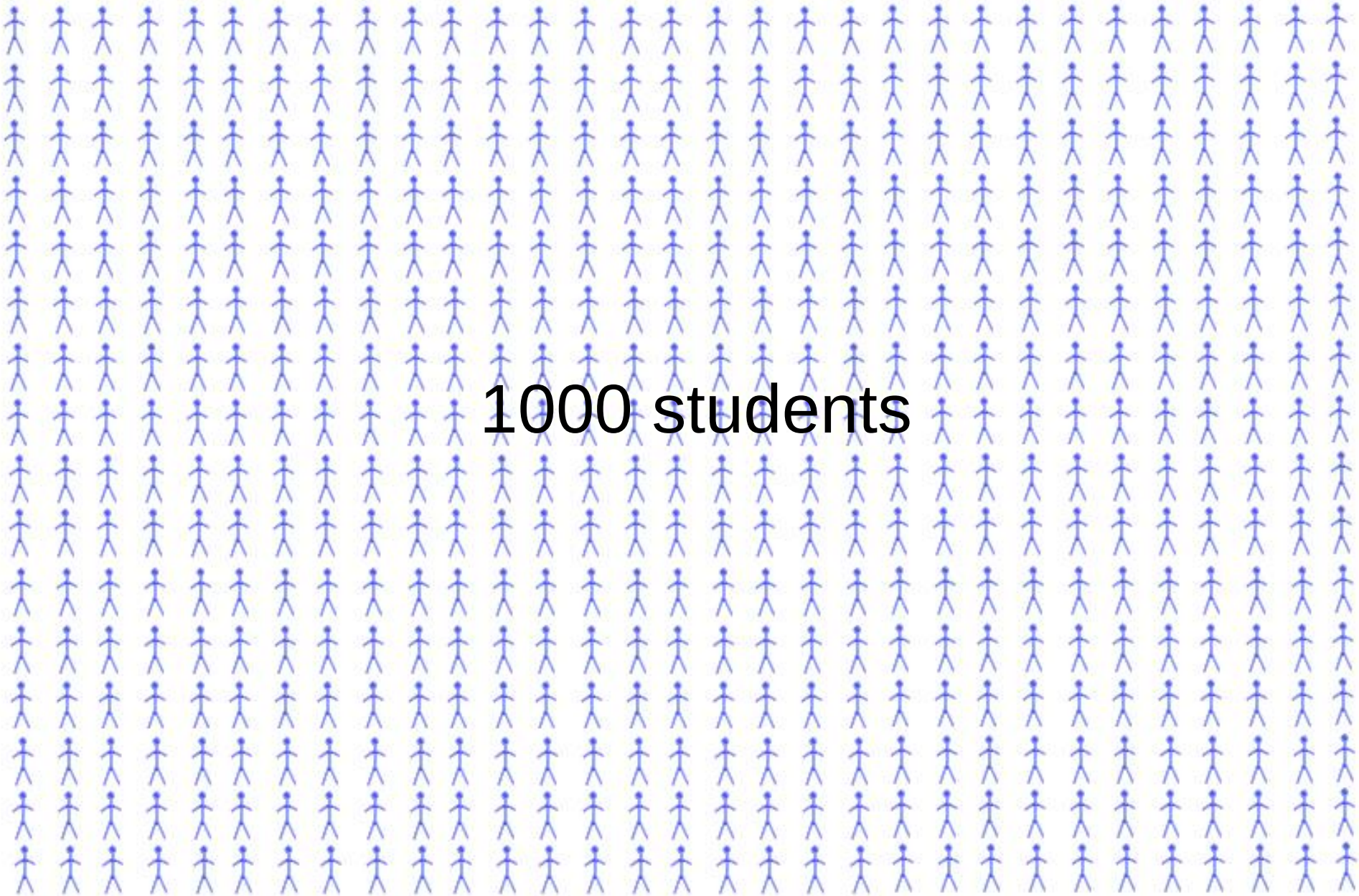
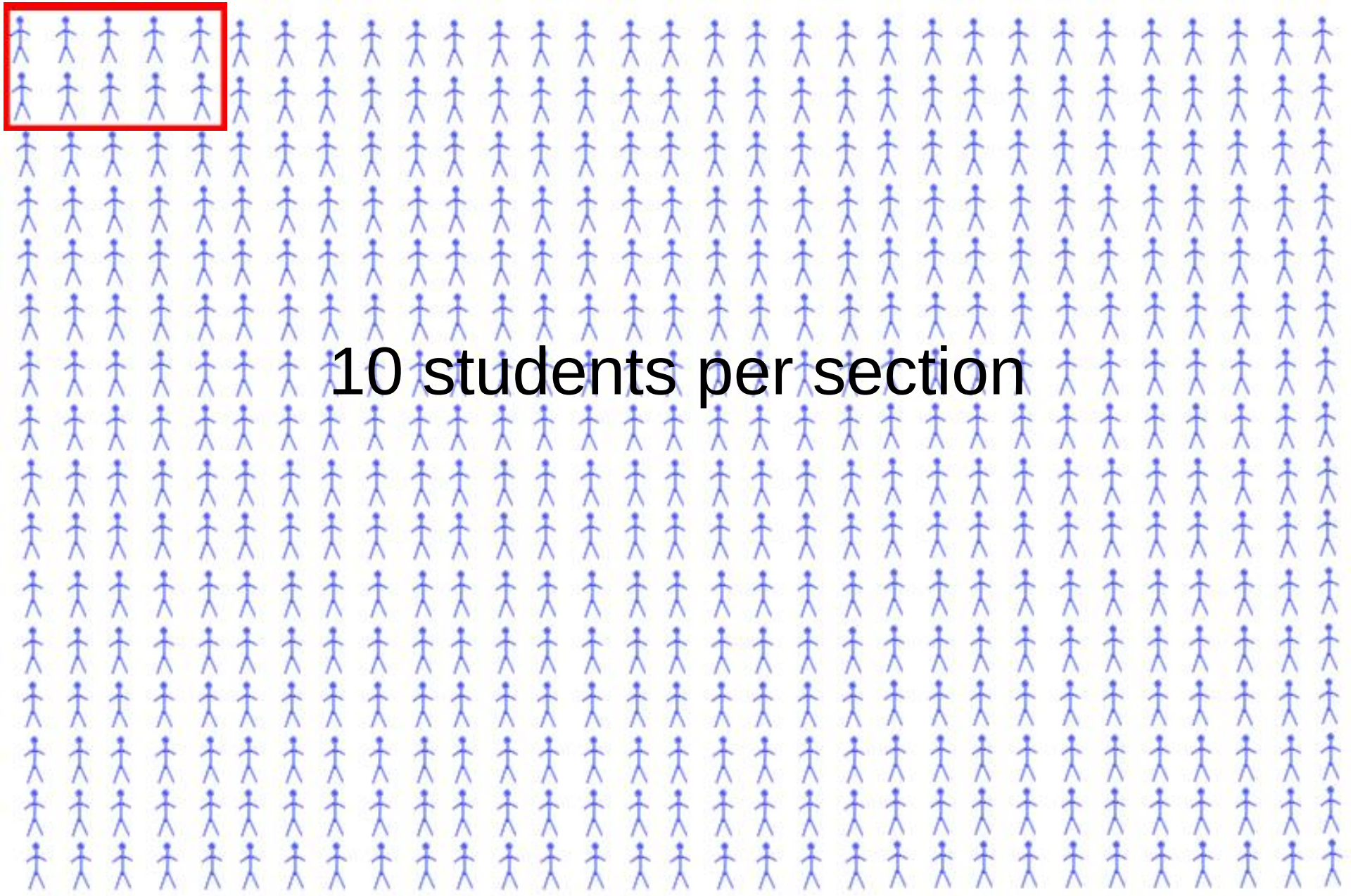
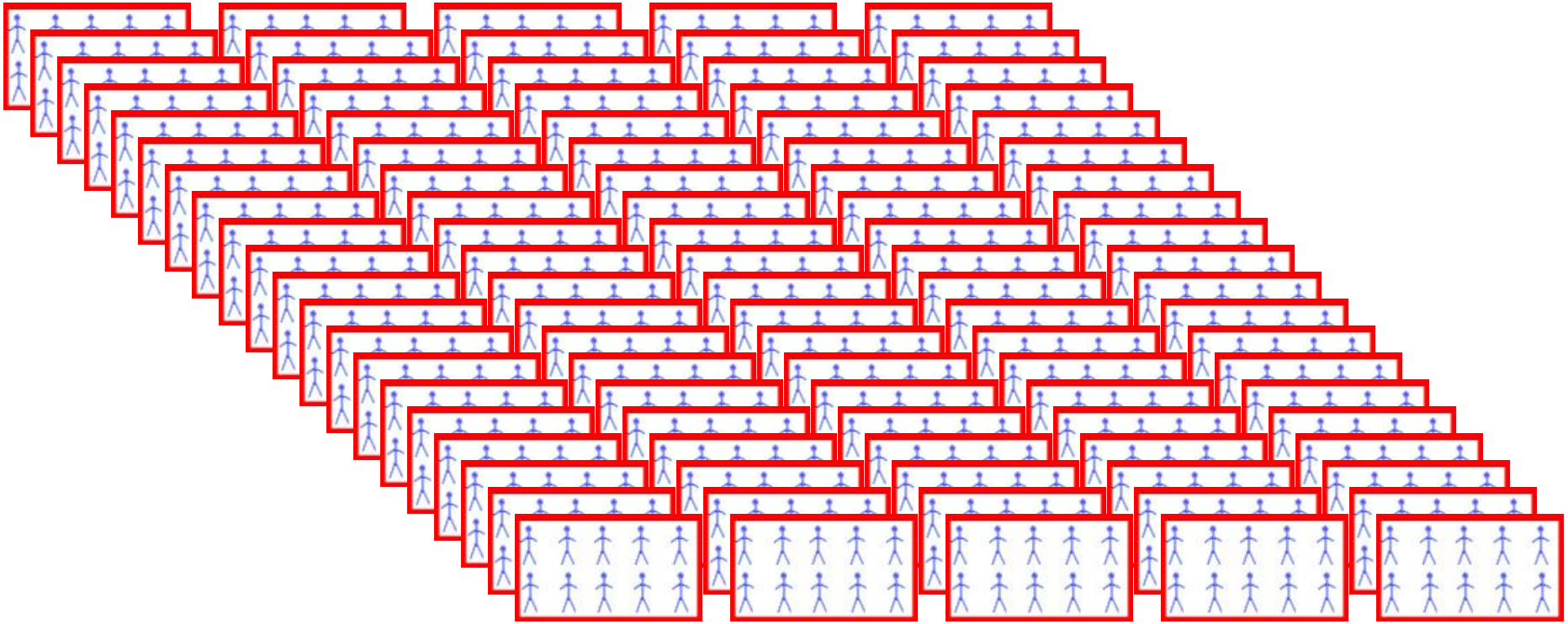
Costs Under ALP



Costs Under ALP



Costs Under ALP



100 sections of ALP Dev Eng

X 3 faculty credit hours/section

= 300 faculty credit hours

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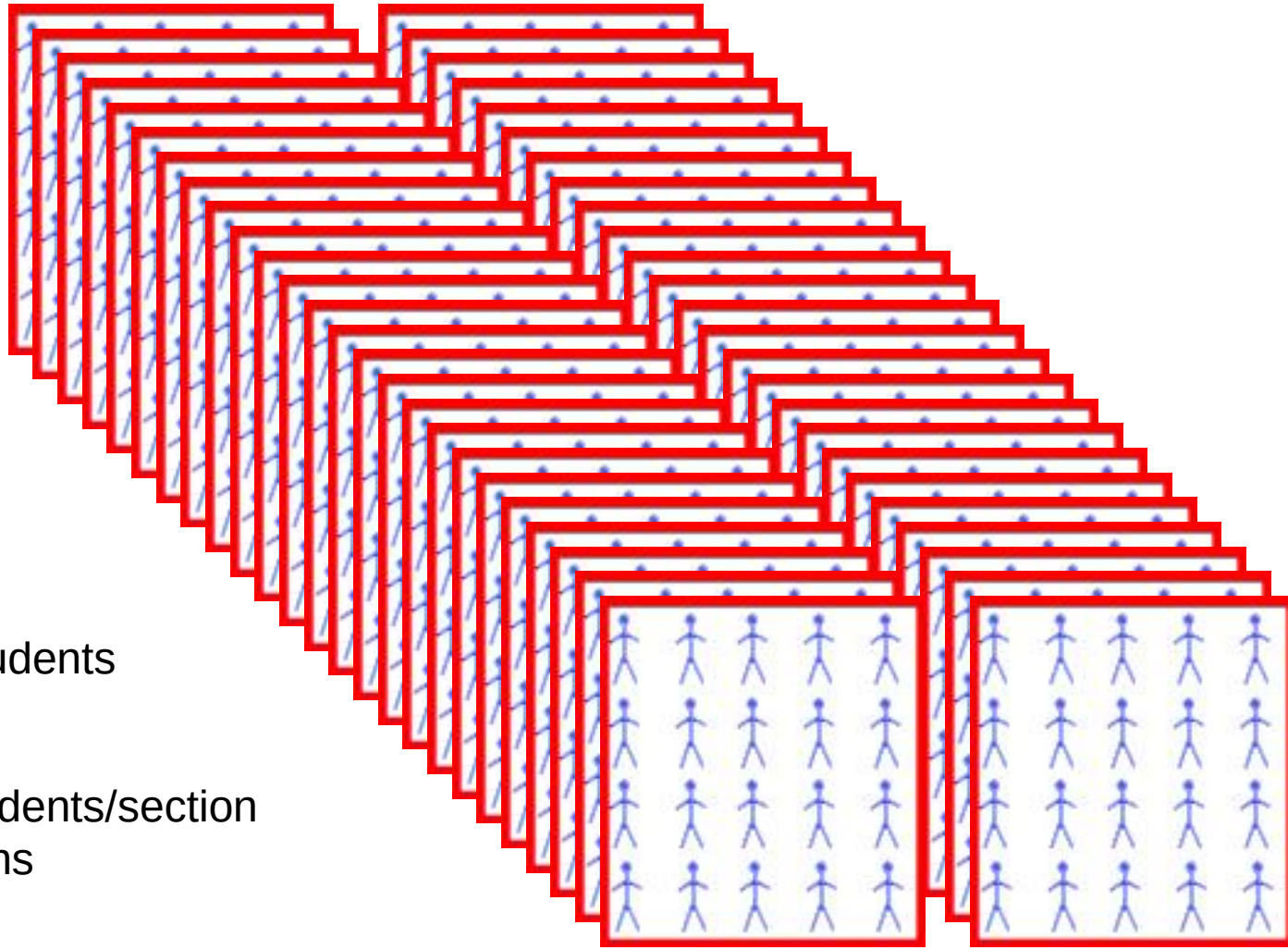
Costs Under ALP



1.00 X 1000 = 1000 students

1000 students ÷ 20 students/section
= 50 sections

50 sections X 3 faculty credit hours/section
= 150 faculty credit hours

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Comparison of Costs for 500 Students

Traditional		ALP	
DEV: 50 sect X 3 cr/sect =	150 fch	**DEV**: 100 sect X 3 cr/sect =	300 fch
101: 18.5 sect X 3 cr/sect =	81 fch	**101**: 50 sect X 3 cr/sect =	150 fch
TOTAL:	231 fch	**TOTAL**:	450 fch

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An Analogy

	cost/year to operate	widgets per year	cost per widget
traditional factory	$231,000	33,000	$7.00
ALP factory	$450,000	74,000	$6.08

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An Analogy

	cost per year	students per year	cost per student
traditional factory	231 fch	330 (33%) of 1000 students pass FYC	.700 fch per passing student
	cost per year	**students per year**	**cost per student**
ALP factory	450 fch	740 (74%) of 1000 students pass FYC	.608 fch per passing student

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An Analogy

	cost per year	students per year	cost per student
traditional factory	231 fch	330 (33%) of 1000 students pass FYC	.700 fch per passing student
	cost per year	**students per semester**	**cost per student**
ALP factory	450 fch	740 (74%) of 1000 students pass FYC	.608 fch per passing student

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Summing It All Up

Compared to traditional developmental writing approaches, ALP

- doubles the success rate,
- cuts the attrition rate in half,
- does it in half the time,
- at slightly less cost per successful student.

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