

THE CENTER FOR APPLIED RESEARCH

REPLICATING THE ACCELERATED LEARNING PROGRAM:

Updated Findings

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ACHIEVING THE DREAM



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INTRODUCTION

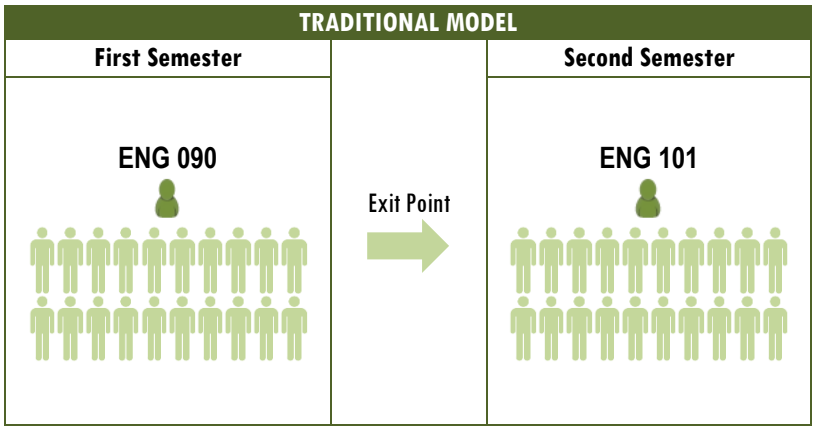
A common challenge facing community colleges is the issue of developmental education, specifically the low completion rate of students who begin their college careers in the developmental sequence. With more than half of all college students placing into developmental courses and the cost of educating these students estimated to be approximately $2 billion dollars (Bailey, Jeong, & Cho, 2009), there is an increased focus at the college, state and national level on ways to improve outcomes for this group of students. Organizations such as Complete College America have referred to remediation as "Higher Education's Bridge to Nowhere" (Complete College America, 2012) and have recommended replacing the traditional sequence of developmental education with programs that accelerate students by co-enrolling them in college-level courses and developmental courses (Complete College America, 2013). One program that has specifically been highlighted as a best practice is the Accelerated Learning Program (ALP) developed at the Community College of Baltimore County (CCBC) in 2007 (Center for Community College Student Engagement, 2013; Achieving the Dream, 2014).

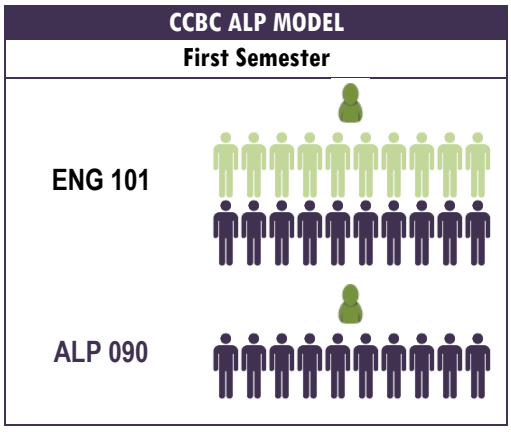
ALP was developed to address the low success rates of developmental writing students at CCBC by creating small cohorts of developmental students co-enrolled in the college-level composition course along with a companion course taught by the same instructor. Instead of first taking the developmental writing course (referred to in this study as ENG 090) and then the college-level writing course (ENG 101) in the next semester, students enroll directly into the college-level writing course along with a redesigned version of ENG 090 (ALP 090) taught by the same instructor. The companion course is designed to support the developmental writing students in meeting the requirements of the college-level course by providing additional writing help, along with addressing non-cognitive issues that may be barriers to student success.

The primary goal of ALP is to increase the percentage of developmental students completing and passing the first college-level composition course which is often a prerequisite for other college courses. ALP, as conceived by CCBC, is based on six components:

- Developmental students are co-enrolled in the developmental course and the college-level composition course, rather than completing the developmental course as a prerequisite;
- Both courses are taught by the same instructor;
- Developmental students are mainstreamed into the college-level course so that at least half of their classmates are college-level writers;
- The size of ALP 090 is no larger than 12 students;
- ALP instructors consciously and deliberately address non-cognitive issues in ALP 090; and
- ALP 090 supports ENG 101 through backwards design so that the objectives for the ALP course are the same as for the college-level course.

Several quantitative studies have demonstrated improved outcomes for ALP students at CCBC





compared to students who took the traditional sequence of developmental writing. Improved outcomes include higher completion and pass rates in both the developmental course and the college-level course, more credits earned, and higher retention rates (Cho, Kopko, Jenkins, & Jaggars, 2012). A cost analysis study showed that, per successful student, ALP is less expensive than the traditional model (Jenkins, Speroni, Belfield, Jaggars, & Edgecombe, 2010). Since its development in 2007, ALP has been adopted by numerous colleges across the country, including extensive state-wide implementations in Arkansas, Indiana, Michigan, Virginia, Colorado, and West Virginia. However, these colleges often have very different environments from that at CCBC, and there is a dearth of information about how these colleges fare when they do implement the model and whether they face new or unique challenges.

In 2013, the Center for Applied Research conducted a study designed to begin exploring ALP replication. This year-long study was conducted in three phases: an inventory of accelerated learning programs around the country, a look at student outcome data from a sample of seven colleges, and a qualitative case study of ALP implementation at two colleges. This study revealed that ALP is being implemented at colleges that are very different from CCBC in terms of geographic location, demographics, and developmental education structures. It also demonstrated that colleges that implement ALP have shown improved student outcomes, including higher success rates in ENG 101. Finally, the case study of two colleges that have replicated ALP showed that, although there were differences compared to ALP at CCBC in the focus of classroom activities and how the ALP course was used to support the ENG 101 course, they shared many commonalities, especially a focus on building a supportive community of learners. However, there were some definite limitations to this study, particularly the newness of many of the ALPs which resulted in very limited data to analyze.

Consequently, this continuation study was conducted to build upon these preliminary findings. In the previous study, the three phases occurred largely in a sequence, with college-level information first being gathered by the inventory, those responses being used to select seven colleges to study in greater detail, and then the case study of two colleges occurring last.

In this updated study, the three phases took place concurrently. For Phase 1, the national inventory was revised slightly and information was solicited from a larger pool of colleges known or thought to have implemented ALP. In Phase 2, the seven colleges were narrowed down to four colleges. Two of the colleges, Jackson College and Lansing Community College, have both worked closely with the CCBC ALP team during the implementation phase and have replicated the CCBC ALP model, though, as the previous study showed, ALP at these two colleges looks quite different from ALP at CCBC. North Arkansas College was of special interest because it implemented the CCBC ALP model at full-scale, with no pilot, which eliminates many of the self-selection issues inherent in studying many educational interventions. The final college chosen for Phase 2, Atlantic Cape Community College, modified the CCBC ALP model into the Triangle Model, which results in larger ALP class sizes. Finally, for Phase 3, a case study of ALP at North Arkansas College was conducted to explore the unique situation of a college that chose to commit completely to ALP, so that all students who previously would have taken the upper-level developmental writing course now are placed into ALP.

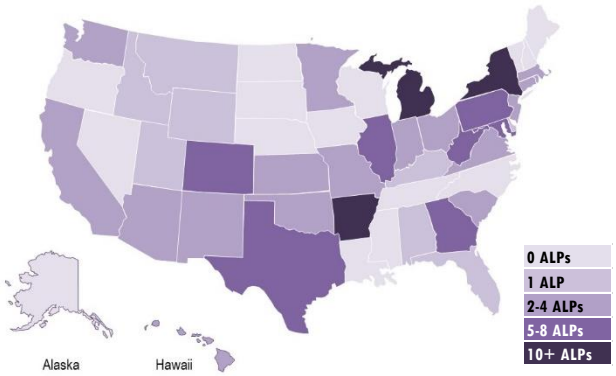
In this continuation study report, a chapter is devoted to each phase, followed by a conclusion that raises questions about future areas of study. It is hoped that the information will be useful to colleges considering or in the early stages of implementing ALP.

THE EXPANSION OF ACCELERATED LEARNING PROGRAMS

As part of this continuation study, the national inventory survey of ALPs was revised and updated (Appendix A). Responses confirmed the findings from the first study that ALPs are being implemented in a variety of environments, are relatively new programs, lead to pedagogical changes, could benefit from more training, and face similar challenges. However, responses also revealed more insight into how programs are adjusting ALP to fit their needs. In the first inventory, most of the information provided by the colleges focused on the initial implementation of ALP because most of the colleges were still very early in the implementation process. Now, a year later and with more colleges represented, the focus of the discussion has shifted to changes in course structure and pedagogy. Because many of the programs have now been active for several years, colleges are better able to speak to the nuances of how the two courses work together and to speak to the modifications they've already made to their programs since originally piloting ALP.

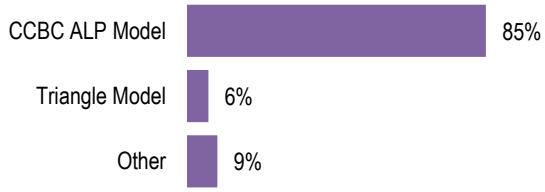
Whereas the first inventory included only 63 programs, this updated study includes information from 137 colleges (Appendix B). Based on the findings, ALPs have now expanded to at least 35 different states. Ten of those states have five or more programs in place at colleges across the state, including extensive expansion in Arkansas, Michigan, and New York.

States with Accelerated Learning Programs



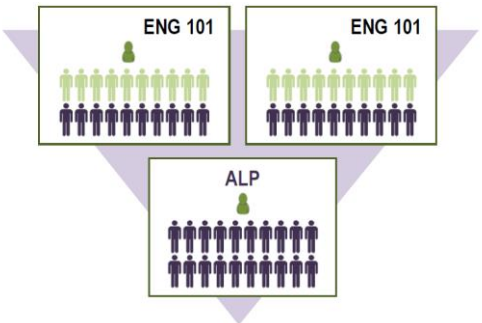
Although the vast majority of the programs included in the inventory (85%) are using the ALP model as conceived and developed by CCBC, 15% of the colleges have made modifications to the model. These include linking the college-level composition course to a student success course for developmental students, offering individualized tutoring and workshops, and reserving certain sections of college-level composition for developmental students only, rather than mainstreaming them with college-level students.

Most programs are using the CCBC ALP model.



Six percent of the colleges have chosen to implement the Triangle model. While CCBC recommends an upper limit of 12 students in the ALP developmental course, some colleges find this small class size to be an obstacle to implementation. Instead, the colleges have a larger ALP class that draws students from two different college-level composition courses. At all of the colleges included in the inventory that have implemented the Triangle model, all three courses are still taught by the same instructor.

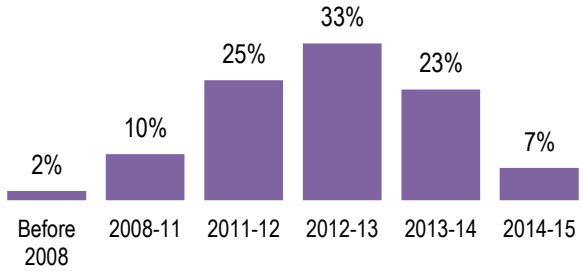
The Triangle Model



For the rest of this discussion, only those colleges following the CCBC ALP model or the Triangle model are included in the analysis. Because some colleges did not provide sufficient information to analyze, this section includes responses from 105 out of the 137 colleges.

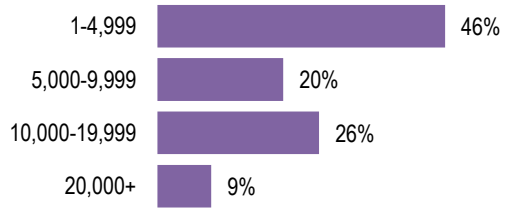
The majority of the programs (63%) have been implemented since 2012. Although only 7% of the colleges in the inventory implemented ALP during the 2014-15 academic year, it is likely that there are other colleges that also established ALPs during this year. However, because the inventory survey was conducted during the Fall 2014 term, those programs may not have received a request to complete the survey.

Most ALPs have been implemented since 2012.



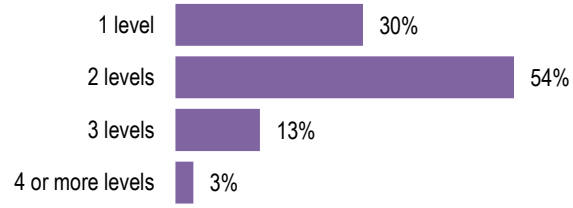
Responses to this updated inventory support the findings from the previous one that ALPs are being implemented in a range of environments in terms of location, size, and developmental education structures. As seen in the map on the previous page, ALPs are geographically diverse. They also vary in size. Almost half of the colleges in the inventory are small colleges with fewer than 5,000 students. However, CCBC is a large college with over 20,000 students and other colleges of this large size have also implemented ALP.

Almost half of ALPs are at small colleges.



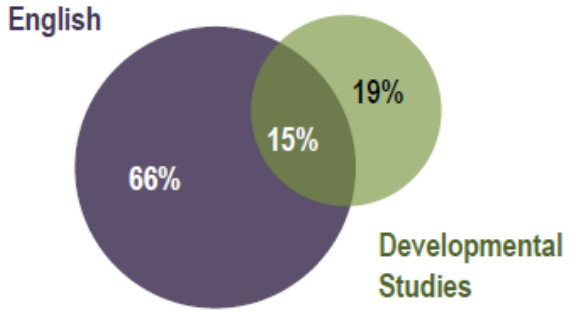
The colleges differ in the length of their developmental writing sequence. At 30% of the colleges, there is just one developmental writing course while 54% have two levels. However, 16% of the colleges have three or more levels of developmental writing that students must complete before they can enter college-level English. The colleges also vary greatly in the percentage of students placed into developmental writing, with a range from 5% to 90%, and a mean of 42%.

Most ALP colleges have one or two levels of developmental writing.



The previous study revealed that one challenge in implementing ALP can be the location of the developmental writing courses since the same faculty member teaches both the developmental and college-level course in ALP. Having faculty who teach developmental courses located in a developmental studies department while those teaching college-level courses are located in the English department can create the need for more cross-departmental collaboration and for more training if faculty are not experienced with teaching both levels. However, some colleges have clearly overcome this obstacle, as 19% of the colleges locate their developmental and college-level courses in different departments.

The Location of Developmental Courses



Another potential issue is that some unionized colleges face challenges related to course load which can impact how ALPs are structured and staffed. However, this issue appears to not be a hindrance, as the colleges in the inventory are almost evenly

divided between unionized and non-unionized faculty.

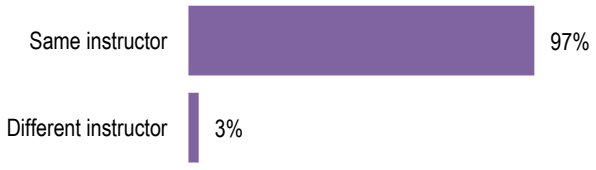
ALPs are implemented at both union and non-union colleges.



Although ALP has now been implemented at numerous colleges, at many of these colleges, the program started small and has stayed small. One-third of the colleges began their programs with just one ALP section and 22% of the colleges are still only offering one or two ALP sections. This percentage does not include those colleges that began their ALP program in Fall 2014 as they could not be expected to have scaled up their programs yet. However, other colleges have made progress towards scaling up ALP. At 32% of the colleges, more than half of the sections of the developmental writing course are ALP sections. This includes the 14% of colleges that have scaled up ALP completely so that no more traditional ENG 090 sections are offered.

One tenet of the CCBC ALP model is that both the ALP course and the college-level course should be taught by the same instructor, both to assist with the backwards design aspect of the program and to build a relationship between the ALP students and the instructor. Almost all of the colleges in the inventory follow this part of the model and have the same instructor teach both courses. Only 3% of the colleges have different instructors teaching the two courses.

At almost all of the colleges, the same instructor teaches both courses.



CCBC also recommends that there be no more than 12 students in the ALP 090 course with an additional 12 college-level students in the ENG 101 course. The mean class size for the colleges that indicated they were following the CCBC ALP model fits that recommendation with a mean of 11 ALP students and 24 total in the ENG 101 class. However, there is quite a bit of variance to the class sizes, from 5 to 18 ALP students and 16 to 32 total ENG 101 students. For those following the Triangle Model, class sizes are naturally larger with a mean of 15 and a range of 6 to 18 in the ALP 090 course. Please note that these class sizes indicate the planned class sizes and not necessarily the actual class size which may be lower due to challenges related to filling ALP classes.

ALPS RANGE IN CLASS SIZE			
Model		ENG 101	ALP 090
CCBC ALP	Minimum	16	5
	Maximum	32	18
	Mean	24	11
Triangle	Minimum	18	6
	Maximum	25	18
	Mean	21	15
TOTAL	Minimum	16	5
	Maximum	32	18
	Mean	24	11

The colleges also vary in the hours per week spent in class. For the ENG 101 course, colleges offered 2.5 to 5.0 hours of class per week, with a mean of 3.1 hours. While most of the colleges offered the same number of hours in ALP 090 as in ENG 101, others offered less time for the ALP course. Class hours in ALP 090 ranged from 1.0 to 5.0, with a mean of 2.8.

COLLEGES CONTINUE TO STRUGGLE WITH LOGISTICAL CHALLENGES

One recurring struggle for colleges that implement ALP involves logistical issues, including registration, scheduling, staffing, and facilities usage. Responses to this updated inventory support the findings from the original study that these issues can impact the scaling-up process and long-term sustainability of the program. When logistical issues coupled with a lack of buy-in from advisors results in low enrollment, classes are in danger of being cancelled and programs in danger of being shut down.

A common challenge is that the registration and scheduling systems used by the colleges are not designed for the co-requisite and mainstreaming structure of ALP. Students must be able to register for ENG 101 when they have not met the prerequisite

of first passing the developmental course; they must register for both the ALP 090 course and the linked ENG 101 course; and there must also be a means of ensuring that there are college-level students enrolled in the other half of the ENG 101 course. It can be a logistical nightmare and most registration systems are not designed for this. A related technology issue is dealing with the course management systems which typically result in instructors having at least three course shells and rosters for each ALP block: one for ALP 090, one for the ALP students in ENG 101, and one for the college-level students in ENG 101.

> *The biggest challenge is IT. Getting the courses to show up on Web Advisor, link as co-requisites, allowing students to drop/add and to change specific restrictions in datatel has been an issue from the start.*
>
> *Scheduling is probably our number one headache. Students sign up for ALP by joining two courses…For whatever reason, students don't join sections that match and they end up having a mess for us to sort out.*
>
> *Our enrollment management system (a homemade one) is, shall we say, inflexible. It's been very difficult.*
>
> *Scheduling has been another barrier for our college in terms of aligning the developmental course with the one hundred level course so that the times are consistent.*

This leads many colleges to have to rely on a more manual system for registering students, but this requires complete buy-in for ALP from the advisors who are doing the registering.

> *Working closely with academic advising and tutoring office is imperative.*
>
> *Scheduling has been the biggest challenge. Our computer system does not appear to have a good way of making sure the same students are enrolled in the same instructor's linked courses, so much of this responsibility falls on advisors who have to know what this ALP thing is.*

However, at least one college has found a way to make the registration technology work for them. "We also worked out how students can register online and how we manage the course capacities automatically rather than manually. We have steered more writing students into ALP by making registrations into the traditional sections a manual registration in Student Services and not available online."

Another challenge has been staffing ALP when some colleges require a more advanced degree to teach the college-level course than the developmental course. ALPs must find sufficient numbers of faculty who are qualified and trained to teach both courses, especially if they want to scale-up the program.

> *Finding faculty can be difficult--we need faculty who teach both the college-level and developmental course, have a master's degree in English or a related field, and have the right teaching style for the program.*
>
> *The biggest challenge is in identifying other faculty to teach in this model. Not all writing instructors have experience teaching both courses, so we are making an effort to assign interested faculty both developmental and English Comp 1 sections so they gain experience with the population and curricula.*
>
> *We have run into the problem of not having enough trained faculty to staff the number of sections we would like to schedule.*

Finding enough classroom space can also be a challenge, especially as programs incorporate more technology into the coursework and require computer labs. Often colleges lack enough computer labs or find it challenging to schedule time in those labs when needed. The small class size of ALP can also contribute to classroom space issues. "Facility use has also been a challenge as a classroom that can accommodate a full class is used for the ALP sections with 8 students."

NON-COGNITIVE ISSUES ARE ADDRESSED FORMALLY AND INFORMALLY

One critical component of the CCBC ALP model is a focus on non-cognitive issues in the ALP 090 course. This can include addressing life problems and affective issues informally as they come up in class or more formally as an integral part of the syllabus and assignments. A slight majority of the colleges in the inventory said that they addressed non-cognitive issues only as they came up rather than including them as part of the syllabus. However, many of these colleges noted that these issues arise more often in the ALP 090 course than in the traditional developmental course or in the college-level course, partly because of the small class size.

> *I don't address the non-cognitive issues in the syllabus – these are addressed on an as-needed basis, with me opening the door to students so they have the opportunity to help decide when it's needed.*
>
> *Any issues that may arise through the semester are addressed as they come up. I brainstorm with the students to think of alternative solutions in an attempt to make sure they can get to class and continue to learn.*
>
> *Non-cognitive issues are addressed as they come up. Students tend to feel more comfortable asking questions about non-cognitive issues in the small group session than they do in regular developmental writing courses.*
>
> *The groups are so small (seven to ten students) that we address them as they come up.*
>
> *They're normally addressed as they come up, but I'm seeing this happen more and more. Students in ALP sections feel more comfortable with their instructors.*

Some colleges have also embraced the idea of ALP faculty taking on the role of mentors and advisors so that when non-cognitive issues do arise, they may be better equipped to handle them.

> *Faculty are encouraged and trained to be mentors to the students and are expected to invest in each of their ALP students.*
>
> *The non-cognitive issues are usually addressed as they come up in class, but the instructors are taking an active role in new initiatives at the college to try to enhance support programs that will help with non-cognitive issues.*
>
> *They are addressed as they come up, for the most part…To give you an example, one afternoon last month, one of my students, who'd just received a referral from another instructor under our early alert system, asked, "What's an advisor?" So I explained. Turned out none of my students understood what an advisor was or what they were for and how they could help them. We spent most of that class talking about University resources available to them, their functions, and what to do if they needed them. Another student in another section needed to know why his financial aid hadn't come through. I texted someone in the financial aid office who graciously came over and explained how the system worked, why delays happened, and what recourses students had (we had an emergency loan system I was unaware of).*

Other colleges have made non-cognitive issues part of the course through writing assignments, guest speakers, one-on-one meetings with the instructor, and the choice of books to read.

> *Students meet one-on-one with the instructor midway in the class. These individual meetings focus on the affective domain and life issues as well as learning styles, learning difficulties, and pedagogical concerns. The students also are encouraged throughout the term to come to the instructor for assistance of any kind.*
>
> *We try to make a point of having space to talk about affective issues as needed, but we also incorporate some of that into the assignments, such as having an essay topic focus on student preparedness. Another way we do this is build into the schedule informal writing assignments we labeled "What's going on?" or "Checking in" in which we ask students to give us feedback about what is going on in their lives.*

Each Friday, time is set aside for what we call "Life Lessons" in our ALP sections. These are both determined topics (setting up a bank account, credit, alternate plans for college funding, etc.), and on an as-need basis.

Non-cognitive issues are addressed at the very beginning of the course as being barriers to education that can be overcome. We work in groups with case studies and problem solve the scenarios. We have also found that those issues need to be addressed throughout the course as well though because students work through the case studies very well, but they have a hard time applying the solutions to their own situations.

Some are doing a short lesson every day on affective skills. Others have embedded these skills into the writing assignments (writing a literacy narrative as a paper or doing writing activities such as "what is your monster that could impede your success as a student, and how do you conquer it?", for example). Other teachers are playing with gamification as a way to both teach writing skills and to help students over-come some of their fears of writing (twitter, etc.).

Several colleges specifically mentioned incorporating lessons on the theory of fixed and growth mindsets as a means of addressing non-cognitive issues. "We introduce fixed vs. growth mindset very early. We focus on time-management skills and provide information about learning styles within the first month. We also ask that they reflect on these topics…we ask students to evaluate their mindset at different points throughout the semester."

SCALING-UP REQUIRES MORE STRUCTURED TRAINING

Most responses to the original inventory indicated that training for ALP faculty was largely informal. Now, however, more colleges are offering organized workshops and other training for ALP faculty. It appears that, as colleges scale up their accelerated learning programs, they are creating more structured training and professional development offerings. While many colleges have received training assistance from CCBC in developing their programs (22%) and have attended the Conference on Acceleration in Developmental Education (71%), there is clearly a need to develop in-house training that can be used to bring new faculty into the fold.

During the early phases of implementation, training of ALP faculty appears to primarily occur in one of two ways. Either a select number of faculty are sent to the Conference on Acceleration in Developmental Education (often just a single faculty member) and then return to the college and train others as necessary, or the colleges participate in grant-funded opportunities where a trainer from CCBC is brought in to train multiple faculty members or even multiple colleges that are part of a state-wide effort. However, as programs become more established and add more ALP faculty, it may not be feasible to bring trainers from CCBC back to campus or send entire teams to the conference each year. Consequently, many colleges are beginning to think about offering their own internal ALP training.

In the beginning, we just jumped in. As we look to expand our ALP program, we have held one all faculty discussion and training for ALP classes and many "instructor shares" where the faculty currently teaching ALP sections sit down and discuss pedagogy.

We attended a regional training session as well as the national conference. There are only three of us teaching ALP so far, so this has been possible. As we scale up, the three of us will lead training sessions/discussions.

The ALP coordinator provides informal training and a Blackboard site with resources. As we scale up, we plan to develop a more structured program.

We will need more professional development as we scale up, but I'm not sure how we will accomplish this since our college has limited funds or urgency for adjunct faculty development.

Initially this training may be very informal and rely on mentoring and a few meetings to share ideas. As programs expand, however, the training becomes more formalized and structured. This includes developing resource guides, instructors' manuals, workshops, and multi-day trainings.

Thematic units are developed and shared among faculty who teach ALP. We have created a HUB of information, articles, units and strategies for teaching the companion course. ALP began as a pilot with two instructors, and currently there are six, but in the spring of 2015, we plan to conduct faculty training workshops for those interested in teaching ALP.

Faculty were required to attend a half-day training workshop, breakfast and lunch included, two-to-three months before the beginning of the semester. During the semester, the Chair has created informal "check-in" opportunities for small groups of ALP instructors and has requested that all ALP instructors "swap" informal peer observations with a partner. I believe we should have held another half-day workshop--perhaps optional--just before the beginning of the semester.

Until this year, only two of us taught it, and we did this very informally. At the end of each semester, we would work through our assessments and have a long discussion about what worked, what didn't, what we thought might work better, and how we might implement those changes…This year, we added two instructors, so we had a mini-workshop for them. We wrote an instructor resource manual…and gave them advice based on what we've learned doing this.

Instructors receive ongoing training. Everyone participates in an all-day seminar before the semester begins; course curriculum, successful lesson plans and strategies are regularly updated and posted on an online website that is available to all department faculty. We meet as a group several times during the semester to check in with concerns (and share triumphs). There is a regular visitation schedule for all faculty in the program.

Training occurs before ALP Faculty teach their first course. Training content includes information about our program and students, practical and theoretical foundations of ALP at our college (including CCBC's ALP, On Course student success strategies, learning communities, and flipped classrooms), FAQs, required aspects of the course, and contact information about student support services. A Faculty Handbook is provided as well. On-going ALP faculty forums (about 7 per semester) are a place for faculty to discuss timely curriculum and norming; participate in course assessment and improvement; and share concerns about student issues like placement, disability support, tutoring partnerships, and technology issues.

The issue of training can pose logistical challenges as sending faculty to training opportunities can be cost prohibitive. "Finding time and resources for faculty training has been an issue. We have rapidly scaled up during the past year, so it will be an ongoing challenge to support all the new faculty teaching these classes for the first time." As ALPs become more well established, the issues of training and scale-up may become a more universal challenge. According to one instructor "Ongoing training is needed as the model scales up. As the ALP model becomes the default, resist the tendency to think no special training is needed."

ALP LEADS TO A RETHINKING OF DEVELOPMENTAL EDUCATION

When asked about how course content and teaching have changed since implementing ALP, many of the colleges spoke about how linking the developmental course with the college-level course forced them to rethink the traditional model of developmental education and the level of work that developmental students are capable of doing. "Faculty have elevated their expectations for developmental writers." The structure of the ALP course, with a focus on backwards design from the college-level course, has revealed to many instructors that perhaps developmental students are not so different from college-level students and that many teaching strategies that are helpful for developmental students may be helpful for all students.

The strategies that work in ALP are ALSO the strategies that work in teaching writing, full stop--especially challenging and fascinating curriculum with much support and attention to affective issues. Therefore, training for ALP is good training for teaching all levels of writing.

Many faculty have reported that the experience of teaching ALP has improved their teaching generally, and those improvements may be reflected in the college-level course teaching.

Instructors report that the accelerated experience has changed their teaching of ENGL 101 more than anything else. The support they give to students in the accelerated developmental section is seen as beneficial to all composition students, so they have tried to incorporate more of their accelerated class practices in a traditional 101 section.

One college stated that "ALP has also helped us reshape our thinking about linear progression as sequences of developmental to college courses." Others spoke of how backwards design forced them to be "more deliberate" and "much more intentional about developing assignments." "It is a program that works because it leads to thoughtful, supportive, and rigorous teaching and remarkable increases in student success."

Developmental education students are being seen as capable individuals who have the ability to do college-level work if provided with holistic support that is tailored to their specific needs. "It has transformed our English department to one that is inclusive of developmental students, rather than one that segregates and devalues them. Developmental students rise to the challenge and are impressive in their performance in ENG 101 coursework. Often, they become leaders in ENG 101 classes because they have spent more time engaging with the readings and they have acquired confidence in their understanding of the material."

ALPS MUST CONTINUALLY CREATE AND MAINTAIN BUY-IN

One interesting shift in the responses to the updated inventory is that many of the colleges have recognized the need to actively and continuously work to create buy-in from the rest of the college, especially advising. Many of the colleges specifically mentioned shifting from using word-of-mouth to a more deliberate marketing campaign, including brochures, websites, social media, and visiting other classes. They are presenting the program to "all levels of administration and faculty committees," working with admissions and advising, and even using ALP as their QEP for accreditation so information about the program is shared campus-wide.

We blitzed the counselors and advisers with the news of a plan for student success. We presented power-point demonstrations, prepared fliers, put up posters on all campuses, and recruited from our developmental writing students. It seems to have worked as we have increased interest in our ALP course every semester.

We have had meetings that included all faculty members who teach Freshman English and have with patience and lots of lunches slowly moved the nay-sayers to okay-ers. The younger, more idealistic faculty members have risen to the challenge with gusto and enthusiasm.

Lots of meetings, especially with the enrollment and advising staff. It is important for these groups to understand the concepts behind the accelerated approach. We haven't yet experienced any resistance to the approach, but it is still a small pilot program.

Many colleges also spoke about relying on their program data to help create buy-in, saying that "student success creates the buy-in" and "the numbers communicate for us." Although they may have faced some resistance, student success data can help build support for the program.

The administration and faculty support the program because it clearly helps motivate and retain students, as well as save them time and tuition money.

Showing the success rates to advisors and faculty has created most of the buy-in here.

Using data, first from CCBC and CCRC, and then our own data on student success and persistence, has made the buy-in fairly steady and smooth.

One faculty member comprehensively laid out the complexity and work involved in the ongoing process of creating college buy-in for ALP:

It took several stages of development to implement our program beginning with attending an ALP conference several years ago, presenting the positive research about ALP to our department, piloting two classes for two semesters, expanding the pilot to eight classes, offering faculty training sessions, meeting with support counselors, academic advisors, testing center personnel, scheduling department, public relations department, assessment and academic vice presidents, and information technology department. I know everyone that works at the college now! Marketing involved branding our program, creating and distributing information packets, flyers and fact sheets, hanging posters, organizing and presenting ALP at various interdepartmental meetings, updating all departments either face to face, phone or by email, answering questions, holding registration workshops, assessing and demonstrating its success through student interviews, student presentations and testimonials and by boasting our 92% passing rate.

Colleges were asked for suggestions to help other colleges implementing or considering implementing ALP, and many addressed the issue of creating college-wide support. They recommended using the resources on the ALP website to help promote the program to the rest of the college. There were also suggestions about how important it is to create buy-in by planning for success from the beginning.

I highly suggest the development of an ALP Team that includes enrollment personal, Deans, Counselors and advisors, chairs, writing/reading program directors, and select instructors. Institutional buy in is key—

Expose your developmental writing faculty to other faculty who have implemented this model. Being able to talk with fellow faculty about concerns is invaluable for creating campus champions. The college must identify a core group of faculty who are willing to pilot this model and provide leadership for the initiative. The faculty group must be provided with strong administrative support so that quality assessment data can be collected.

Get key administrators and institutional research people on board first with statistical information, then recruit enthusiastic instructors for the first sections.

Several colleges reported facing ongoing resistance from administrators, advisors, and other faculty. But one faculty member has some advice: "Take a deep breath; smile at the nay-sayers and press on. ALP is a lifesaver for many students and is worth helping those faculty members whose approach is negative to move toward the positive."

A LOOK AT STUDENT SUCCESS AT FOUR COLLEGES

To explore student outcomes at colleges that have implemented ALP, student data were obtained from four colleges that also participated in the original study. Two of the colleges, Jackson College (JC) and Lansing Community College (LCC), closely replicated the CCBC ALP model and were part of a state-wide expansion of ALP that offered training from CCBC and opportunities to gather with other ALP colleges in the state. North Arkansas College (NAC) also replicated the CCBC ALP model but did so at full-scale without a pilot. Atlantic Cape Community College (ACCC) represents a modification of the CCBC ALP model with its use of the Triangle model. As explained previously, the Triangle model links developmental students from two ENG 101 classes to a single ALP 090 class, producing a class size that is larger than recommended by CCBC.

Student record data consisted of all students who have enrolled in ENG 090 or ALP 090 since the year before ALP was implemented. Student outcomes were examined for four courses: ENG 090, ALP 090, ENG 101, and ENG 102. According to the ALP model, success is defined as passing the college-level composition course. However, in this study, other indicators of success were also examined including: pass rates in ENG 090 and ALP 090, grades earned in ENG 090 and ALP 090, attempt rates for ENG 101, pass rates in ENG 101, grades earned in ENG 101, attempt rates for ENG 102, pass rates in ENG 102, and grades earned in ENG 102. While students were tracked into the ENG 102 course to examine how ALP students fare once they leave the program, not all students are required to take a second college-level composition course, so data on this course are limited. Also, a comparison between how ALP students do compared to traditional developmental students in ENG 102 is limited by the fact that many of the traditional students have not yet had enough semesters to progress to the second college-level course. Therefore, because the focus of ALP is on providing the support students need to succeed in ENG 101, the primary measure of success for this study is passing that course with a C or better.

Demographic information was also analyzed, both to explore the extent to which ALP students are similar to their traditional counterparts and to examine outcomes for subgroups of students. This includes gender, race, Pell eligibility, full-time or part-time status, and developmental placement in reading, writing, and math. Findings from this study support the findings of the previous study which indicated that colleges can replicate the CCBC ALP model, including adapting it to the Triangle model, and produce positive student outcomes.

An Explanation of the Cohorts

For this phase of the study, three student cohorts were created to explore the success of ALP students. Students were assigned to a cohort based on their first appearance in the dataset so not all students who were enrolled in ALP 090 are counted as ALP students. For example, if a student took the traditional developmental course first, was unsuccessful, and then retook the course through the ALP model, they were included in the baseline or comparison cohort, depending on the term. So, the population of students who have taken ALP at each of the colleges may be slightly larger than what is included in each ALP cohort.

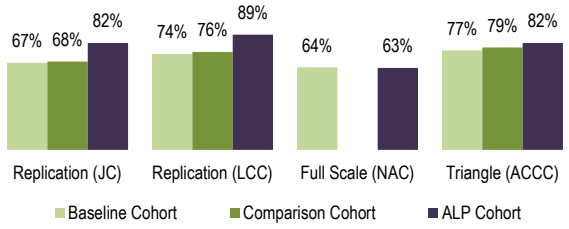
> The Baseline Cohort consists of students who enrolled in ENG 090 in the year prior to the implementation of ALP. These students followed the traditional developmental education sequence and completed ENG 090 before enrolling in ENG 101.
>
> The Comparison Cohort consists of students who enrolled in ENG 090 during terms in which ALP was also offered. These students followed the traditional developmental education sequence and completed ENG 090 before enrolling in ENG 101.
>
> The ALP Cohort consists of students who followed the accelerated model, enrolling in ALP 090 and ENG 101 in the same term.

The exception is North Arkansas College because there is no Comparison Cohort due to full-scale implementation. For North Arkansas College, all comparisons will be made between the ALP Cohort and the Baseline Cohort.

At three of the four colleges, the pass rates in the developmental course (ENG 090 or ALP 090) were higher for ALP students than for students in the baseline or comparison cohorts. At NAC there was only a slight difference between the two groups. However, it should be noted that the ENG 090 course is a completely different course from the ALP 090 course and often the grade in ALP 090 is more heavily based on attendance and participation.

SUCCESS IN ENG 090

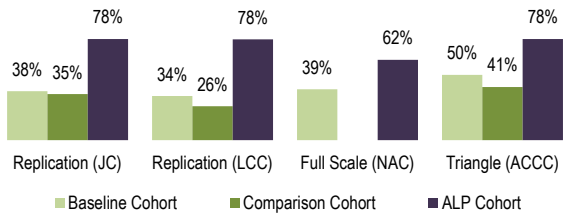
At three of the four colleges, ALP students had a higher rate of success in the developmental course.



The more important measure is the pass rates in ENG 101 as the primary goal of ALP is to improve rates in this course. Please note that these percentages indicate students in a particular cohort who started in developmental education and passed the course, not the pass rate for all students taking the course. At all four colleges, the success rate for ALP students in ENG 101 was much higher than the success rates for students who began in the traditional developmental course. One potential criticism of ALP, and most educational innovations, is that perhaps students self-select into the program and thus may already be better, more motivated students. In many cases this may be true. However, the results of NAC, where all developmental students are placed into ALP, suggest that the success of the program is not limited to those motivated enough to choose to participate. By requiring all students to co-enroll in ALP 090 and ENG 101, the success rate at NAC increased from 38% at baseline to 62% after ALP was implemented.

SUCCESS IN ENG 101

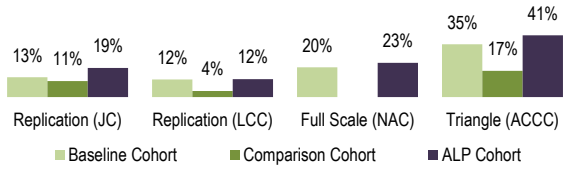
At all four colleges, ALP students had a higher rate of success in the first college-level course.



Although not all students are required to take a second level of college composition, it is still worth looking at outcomes in the ENG 102 course. One question that has been raised about ALP is how the students do when they move beyond ALP into the next English course. The suggestion is that perhaps they only succeed in ENG 101 because the teacher has lowered standards or because they were receiving so much support. However, in comparing the success of ALP students with traditional developmental students in ENG 102, ALP students continue to have higher success rates. For this measure, it makes more sense to compare the ALP Cohort with the Baseline Cohort as students in the Traditional Cohort may not have had enough terms to have taken ENG 102. At all four colleges, ALP students performed better than their traditional developmental counterparts.

SUCCESS IN ENG 102

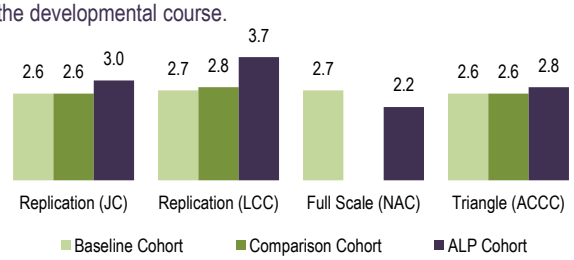
At all four colleges, ALP students had a higher rate of success in the second college-level course.



An examination of the grades in ENG 090 and ENG 101 confirms the improved performance of ALP students. In the developmental course, the GPA for ALP students at three of the four colleges was higher than for traditional students. However, as mentioned previously, grading for ALP 090 is often based largely on attendance, so the more appropriate measure is the final grades in ENG 101.

GRADE POINT AVERAGE IN ENG 090

At three of the four colleges, ALP students had a higher GPA in the developmental course.

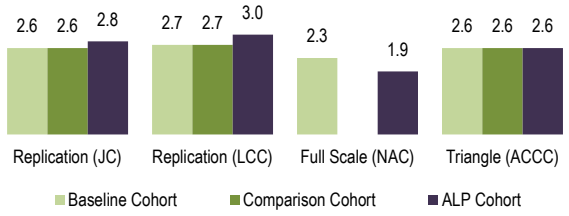


Again, at three of the four colleges, ALP students had the same or higher GPA than traditional students. The exception was North Arkansas College where the mean GPA in ENG 101 was 1.9 for ALP students and

2.3 for students prior to the implementation of ALP. However, North Arkansas College also integrated reading and writing when it implemented ALP, including eliminating an entire developmental reading course. Instructors report that some students struggle with the reading component of ENG 101 and a look at the data reveals that ALP students who also placed into developmental reading perform more poorly than those who did not, pulling the overall GPA down.

GRADE POINT AVERAGE IN ENG 101

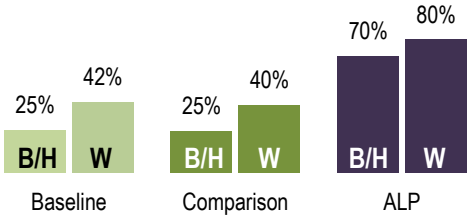
At three of the four colleges, ALP students had a higher GPA in the first college-level course.



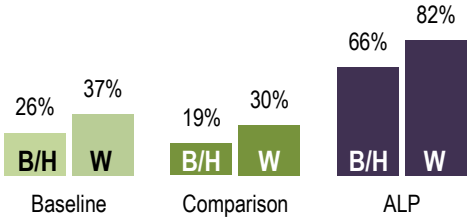
One concern about educational reforms is whether they actually serve to reduce the achievement gap. Historically underrepresented racial and ethnic groups tend to be overrepresented in developmental education and developmental education initiatives must be able to help them succeed. An analysis of results by race and ethnicity reveals mixed results at the four colleges. At Jackson College, the gap between the success of Black and Hispanic students compared to White students was 10% for ALP students, compared to 17% for the Baseline Cohort and 15% for the Comparison Cohort. At Lansing Community College, the gap remained basically the same at 12%. At North Arkansas College, the Black and Hispanic population is very small, only 14 ALP students, so the results are not very meaningful. At Atlantic Cape Community College there is no achievement gap between Black and Hispanic students and White students in ALP, compared to 9% for the Baseline Cohort and 14% for the Comparison Cohort. Although the results were mixed, they do suggest that the success of ALP is not due solely to its success with White students.

PASS RATES IN ENG 101 BY RACE/ETHNICITY

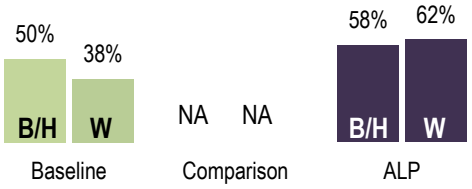
REPLICATION (JC)



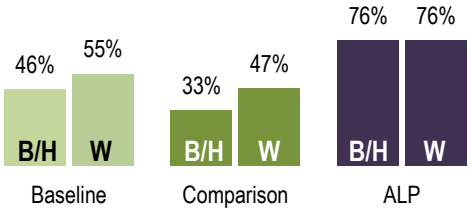
REPLICATION (LCC)



FULL-SCALE (NAC)



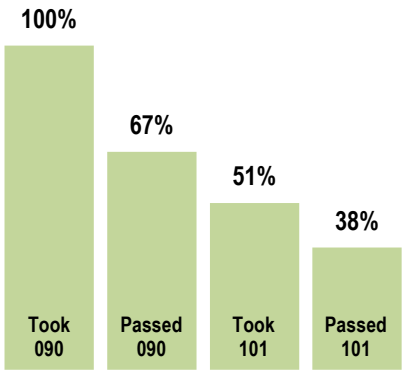
TRIANGLE MODEL (ACCC)



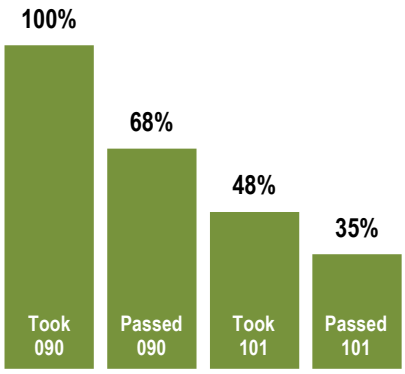
On the following pages, data for each college are provided with further discussion of the findings.

JACKSON COLLEGE began its implementation of ALP in Fall 2011, working closely with CCBC to replicate the CCBC model. Although the college-level courses are designed for an enrollment of 10 ALP students (who are joined by another 14 college-level students in the college-level course), in practice, the median class size is 8 students in the ALP course. Both courses are taught by the same instructor. The baseline cohort (n=930) includes traditional developmental students from Fall 2010 to Spring 2011. The comparison cohort (n=1,228) and the ALP cohort (n=336) include traditional and accelerated developmental students from Fall 2011 to Spring 2014.

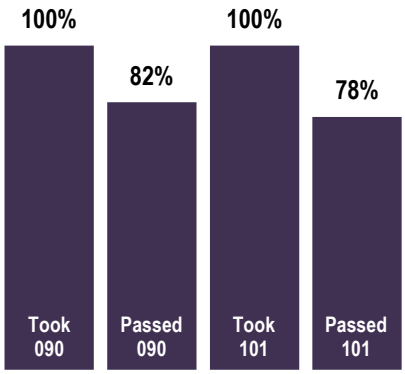
BASELINE COHORT
Fall 2010-Spring 2011
930 students



COMPARISON COHORT
Fall 2011-Spring 2014
1,228 students



ALP COHORT
Fall 2011-Spring 2014
336 students



DEMOGRAPHICS

FEMALE STUDENTS



BLACK and HISPANIC STUDENTS



PELL ELIGIBLE STUDENTS



FINDINGS

The Baseline and Comparison Cohorts at JC followed a typical pattern of steadily declining enrollment and success in the developmental and college-level composition courses, losing students at each point along the sequence. Ultimately, 38% of the Baseline Cohort and 35% of the Comparison Cohort passed ENG 101.

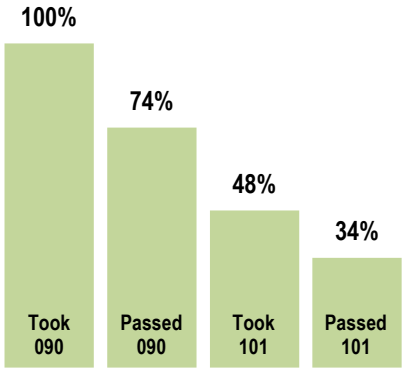
ALP students at JC outperform traditional developmental students in both the Baseline and Comparison Cohorts. Of the 336 ALP students, 82% passed the developmental course and 78% passed ENG 101, compared to the traditional students from the same terms, of whom 68% passed the developmental course and 35% passed ENG 101. The second college-level English course is not required, and is not included in the charts above, but ALP students showed higher levels of enrollment and success in that course as well, with 19% passing ENG 102, compared to 13% of the Baseline Cohort and 11% of the Comparison Cohort. The GPA for ALP students in both the developmental course and ENG 101 was higher than the Comparison Cohort, though both showed a decrease from the Baseline Cohort.

ALP students were demographically different from those in the Comparison Cohort, with less representation from female students, Black and Hispanic students, and Pell eligible students.

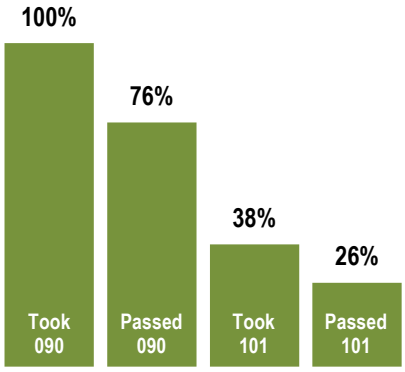
LANSING COMMUNITY COLLEGE

began its implementation of ALP in Spring 2012, working closely with CCBC to replicate the CCBC model. The ALP course is designed for an enrollment of 8 students (who are joined by another 14 students for the college-level course), and this matches the actual median class size for ALP. Both courses are taught by the same instructor. ALP began in Spring 2012 but only one small class was offered so, for the purposes of this study, the ALP cohort began in Fall 2012. The baseline cohort (n=1,645) includes traditional developmental students from Fall 2011 to Spring 2012. The comparison cohort (n=2,793) and the ALP cohort (n=98) include traditional and accelerated developmental students from Fall 2012 to Spring 2014.

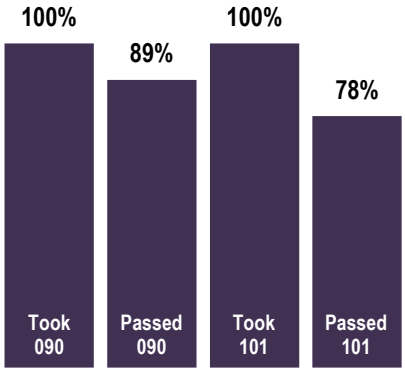
BASELINE COHORT
Fall 2011-Spring 2012
1,645 students



COMPARISON COHORT
Fall 2012-Spring 2014
2,793 students



ALP COHORT
Fall 2012-Spring 2014
98 students



DEMOGRAPHICS

FEMALE STUDENTS



BLACK and HISPANIC STUDENTS



PELL ELIGIBLE STUDENTS



FINDINGS

The Baseline and Comparison Cohorts at LCC followed a typical pattern of steadily declining enrollment and success in the developmental and college-level composition courses, losing students at each point along the sequence. Ultimately, 34% of the Baseline Cohort and 26% of the Comparison Cohort passed ENG 101.

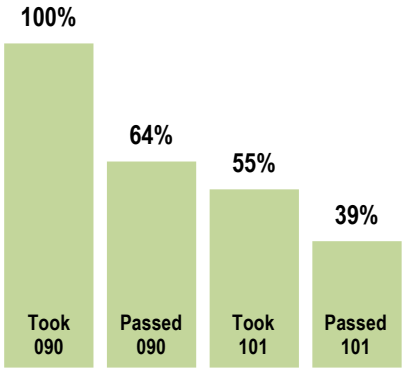
ALP students at LCC outperform traditional developmental students in both the Baseline and Comparison Cohorts. Of the 98 ALP students, 89% passed the developmental course and 78% passed ENG 101, compared to the traditional students from the same terms, of whom 76% passed the developmental course and 26% passed ENG 101. The second college-level English course is not required, and is not included in the charts above, but ALP students showed higher levels of enrollment and success in that course as well, with 17% passing ENG 102, compared to 12% of the Baseline Cohort and 4% of the Comparison Cohort. The GPA for ALP students in both the developmental course and ENG 101 was higher than the traditional cohorts.

ALP students were demographically similar to students in the Comparison Cohort, though there was a slightly higher percentage of female students in ALP.

NORTH ARKANSAS COLLEGE began its implementation of ALP in Fall 2011, working closely with CCBC to replicate the CCBC model. However, NAC chose to implement at full-scale. Although the program is designed for an enrollment of 11 ALP students (who are joined by another 11 students in the college-level course), in practice, the median class size is 9 students in the ALP course. Both courses are taught by the same instructor. The baseline cohort (n=228) includes traditional developmental students from Fall 2011 to Spring 2012. The ALP cohort (n=228) includes accelerated developmental students from Fall 2012 to Spring 2014. There is no comparison cohort because the college implemented at full-scale so there are no traditional developmental students since ALP was implemented.

BASELINE COHORT

Fall 2011-Spring 2012
228 students

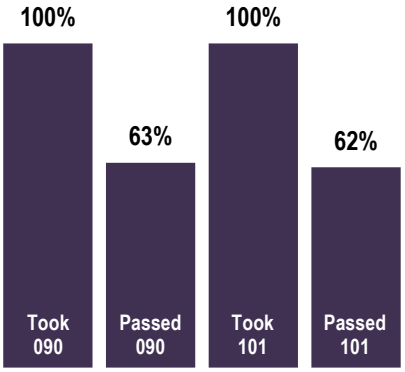


COMPARISON COHORT

There is no comparison cohort as North Arkansas College implemented ALP at full scale.

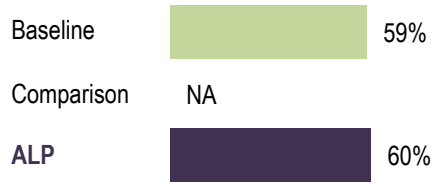
ALP COHORT

Fall 2012-Spring 2014
228 students

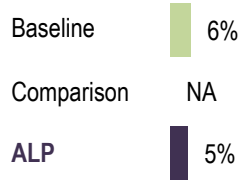


DEMOGRAPHICS

FEMALE STUDENTS



BLACK and HISPANIC STUDENTS



PELL ELIGIBLE STUDENTS



FINDINGS

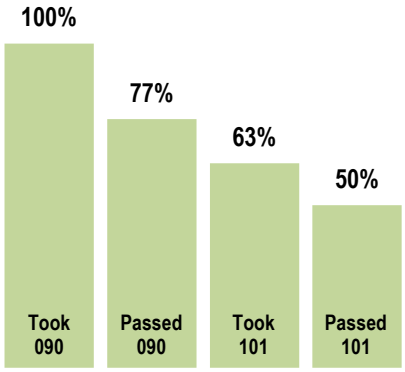
The Baseline Cohort at NAC followed a typical pattern of steadily declining enrollment and success in the developmental and college-level composition courses, losing students at each point along the sequence. Ultimately, 39% of the Baseline Cohort passed ENG 101.

ALP students at NAC had comparable performance in the developmental course and outperformed the Baseline Cohort in the first college-level course. Of the 228 ALP students, 63% passed the developmental course and 62% passed ENG 101, compared to the traditional students from the year before ALP was implemented, of whom 64% passed the developmental course and 39% passed ENG 101. The second college-level English course is not required, and is not included in the charts above, but ALP students showed higher levels of enrollment and success in that course as well, with 23% passing ENG 102, compared to 20% of the Baseline Cohort. The GPA for ALP students was lower than the Baseline Cohort in both the developmental and college-level courses.

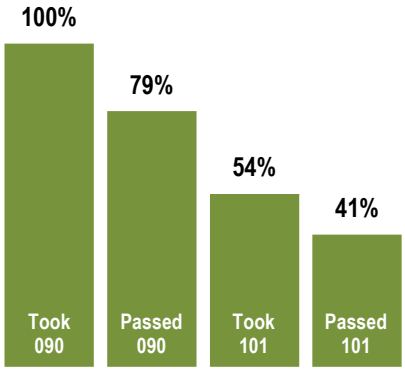
Any differences in demographics represent a change in overall college demographics as all developmental students now take ALP.

ATLANTIC CAPE COMMUNITY COLLEGE began its implementation of ALP in Spring 2012, using the Triangle model. Although the ALP course is designed for an enrollment of 18 students (9 students drawn from each of two college-level courses, which each also include 11 college-level students), in practice, the median class size is 15 students in the ALP course. All three of the courses are taught by the same instructor. ALP began in Spring 2012 but only one small class was offered so, for the purposes of this study, the ALP cohort began in Fall 2012. The baseline cohort (n=1,297) includes traditional developmental students from Fall 2011 to Spring 2012. The comparison cohort (n=2,370) and the ALP cohort (n=267) include traditional and accelerated developmental students from Fall 2012 to Spring 2014.

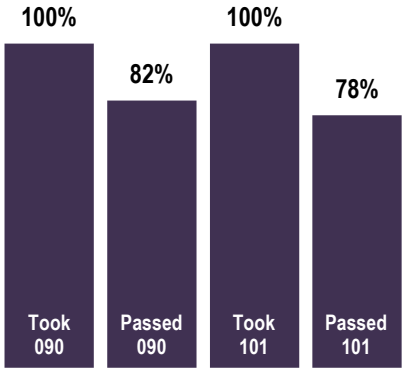
BASELINE COHORT
Fall 2011-Spring 2012
1,297 students



COMPARISON COHORT
Fall 2012-Spring 2014
2,370 students



ALP COHORT
Fall 2012-Spring 2014
267 students



DEMOGRAPHICS

FEMALE STUDENTS



BLACK and HISPANIC STUDENTS



PELL ELIGIBLE STUDENTS



FINDINGS

The Baseline and Comparison Cohorts at ACCC followed a typical pattern of steadily declining enrollment and success in the developmental and college-level composition courses, losing students at each point along the sequence. Ultimately, 50% of the Baseline Cohort and 41% of the Comparison Cohort passed ENG 101.

ALP students at ACCC outperform traditional developmental students in both the Baseline and Comparison Cohorts. Of the 267 ALP students, 82% passed the developmental course and 78% passed ENG 101, compared to the traditional students from the same terms, of whom 79% passed the developmental course and 41% passed ENG 101. The second college-level English course is not required, and is not included in the charts above, but ALP students showed higher levels of enrollment and success in that course as well, with 41% passing ENG 102, compared to 35% of the Baseline Cohort and 17% of the Comparison Cohort. The GPA for ALP students in the developmental course was higher than the other cohorts, and all three cohorts had the exact same GPA (2.6) in ENG 101.

ALP students were demographically similar to students in the Comparison Cohort, though there was a slightly lower percentage of Black and Hispanic students in ALP.

A CASE STUDY OF IMPLEMENTING ALP AT FULL-SCALE

As part of the original study, a case study was conducted of the implementation of ALP at two colleges that were piloting ALP. It revealed that most of the colleges' challenges revolved around recruiting students for the program and creating buy-in across the college in order to fill the ALP classes. By piloting the program and making it optional, both for students to enroll in and faculty to teach, the question was raised of whether the students in the program were students who were already more motivated and thus may have been more likely to succeed in any model of developmental education. The self-selection issue is a legitimate concern when studying educational initiatives though perhaps we are too quick to reject results of success on the basis of self-selection. In the case of ALP, even if those who were successful would have succeeded in ENG 101 in the traditional developmental sequence, ALP has allowed them to accomplish that goal more quickly, enabling them to progress into higher level college coursework.

However, the results of North Arkansas College (Northark) suggest that self-selection is not a necessary component of ALP success. Rather than piloting ALP with hand-picked faculty and students, Northark implemented the program at full-scale. This made them an especially interesting case for study. Eliminating the self-selection issue removes certain confounding variables such as student motivation in taking an accelerated course and the characteristics of faculty who choose to participate in a new developmental education program. Also, studying a college that implemented at full-scale allows for the exploration of the unique challenges encountered as a result of not piloting a program. Currently Northark is a somewhat unique case in not piloting the program, but in the future, this may become the standard means of implementing ALP as more colleges and states adopt ALP as part of large-scale reform. One of the questions under consideration in the case study was whether, while eliminating some of the challenges encountered during pilots, colleges actually encounter new challenges during full-scale implementation.

Northark adopted ALP in Fall 2011 as part of a state-wide initiative to improve developmental education. The implementation of ALP at Northark is taking place in an environment of rapid change at both the college and state level. At the same time as it implemented ALP, the college also integrated developmental reading and writing. Consequently, the developmental pipeline has been dramatically shortened; prior to reform, students placing into the lowest levels of developmental reading and writing were faced with a course sequence totaling 16 credit hours before they could even enroll in the college composition course. Now, students in the lowest level of developmental English can take a 6 credit hour integrated reading and writing course in their first term and then enroll in the college-level composition course in their second term, along with the companion ALP developmental course. Sixteen credits of developmental reading and writing have been replaced with 9 credits, and the sequence is shortened by a semester.

Northark is also unique among the colleges in the study in that the ALP class takes place on a different day from the college-level class. At the other colleges included in this study, the ALP class typically takes place immediately following the college-level class. However, at Northark, ALP students attend their college-level composition course and ALP course on different days. Consequently, ALP students at Northark see their classmates and instructor for four days out of each week.

The case study of ALP at Northark consisted of classroom observations, two student focus groups, a faculty focus group, and interviews with two administrators who could speak to the initial choice to implement ALP. Seven instructors and 12 students participated in focus groups and 28 classes were observed (15 ALP 090 and 13 ENG 101) during three

site visits. Based on analysis of observational data and responses to the focus groups and interviews, five themes emerged: 1) Full-scale implementation can create new challenges not experienced in a pilot; 2) Creating buy-in is still necessary with full-scale implementation; 3) Small classes contribute to student engagement; 4) ALP implementation raises questions of the importance of grammar instruction; and 5) Student experiences in ALP are very much dependent upon their particular instructor.

IMPLEMENTING AT FULL-SCALE INTRODUCES NEW CHALLENGES

The implementation of ALP at Northark occurred as part of a state-wide initiative to reform developmental education, which included a series of meetings with colleges across the state with presentations about various reform efforts. "We all talked about what's out there, what's working. What we came up with was ALP and integrated reading and writing." One challenge of developmental education initiatives is that they are often implemented as pilots that are never scaled up, but unlike many of the other colleges in Arkansas, Northark decided to implement the reforms at full-scale, without piloting the programs. "We didn't give anybody the option of taking the traditional pathway that we'd had. We just said the traditional pathway is not working." Partly this choice was made because Northark is a small college with a small number of instructors, and it would have been challenging to basically divide the faculty in half between ALP and the traditional model in order to pilot a few sections. Also, they had learned from their previous experiences with piloting programs. "We have a history of trying something, trying a pilot, and the process of trying a pilot can be pretty resource heavy, and by the time we finish that project, then we see some problems, but we never get them tweaked and reinstated. So we just have a history of trying things on a smaller scale and not bringing them up to scale. I think for those reasons we wanted to make sure we can tell the difference in improvements or changes." Ultimately, the thought process behind implementation was "I'm tired of pilots, let's do it or don't."

One benefit of implementing ALP at full-scale is that Northark avoided some of the common challenges encountered by colleges piloting the program, including ensuring classes are filled. Interestingly, Northark actually had the opposite problem, at least initially. The college "had an awful lot of students who had been floating through the system for years. They were in their 28th retake, or so it seemed, of Fundamentals of Composition. So when we first started we had very high enrollment taking ALP." All of those students who needed to retake the developmental course now also needed to be placed into a college-level composition course. However, over time, this problem has been alleviated

> *When we first started we had very high enrollment taking ALP…All these students who'd been trying to get through the upper level remedial writing course…all those students who had been floating around out there trying to get through the course, in addition to new freshmen showing up, we needed to schedule them, not only for the ALP section but for the Comp 1 section. So where ordinarily they would've been taking three hours, now they were taking six hours. Which meant that first semester we actually had to put one of our part time faculty on the schedule for a 12 hour load just to try to help us accommodate those needs. As we hoped, the success rate was pretty good.*

> *One reason that I believe I've been able to cut down on the number of Comp 1 that I offer every semester, it's because we don't have the log jam anymore….That's a huge deal. I'll tell you what else is a big improvement. You know in the past just simply the fact that they made it through Fundamentals of Comp did not necessarily guarantee they were going to make it through Comp 1. Now they're taking it at the same time. If they pass ALP, chances are really good they're going to pass Comp 1.*

Northark has faced some of the same logistical challenges as other colleges, including a registration system which creates three separate classes for one ALP block. "We are trying to make our system do something that it's just not designed to do." Another common challenge was finding enough qualified faculty to teach ALP, especially in the first semester when enrollment was especially high. Logistical issues surrounding technology have also been a challenge. While technology issues (including

projectors not working, slow internet speed, computers in the classroom, and access to printers) are not necessarily specific to ALP, the shift from the traditional developmental writing course to ALP has meant that technology has become more a part of the class as "it's how we workshop in our classes."

Another challenge has been the issue of attendance. "We had to struggle to make sure that students recognized that they needed to come to the ALP section, that it wasn't just a pass or fail, it was a graded course and there had to be motivation that they were there." At other colleges studied previously, students self-selected into ALP. These were students who were in the course because they wanted to bypass the traditional route, and they knew they were being given an opportunity. At Northark, ALP is the norm. Students don't self-select into the course so they appear to be treating it as they would any other course; in other words, some students take it less seriously than others. Even though students do receive a grade in ALP, and in fact grading tends to be heavily weighted in favor of attendance and participation, some faculty report student attendance not being as high in their ALP classes because students think "it doesn't really matter," and "it doesn't count because it's a fundamentals class." However, the faculty were somewhat divided on this issue as other instructors reported having very good attendance in their ALP classes because their students understood that it helped them with the college-level course. "Several of us implemented a really strong attendance policy with points to make sure…The serious students, they always come, and the ones that are really slackers you might still have a little bit of a problem."

One final challenge faced by Northark is the impact of integrating reading and writing in ALP. Because the course sequence that leads students into ALP has been shortened, those students who tested into both developmental reading and writing are getting less reading instruction and some of the faculty reported their ALP students needing additional reading help to successfully complete work in the college-level composition course. "We needed to embed more reading skills. I still don't think we're where we need to be with that."

CREATING BUY-IN IS STILL IMPORTANT WITH FULL-SCALE IMPLEMENTATION

The previous case study of colleges piloting ALP revealed that most of their challenges revolved around recruiting students for the program and creating buy-in across the college in order to fill the classes. In that study, one major theme was the idea of advisors as gatekeepers to the program and their important role in ensuring that the program was viable. Students spoke of being in the program because that's the course their advisors registered them for, and faculty spoke of building direct, personal relationships with the advisors on campus to ensure their classes were filled. The inventory of ALP colleges supported these findings as other colleges also revealed that they faced similar struggles with filling their classes and marketing to students and advisors. The two colleges that participated in the case study recognized the critical need to continually create buy-in from an ever changing advising staff, especially if they wanted to scale up the program.

At Northark, however, the decision was made to scale up from the beginning. It might be assumed that this would eliminate the need for cultivating buy-in from advising but this was interestingly still an issue. One problem in developmental education is students not enrolling in the course at all and leaving the developmental pipeline immediately. ALP at Northark requires developmental writing students to enroll in six hours of composition courses and to meet four days each week. If the advisors who are on the front lines of helping students don't themselves buy-in to the program and are not equipped with the information they need to promote it to students, it is possible that more students will delay taking the developmental writing course and will eventually exit the college. According to some faculty members, advisors expressed concerns both about the four-day schedule and the courseload.

> *With advisors, they kept raising the question of what if they just want to take three credits? What if it's a part-time student? The answer is well, once they get through this, then they can take just three credits, but for now this is the*

only option. That does not seem to have been a problem either. It was a concern but I'm not aware that that has really led to any big problems.

I think the advisors were more resistant to it at first than the students. They assumed the students were going to say no. They're used to students coming and saying, "I have to have Tuesdays and Thursdays only classes," or, "I can only do Monday, Wednesday, Friday." They thought they would resist more than they actually have.

We discovered that our advisors didn't know the purpose behind the block scheduling. They just saw it as a huge pain. That was a big help, when we really sat down and just talked about that we're trying to accelerate students through these classes and got into all of that and really explained to them the philosophy behind ALP, and the integrated reading and writing, and the block scheduling. That made a huge difference because you want everybody on your side.

Of course, they're the ones having to sit there and listen to people say, "I don't want to come four days a week. I don't want to spend the gas money, I don't want to... ". But what it boils down to, bottom line is, do you want to be successful? That's pretty much it. And, I feel like we really have buy-in now.

Some colleges that have implemented ALP have encountered issues with creating buy-in from the faculty themselves which can have an impact on scaling-up. Despite implementing at full-scale so that all instructors were required to teach ALP, for the most part, buy-in does not appear to have been a significant issue beyond some initial concerns that were similar to those expressed by the two colleges studied previously, specifically the idea of accelerating already at-risk students. There were also some questions about logistical details.

I have to be honest, my first idea was it was dumb. The idea that you're going to, "Okay, these students already have a problem and let's make them go through faster," because that's what accelerated means. I thought that sounded silly. Just to be honest.

Instructor A: *I had questions about how we were going to implement it and how to coordinate the two sides of the classes, how I would coordinate what was happening in one group and not duplicate it with the opposite.*
Instructor B: *That was my biggest concern too.*
Instructor A: *That was my biggest concern.*
Instructor C: *Yes, and how grades were going to be assigned and all those kinds of things are things we had to struggle with to make sure that students recognized that they needed to come to the ALP section, that it wasn't just a pass or fail, it was a graded course and there had to be motivation that they were there.*

I had taught Comp before and had students that probably could have done with a class like this. They were good students, they came to class, they got their work in, it just wasn't very good work. They needed somebody to sit down with them and really take the time with them, and I would encourage them to come to my office hours, and of course they had other things going on, so they couldn't come to my office hours. I thought it was probably a really good idea, but I'm still trying to navigate exactly how it works.

Most of those concerns were alleviated after attending workshops where data about program outcomes were shared. "It's the way it was presented to us, I think, that helped me realize that this is something we should try."

Instructor A: *Yes. I heard Peter Adams with some of y'all at that summer session, because I guess it was the second time, and he was so convincing and had all the data to prove that... I remember him talking about exit points, that they would get to a certain point in the developmental ladder that they would fall off and that if you could catch them before they fell off and get them on into the college level, it was pretty convincing to hear.*
Instructor B: *That was the main difference, because we got to hear the data part in addition to how he was actually doing it because part of the presentation was the data, but the other part of his presentation was what he actually did in the classroom.*
Instructor C: *Mm-hmm. (Affirmative)*

Instructor B: *He had sample assignments. I remember he showed, "Okay, this is what I do the first day of class and here's an assignment I would do in ALP and then here's what I would do in the regular---"*
Instructor D: *He showed us how it connected.*
Instructor B: *Right, so for those of us who got to go see him, he had the data, which is one reason it was convincing for me, and he showed you, he showed how he integrated and that was helpful.*
Instructor E: *He had great ideas.*

There is also the continued need to create and maintain administrative support for the small class sizes in ALP. This is a common challenge, with many colleges reporting that there was often pressure to continually increase the number of students in the ALP sections. At Northark, the decision was made to increase the suggested class size in the ALP section from 8 students up to 11. It should be noted that the CCBC ALP model has also increased the suggested class size up to 12 so Northark is still in line with the recommended class size. However, instructors reported feeling like there were "grumblings" from the administration about class size and credit load. This puts pressure on the program to show that ALP is having a positive impact on student success, and instructors attribute much of that success to the small class sizes. "As long as we fight to keep it small it can be successful."

SMALL CLASS SIZES FACILITATE ONE-ON-ONE ATTENTION AND STUDENT ENGAGEMENT

Although other colleges have modified ALP to include larger class sizes, either through increasing the cap on course enrollment or by implementing the Triangle model, the instructors at Northark feel that the small class size in the ALP section is critical to the success of their program. To a large extent, this appears to be tied to the perception on the part of some faculty that the purpose of ALP is individualized workshopping. If the structure of ALP at Northark is to focus on working one-on-one with students during the ALP section, then the small class size is imperative, especially considering the needs of developmental students.

Keep it small, because as soon as it grows, then that individual time that you have to work with those students, which was the purpose in the first place, is going to disappear…then it's going to become more of a lecture, here's your worksheet on commas or here's your worksheet on topic sentences, because you're not going to be able to get around to 20 or 18 students who have the needs that they have.

When asked what they liked the most about teaching ALP, the overwhelming response was that they enjoyed the small class size and the opportunity to work more closely with the students. "I enjoy the chance to work more personally with the students, it's because of the small size, you can do more one-on-one individual time with them." The other component of the program that faculty reported enjoying was the four-day schedule which is a modification to the CCBC ALP model in which classes meet back-to-back on the same day. According to some of the faculty at Northark, this modified schedule enhances their ability to work closely with the students because "you're really going to build a relationship with them" as a result of seeing a small group of students four times a week.

Faculty also felt that the small class size in ALP, and the additional help that the developmental students are able to receive as a result, is also beneficial for the other students in the college-level composition class.

Instructor A: *What works out well too is that I explain to the ALP students in the ALP section that when we're working on Tuesdays and Thursdays that I'm going to try to get to the Comp I students first in my workshopping because you will have time, we will have time in the other section, but this may be the only opportunity I have to work with them. Then they feel, that helps them a little bit to recognize why I'm doing what I'm doing and again, if you're meeting with the same people four days a week you have an opportunity to explain everything that's going on, what your ultimate goals are, so they understand a lot more and what their part is.*
Instructor B: *That gives the Comp I people more time too.*
Instructor A: *That's right.*
Instructor C: *Absolutely it does.*

One reported challenge with the focus at Northark on individualized attention is that "Sometimes they get really demanding in terms of time. It's not just in the class, but outside the class…Sometimes knowing that you have a professor there that's always there for that you have a relationship with, they tend to think that you're only there for them." This may sometimes lead students to be less likely to utilize other support services on campus.

> *We have this great learning commons with a lot of tutors so they have that choice, but it seems like they get to know what you want and if they go there and every tutor there has a different style…This one girl in particular, I said, "Did you go to the learning commons like I suggested?" I took her there and she said, "Yes, but I'd rather be tutored in here because I know exactly what you want." We all tutor them and, golly, what more could you want as a college student, a personal tutor?*

The reliance on individualized workshopping in the ALP class also results in challenges due to the fact that some students who need the most help may not ask for assistance when it's left up to them. This led to some discussion about the need to be intrusive with the ALP students, which is made much easier by the small class size. "Because of the way that ALP is set up you have to be intrusive. You're there to work with them individually."

> **Instructor A:** *I'm intrusive.*
> **Instructor B:** *Yes, I am too. You sit down beside them and say, "Okay, let's look at what's going on. Talk to me about what this is."*
> **Instructor C:** *Yes, but look at their paper when you grade it, their rough draft and stuff, and you'll go, "Do you have a question?" "No, not really. I get it." They don't get it.*
> **Instructor A:** *We need to be intrusive…We need to be intrusive teachers with them.*
> **Instructor B:** *They appreciate it when we do it, too.*
> **Instructor C:** *They do, especially…*
> **Instructor D:** *It makes them nervous to be right there at first, but they get used to it.*
> **Instructor E:** *Then they actually start asking questions.*
> **Instructor B:** *That's right.*
> **Instructor E:** *Once you can break down that barrier of nervousness then it flows a lot better.*

The students also appreciated the small class size and agreed with faculty that asking questions was often difficult, though they felt it was considerably easier in the ALP class. Some students were frustrated that other students didn't ask questions so that everyone could learn from them and appreciated that the small ALP class allowed time for the instructor to answer more questions.

> **Student A:** *I used to be the kid that would be like, "I'm going to pretend like I know what's going on and this kid's going to ask what I'm really wanting to know."*
> **Student B:** *In Comp it's still like that. In Comp it's like, "Any questions?" It's dead silence.*
>
> *The speed of the bigger class, that would factor in. You have to stop the class to ask something because it goes a lot faster.*
>
> *She gets to help us, me, when I have questions about certain things…In more bigger classes, she won't have the answer, won't be able to help with one-on-one questions.*

The small class size also contributed to making ALP students feel more comfortable in class. The word that was used most often to describe the ALP class was "relaxed." Students felt that the smaller class allowed them to personally get to know their classmates and be more engaged with the course.

> **Student A:** *In our class, the smaller class, there's more joking around and in the big class it's more serious.*
> **Student B:** *Actually, joking around sounds like we don't go to school. It's relaxed or a fun class.*
> **Student A:** *Yes, relaxed. I didn't mean making fun of the class.*
> **Student B:** *It's more chill, which for me is more helpful to learn.*
>
> **Student A:** *Yes, I like the fact that it's relaxed because that makes it easier for me…my English class is completely different than my other classes now because of the small class. I enjoy English class…I don't know anybody in my art class. It's just you're you, I'm me. I don't even know your*

name except through roll call. We sit there and listen to him talk and then we leave. Then in our English it's like, "How was work?" We all know each other.
Student B: *I feel like that's how it is in our Comp class. We don't know anybody besides like their name, and in our small class we know everybody.*
Student A: *But even with the small class, it makes Comp better in a way because she's there and she's there, so it's like---*
Student B: *I'm not the only dumb one.*

In our small class we have maybe seven, and in the large class there's 20, so it's a big difference between how big the stress level is some days.

In our smaller class we know almost every small detail about each other, like where we work and what we do before we come to class and how many times we come to school.

It's a lot easier to talk, personally, to the smaller class than it is to the big class.

Some students also felt that the small class size enhanced their relationship with their instructor because they all get to know each other better, spending four days each week together and because the ALP class is not just more relaxed for the students, but for some instructors as well.

She knows us better, the ones that are in the small class. She knows us. She knew our names first and stuff like that.

I think she's more relaxed in the small class than in the big class.

She's got this... I noticed this frown line she gets when she's in the big class. When she's with us she's smiling, but when she's with them she's like, "Class, do your work."

She's more, not really uptight, but more... She's more relaxed in the smaller class and in the bigger class she's like, "We need to get a lot of work done," because she only sees them two days a week.

This relaxed atmosphere in the ALP class was often contrasted with the ENG 101 class.

Student A: *In Comp I everybody's so serious. Really.*
Student B: *Comp I is seriously way different. I don't like Comp I as much as I like our remedial class…it's like we all know each other.*
Student A: *Ours feels like a family.*
Student C: *Yes.*
Student B: *We're like family now, which is pretty awesome.*
Student A: *And our bigger class is like---*
Student B: *Family with a lot of stepchildren.*
Student C: *Yes, it's not as... Comp I's not as fun.*
Student A: *You're supposed to love the step children. That sounds so wrong.*

It has been suggested that ALP students can benefit from the mainstreaming aspect of ALP and the opportunity to interact with stronger writers. However, at Northark, this interaction does not appear to be occurring and, in fact, the ALP students often think that they are stronger students.

Student A: *I do feel like they do look down on us too.*
Student B: *Yes.*
Interviewer: *Really? I'm seeing some agreement over there too.*
Student A: *They look down on us because we took it twice, and even though it's helpful, and we already know what our teacher's going to tell them the day before they even come into class, but I feel like they don't have as much respect for us because we're the kids that had to take the remedial class. Yes.*

Student A: *As far as myself, I'd be more willing to help the kids in the--- Not kids, the people in my remedial class than in Comp. Going back to the fact that I don't feel like they work as hard. It's almost like, "You skipped school, so I'm not going to help you. You should've been there." But if she misses class, I would be more apt to be like, "Yes, she talked about such and such," and tell her, "This is due this date."*
Interviewer: *You look out for each other a little more.*
Student A: *Yes.*
Student B: *Yes, in fact some of us switched numbers. We've shared cell phone numbers and invited each other to go get our nails done. Maybe not the guys.*

IMPLEMENTING ALP RAISES QUESTIONS ABOUT THE IMPORTANCE OF GRAMMAR INSTRUCTION

Although the instructors at Northark appear to be supportive of the implementation of ALP, one ongoing issue is the role of grammar in ALP. Previously, Northark had a grammar lab in which students spent two additional hours per week and a standalone developmental writing class that included grammar instruction. With the implementation of ALP, that standalone course was replaced with the ALP support course and soon after the grammar lab was eliminated and replaced with an online grammar program. This has led to concerns that students are not getting the instruction in grammar they may need.

> **Instructor A:** *Where before they were getting all these grammar lessons from…*
> **Instructor B:** *You never got a student that said, "I can't find the prepositional phrase."*
> **Instructor A:** *They knew what a noun was.*
> **Instructor C:** *They always could do it, or a subject-verb.*
> **Instructor A:** *You could talk that lingo and then they're, "Okay." But now, I don't care how many times you say, "This is a dependent clause, you need a comma when it comes at the beginning of the sentence." They're still like, "What?" We've done worksheets, we've said it 18 times, where before they might pick it up because they had…*
> **Instructor D:** *Yes, it's frustrating.*

In particular, the extent to which the online program is helping students with their grammar skills is questioned, as is whether whatever knowledge students do gain from the computer program is translated to their actual writing.

> *I'm not going to be convinced that Aplia is very successful. They're jumping through it like it's a video game, they're not retaining…I'll have them go through pronoun agreement that week. Then, I'll come in, and I'll work with them as a group just to see if they retain anything, and they don't. It's only when I can sit down and give them a little lecture about it, and then work with them individually with theirs that they really gain anything.*
>
> **Instructor A:** *They told me, yes, we can do worksheets, we can do the exercise in class, we can do it on Aplia, but when we get to the paper, there's total disconnect.*
> **Instructor B:** *They can't apply it.*

A bigger question among the faculty is the extent to which grammar even needs to be emphasized in ALP. According to some faculty, "the best thing always is for students to use their own work to learn."

> **Instructor A:** *I'm from the school in which the philosophy was the best way to teach people grammar is not through worksheets but through their writing. And so they write and then you work with the mistakes that they make, right? The grammar lectures and all that, they're showing time and time again that they're not as effective. They're necessary in certain degrees but until you start working with a student and his own writing, that's where you're going to get the best results. The ALP section helps with that. I work with students on what mistakes they're making. If they're making pronoun agreement errors, then we need to fix that pronoun agreement.*
> **Instructor B:** *But if they don't know what a pronoun is, how can you discuss that with them?*
> **Instructor A:** *When you see that they make a mistake, you then work with them.*
> **Instructor B:** *They've got to have the vocabulary, that's what I find.*
> **Instructor A:** *Of course, you have to teach them those things.*
> **Instructor C:** *It's a lot to teach. You can say this is not a grammar class but it's all related.*

It appears that at a college that was previously used to having much more emphasis on grammar, it can be challenging to negotiate how much grammar students need to learn in order to be successful in the college-level composition course. With limited time in the ALP class, time that is intended to be spent supporting the goals of the college-level course, and with a need to incorporate more reading instruction as well, there is just not enough time for everything.

> *We've had to readjust our thinking and decide what's important, what's really important. Is it*

important that they can identify an adverb clause? Well, you know what? No. That's where we've had to go with it. What's the most important thing, what can we do to get these students through this class to give them the skills that they need to be successful through the rest of their college career? How can we do it and have them not end up taking the class two and three times?

Students also struggle with whether grammar instruction is helpful to them. In particular, they often felt that their online grammar homework was merely busywork and did not help them improve their actual writing. This was especially true when the grammar was being taught in the context of unfamiliar subjects. "There was a problem pertaining to football and I don't know football from anything other than you catch it and you touchdown. Other than that I have no idea. I missed all three of those problems. I tried a new scenario four times and I still failed all three of them. I don't get football. I was like, 'Pick a new sport. Please.'"

ALP CAN LOOK VERY DIFFERENT DEPENDING ON THE INSTRUCTOR

ALP is not a straight out-of-the box product, and it is clear that the various instructors have very different teaching philosophies, styles, and views of how ALP is supposed to function. This means that students at Northark have very different experiences with ALP depending on their instructor. This is in contrast to the findings of the previous case studies, where the student experience was more consistent, though certainly there were still differences between faculty. Based on observations and the student focus groups, there appear to be three different applications of ALP at Northark and consequently very different experiences for the students. It should be noted that an analysis of student outcomes was not conducted at the faculty level so the discussion that follows is based on student opinions and observations, and not on any quantitative analysis of pass rates by instructor.

Some instructors utilize the ALP class primarily as time for more grammar support. In almost all observed instances, this grammar instruction occurred through the use of drills and was not contextualized to the students' own writing. The classroom format was very traditional, lecture-style with very little interaction among the students or between students and instructors. Students were often frustrated by the class and viewed it as being unnecessarily repetitive.

Other instructors use ALP for more time on task and one-on-one help. Students typically work individually with some attention from the instructor who is available to answer any questions. The interaction that occurs in the classroom is between instructors and students, rarely among students.

Student A: *Our class is different. We go over the same stuff a little bit, but in the smaller class she doesn't spend the whole time doing it. She tells you a little bit about it, says what she usually does and then you work on it, and she's going to come around and check it and see what you're doing.*
Interviewer: *More one-on-one work.*
Student B: *Yes, that's what she does all the time with us.*
Student A: *Mm-hmm. (Affirmative) Yes, she comes around and checks and reads everybody's.*

Student A: *One thing that we do is the day before our paper's due, we have to bring in our rough draft, as much as we have it done, and she will go through it all and help us with it. The next day when we turn it in, it's pretty good, and we get a good grade on it.*
Student B: *Yes, or what you have already typed up, she gets it to where she helps you correct anything that's wrong and then says, "It's due tonight, so work on it for the rest of the class," and then you get another 300 words typed, so you get most of it done. It's a lot of extra time.*

Finally, some instructors use ALP as an opportunity to reinforce or preview what is occurring in the ENG 101 course through more in-depth assignments and activities. Students typically work together as a class or in smaller groups. Class activities involve high levels of interaction among students and between students and the instructor.

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

> *I was scared that you would go in and in the remedial class it would be small, you'd be learning things, but then in the Comp class you were going to be expected to know everything. But having the same teacher, it's like she understands you. Plus, as far as our class…our remedial class is a deeper version of our Comp class.*

Another very visual way in which the classes differ is in the arrangement of the students. In the CCBC ALP model, the intent is for the ALP class to look like a seminar. Students meet around a single table to facilitate interaction. At replication sites studied previously, most classrooms were structured around clusters of tables to create smaller groupings of students rather than one single class-sized group. Some instructors at Northark created these small groupings of students in the ALP course, but in most classes, students were scattered around the room. This was especially true of classes where there appeared to be more of a focus on grammar or on one-on-one help from the instructor. In those classes there was almost no interaction among students, who often sit alone.

There appeared to be a direct link between the level of student engagement, community building, and the classroom set-up. One student pointed to how "we all sit pretty close during the remedial one" as contributing to the relationship-building that occurred in her class. In another class, students either clustered themselves on one side of the room or the instructor rearranged the room to create two rows at the front of the class for all of the students. Students in that class reported how they enjoyed sitting and working together. What was especially interesting was how completely the dynamic of a classroom can change by arranging students around a single table or clusters of tables. During one observation, an instructor whose students typically sit by themselves around the room rearranged the room so that everyone was around a single table. Although they were initially confused, they quickly recovered and the level of interaction and engagement with the class activities was much higher than in the previous class observed with the exact same students.

Both of the student focus groups included students from multiple classes and instructors, which allowed for impromptu exchanges about the various styles of teaching ALP. Students were often surprised by how different the classes were, questioning each other about what each other's classes were like.

> **Student A:** *We don't collaborate with each other really that much. It's more back and forth.*
> **Student B:** *Yes, the other day was the first time we ever did something together.*
> **Student A:** *Mm-hmm. Where she said, "Get a partner and work with someone."*
> **Student B:** *Yes, but other than that it's just---*
> **Student C:** *You all haven't had group projects together or anything?*
> **Student A:** *No, that was the very first time.*
> **Student C:** *Really?*
> **Student B:** *We haven't had any.*
> **Student C:** *You all should get our teacher. Every day she's like, "Here you go, you all get together."*

Many of the students seemed to be envious of the students whose instructors encouraged more group work and who were clearly more bonded as a group. According to one student, "it seems like they're having fun over there. I want to have fun."

ADDITIONAL THOUGHTS

One of the original goals of the ALP replication study was to begin exploring not only how other colleges are adapting the CCBC ALP model to meet their needs but also what aspects of the program may be critical to its success. As mentioned in the Introduction, the developers of the program at CCBC have identified what they see as six critical components of the program. The case studies of ALP colleges conducted to date suggest that colleges adopt aspects of each component to varying degrees, often due to the particular culture of a college and sometimes due to the style of specific instructors. Consequently, a quantitative study to identify the extent to which each component contributes to student success is not feasible. However, the qualitative data gathered as part of the case studies allow us to begin drawing some conclusions as to which of the six factors may be of greater importance. The discussion below is based on a synthesis of data from the inventory and student record data but primarily focuses on the qualitative case studies conducted at Jackson College (JC), Lansing Community College (LCC), and North Arkansas College (Northark).

✔ **Developmental students are co-enrolled in the developmental course and the college-level composition course, rather than completing the developmental course as a prerequisite.** This is the entire foundation of ALP. CCBC has suggested that the value of co-enrolling students in the college-level course is that they see the developmental course as more helpful and relevant while also reducing the stigma of being placed into developmental education. Students do appear to appreciate the support that the ALP course provides and felt that without the course they would really struggle. Some of the students in the study clearly felt some stigma about being in the ALP class. However, the value of co-enrollment may be more structural in that co-enrolling the students in both courses eliminates one of the potential exit points along the developmental pathway. We know that we're losing large numbers of our developmental students in the gaps between classes, and even students who successfully complete the developmental education sequence, often do not enroll in the college-level course. By putting students into the college-level course and then providing them with intensive support, one of the gaps is closed.

✔ **ALP 090 supports ENG 101 through backwards design so that the course objectives for the ALP course are the same as for the college-level course.** This is another foundational component of the CCBC ALP model. How this looks at different colleges, however, can vary greatly. One of the themes that emerged from the study of LCC and JC was that the backwards design feature of ALP at those two colleges was much more student-driven and individualized compared to CCBC where it was more structured and focused on the class as a whole. Regardless, the ALP class was clearly designed to directly meet the goals of the college-level course. At Northark, however, the means by which the ALP class supported the objectives of the ENG 101 class was heavily dependent upon the instructor. To an extent, this appeared to be related to each instructor's particular level of emphasis on grammar. There was also much more discussion at Northark about the issue of students passing the ENG 101 course but not the ALP 090 course. Many of the faculty embraced the idea that, since the goal was for students to pass the ENG 101 course, their grade in ALP 090 was less important. However, other instructors were more likely to treat the ALP 090 course as a stand-alone course that covered writing mechanics that were not covered in ENG 101. Students in these classes were more likely to report that they didn't feel the ALP class was supportive of the work in the college-level class. Students in the classes where the ALP class was used either to delve deeper into the ENG 101 work or to provide more one-on-one help from the instructor on that work were more likely to report that they found the ALP class to be helpful.

✔ **Both courses are taught by the same instructor.** This appears to be critical in building stronger relationships between students and instructors, who both spoke of feeling as though they were better able to get to know each other because

they spent so much time together. There are colleges that have implemented ALP with different instructors teaching the two classes, but informal conversations have suggested that, while this can be successful, it takes a high level of collaboration and teamwork. Otherwise, ALP basically just becomes tutoring with a tutor who is not truly familiar with the assignments in the ENG 101 course or the particular wants of that instructor. Students at all three of the replication sites that have been studied to date mentioned that it was helpful that the extra support was coming from the very instructors who knew what they wanted on each assignment.

✔ **ALP instructors consciously and deliberately address non-cognitive issues in ALP 090**. At Lansing Community College and Jackson College, instructors were very committed to identifying and addressing life skills and affective issues. They felt that their ability to do this was facilitated by the small class size and the ability to more quickly get to know their students. At North Arkansas College, there was less of a focus on non-cognitive issues, depending on the instructor. However, classes where the instructor did discuss non-cognitive issues and made an effort to relate assignments to the students' own lives were also the classes where the students were clearly more bonded, had developed personal relationships with each other and their instructor, and were typically more engaged during class. A focus on non-cognitive issues works hand-in-hand with community-building in the class as instructors see students more as holistic individuals and students can relate to common struggles in their classmates' lives.

? **Developmental students are mainstreamed into the college-level course so that at least half of their classmates are college-level writers.** CCBC posits that including both developmental and college-level students in the ENG 101 course ensures that instructors do not lower their standards for the course. CCBC has also suggested that there is value in mainstreaming the developmental students so that the college-level students can serve as role models. While some of the instructors at the three colleges have suggested that having a mix of levels in the course is important, classroom observations and comments from students did not support the idea that there was meaningful interaction between the two groups. In fact, the ALP students tend to be the leaders in the classroom, are more willing to ask questions, and are more prepared. ALP students either said they felt intimidated by the college-level students while others felt that the college-level students didn't take the course as seriously. Regardless, there was very little interaction between the two groups, and when there was, it was often an ALP student assisting a college-level student. This is not to say that the mix of different levels is unimportant, though data gathered from the inventory, focus groups, and observations suggest that there may be less difference between the two groups of students than previously thought. It is just to say that any value in mainstreaming students may be in the impetus to maintain high standards rather than lowering them out of some benevolence towards the developmental students.

? **The size of ALP 090 is no larger than 12 students.** At all three case study colleges, both students and faculty drew attention to the many benefits of the smaller class size in the ALP class. Having fewer students facilitated community building and allowed for more one-on-one attention from the instructor. This benefit also transferred to the college-level students, as instructors had more time to spend one-on-one with them as well since they had already met with all of the ALP students during the ALP class. However, the data from Atlantic Cape Community College suggest that larger class sizes can still produce positive student outcomes. Conference presentations and informal conversations with instructors at Atlantic Cape Community College suggest that it may actually be the community-building that occurs rather than the small class size itself that contributes to improved success. Instructors at Atlantic Cape Community College make a very deliberate effort to develop the relationships and foster community building that may develop more organically in a smaller class. Also, even at the three case study colleges with smaller class sizes, community-building was not automatic. It may occur more easily and naturally in a small class that spends hours each week together with the same instructor, but in some of the classes there still was not a high level of interaction among the students. So, the critical component for success

may be the supportive community-building that occurs in ALP rather than the small class size in and of itself.

However, this is not a recommendation for all colleges to implement the Triangle model. Colleges that are considering implementing ALP, along with some colleges that have already implemented the CCBC ALP model, have faced administrative pressure to implement the Triangle model due to concerns about the small class sizes recommended by the CCBC ALP model. This is a legitimate concern as it relates to costs, classroom utilization, and staffing. However, colleges should proceed with caution. The concern is that colleges will implement the Triangle model to resolve the class size issue without considering what they might need to do to reduce the possible negative impact of those larger class sizes. If a college is not committed to doing the work of community building in a deliberate way, the program may not be successful. It should also be noted that, even at Atlantic Cape Community College, the class size for ALP is capped at 18. Even the Triangle Model does not appear to support class sizes in the 20s.

THINGS TO CONSIDER WHEN IMPLEMENTING ALP

At its roots, ALP is a structural change, and this structural change alone can have a profound impact on student success. However it is not just a structural change. It is also a paradigm shift. Some instructors continue to treat the ALP class as if it were still a stand-alone course designed to cover everything students didn't learn in K-12. However, under the CCBC ALP model, ALP is a completely different way of looking at developmental writing and developmental writing students. The goal of a traditional developmental course is to get students ready to take the college-level course while the goal of ALP is to help students pass that college-level course so they can progress more quickly into other college-level work. The philosophy is different and leads to a change in pedagogy and a rethinking of how developmental writers can be supported in their efforts to complete college-level work. The extent to which colleges embrace this paradigm shift can vary greatly from college to college and instructor to instructor.

If colleges are interested in implementing the CCBC ALP model in its entirety, not just the structural change, this may require a higher level of coordination and collaboration among faculty members. Instructors must be supported and encouraged to work together to explore what they see as the purpose and components of the ALP course. Is it to provide more time on task? Is it for individualized assistance from the instructor? Is the goal to build a community of learners who can support each other? Is it to help developmental students deal with the myriad of issues that can impede their success in college? Is it to go deeper into the material from the ENG 101 course? There may not be complete agreement but the design of the ALP course should be purposeful and a unified departmental philosophy of how ALP will look at a college can be very helpful in bringing new faculty on board, particularly during the scale-up process.

The extent to which a college intends to scale up ALP should also be considered early in the implementation phase. It has been recommended by some that colleges should start small but plan for scale-up from the beginning. However, it might be worth considering whether, if the end goal is full-scale implementation of ALP, it would be feasible to bypass the piloting stage. At some colleges a pilot may be necessary to help create buy-in before further expansion. But at other colleges, where there is a commitment to eventually placing all developmental students into ALP, piloting the program may be unnecessary. Full-scale implementation eliminates many of the logistical challenges of piloting, including much of the marketing efforts to get students into the program.

Colleges may pilot ALP and spend much of their energy on activities that become unnecessary when the program scales up. They've spent time working out kinks that don't exist once the program leaves the piloting stage. Instead, new challenges are created. The message to advisors shifts from one of promoting the program as an option to one of reassuring students that they can handle six credits of writing so they don't try to delay taking the class altogether. There is less concern that the ALP classes won't fill and more focus on facilities management and finding enough classroom space, especially if technology is used extensively in the ALP class. More formalized

training becomes important to train all faculty rather than a select few who have had the opportunity to attend the ALP conference. During the pilot stage, some colleges focus on determining which students would benefit most from the program. During full-scale implementation, the focus must shift to figuring out how to help all students.

AREAS OF FUTURE STUDY

As ALP continues to expand, more collaboration between ALP colleges could be beneficial. Many of the colleges face similar challenges when it comes to logistics that may have been solved by other colleges that could share their methods. Small colleges, especially those with just one or two ALP faculty might benefit from the opportunity to collaborate with faculty at other colleges. Some faculty have already begun doing so. "Because I am the only instructor that has taught ALP at my college, I have conferred with a colleague at a sister college who has been teaching ALP." The Conference on Acceleration in Developmental Education, held each summer, is an excellent opportunity for colleges to gather and learn from their ALP peers but not all colleges have the resources to support sending a faculty member, much less a team, to the conference. The ALP website is also a resource for ALP colleges that contains sample syllabi and classroom materials from CCBC. However, the resources are limited. There may be an opportunity to develop ways for ALP instructors and programs to share information and collaborate online so that best practices are shared more widely.

ALP has become a movement, not just a curricular development. Some instructors may be unwilling members of that movement, but others have embraced the program. "I've been teaching for almost 40 years. This curriculum has changed my life and the lives of my developmental students. I am most enthused to meet these students every day." According to another, "ALP is the best thing to hit developmental education in a long time." Many who were initially skeptical about the program have become converts, and an ever growing number of colleges are choosing to adopt the program.

The more we can learn about how ALPs function at different colleges, the more information we'll have to help other colleges implement or improve their own programs and find ways to adapt them to meet their own unique student populations and needs. Three of the four colleges whose student record data were analyzed for this study have also participated in qualitative case studies. Hopefully there will an opportunity to conduct a case study of Atlantic Cape Community College as well. With every college that is studied in greater detail, we gain a deeper understanding of the myriad of ways that colleges can adopt and adapt ALP and make it their own. This will help ensure that ALP is not just another developmental education fad, but instead is successfully institutionalized at colleges around the country.

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APPENDIX A: ALP INVENTORY SURVEY



The Accelerated Learning Program (ALP) at the Community College of Baltimore County is working with The Center for Applied Research and Achieving the Dream to study accelerated learning programs across the country. In particular, we are interested in programs that accelerate students through the developmental writing sequence by co-enrolling them in the highest level of developmental writing along with the first year composition course. By completing this inventory, you will be contributing to increasing our knowledge of the breadth of accelerated learning programs so that other colleges can leverage this knowledge to build their own programs. We sincerely appreciate your contribution.

If you currently have a listing on the ALP website (www.alp-deved.org), you may have already answered some of these questions in the past. However, it would be very helpful if you could complete this inventory as well, since there are some additional questions designed to gather a more comprehensive picture of accelerated learning programs.

Please tell us about your institution:

Name of institution:
City:
State:
Zip:
Institution website:
Contact name:
Contact email:

1. **What is the size of your institution (credit students only)?**
   - ○ 1-4,999
   - ○ 5,000-9,999
   - ○ 10,000-19,999
   - ○ 20,000+

2. **Are your faculty:**
   - ○ Unionized
   - ○ Non-unionized

Please tell us about your developmental writing program:

3. **Are your developmental courses located in:**
   - ○ English Department
   - ○ Developmental Studies Department
   - ○ Both
   - ○ Other: _____

4. **What percentage of students at your institution are placed into developmental writing?**
5. **How many levels of developmental writing does your institution have?**

Please tell us about your accelerated learning program:

6. **What term and year did you begin offering ALP sections?**
7. **How many sections of ALP did your college run in that first term?**
8. **How many sections of ALP is your college running this term?**
9. **How many traditional (non-ALP) upper-level developmental writing sections is your college running this term?**

10. **How many credits are faculty paid for teaching ALP?**

    ○ Full credit ○ Less than full credit

Please tell us more about your accelerated learning program:

11. **Which ALP model do you follow?**
    - ○ CCBC ALP Model (one section of the upper-level developmental course is linked to one section of the first-year composition course)
    - ○ Triangle/Triad ALP Model (developmental students from two sections of first-year composition feed into one developmental section)
    - ○ Other - If you chose Other, please describe ALP at your college (how ALP is implemented at your institution, including class sizes, hours per week, and whether the same instructors teach each of the linked courses) and then skip to the next page.

12. **Please let us know the class size and hours per week for the two courses that are part of ALP at your institution:**

	Class Size	Hours per week
First-year composition class		
ALP developmental class		

13. **Does the same instructor teach both classes (or all three classes if you use the Triangle model)?**

    ○ Yes ○ No

14. **Have faculty from your institution attended the Annual Conference on Acceleration in Developmental Education, hosted by the Community College of Baltimore County (CCBC)?**

    ○ Yes ○ No ○ Not sure

15. **Has your institution had a visit from the CCBC ALP team?**

    ○ Yes ○ No ○ Not sure

In addition to inclusion in this study of accelerated learning programs, responses to this inventory may also be included on the CCBC ALP website (www.alp-deved.org) which provides a map of ALPs around the country along with basic information on each college. However, none of the responses to the following open-ended questions will be included on the CCBC ALP website and they will only be reported in the study anonymously.

○ I do not want my responses included on the CCBC ALP website.

16. **How have teaching, course content, and other classroom strategies changed in the courses that are part of ALP at your college (the developmental course and the college-level course)?**
17. **How are non-cognitive issues (life issues, affective issues, etc.) addressed in the developmental sections of ALP? Are they addressed as they come up or are non-cognitive issues a part of your syllabus or scheduled lesson plans?**
18. **Please tell us about the training or preparation for teaching ALP instructors at your college receive. Is this training ongoing? What changes did you make to professional development after implementation began? What additional training would be helpful?**
19. **What challenges has your institution faced in the implementation and scaling up of the accelerated learning program?**
20. **How have you communicated about ALP and created buy-in with the rest of your college?**
21. **Do you have any other comments that could be helpful for other colleges that are currently or considering implementing ALP?**

Thank you so much for completing this inventory. Your responses will contribute to our growing understanding of accelerated learning programs around the country and could help other colleges considering implementing ALP**.**

APPENDIX B: ALP INVENTORY

COLLEGES INCLUDED IN THE INVENTORY

Allegany College of Maryland
Anne Arundel Community College
Arapahoe Community College
Arkansas Northeastern College
Arkansas State University Newport
Arkansas Tech University
Athens Technical College
Atlantic Cape Community College
Austin Community College
Bellevue College
Bergen Community College
Black River Technical College
Blue Ridge Community and Technical College
Boise State University
Brookdale Community College
Butler Community College
Cayuga Community College
Century College
Charles Stewart Mott Community College
City College at Montana State University Billings
College of Lake County
College of the Ouachitas
Colorado Northwestern Community College
Community College of Baltimore County
Community College of Denver
Community College of Rhode Island
Cowley College
Cumberland County College
Cuyahoga Community College
Davenport University
Delaware Technical Community College
Elgin Community College
Fairmont State University
Fort Lewis College
Garrett College
Gateway Community College
Georgia Gwinnett College
Gogebic Community College
Grand Rapids Community College
Hawaii Community College
Heartland Community College
Henry Ford Community College
Houston Community College
Howard Community College
Ivy Tech Community College
Ivy Tech Community College, Richmond
Jackson Community College
Kalamazoo Valley Community College
Kanawha Valley Community and Technical College
Kentucky State University
LaGuardia Community College, CUNY
Lake Michigan College
Lansing Community College
Laramie County Community College
Leeward Community College
Lehigh Carbon Community College
Lone Star College, North Harris
Macomb Community College
Malcolm X College (One of the City Colleges of Chicago)
Metropolitan Community College, Longview
Middle Georgia State College
Middlesex Community College
Minneapolis Community and Technical College
Missouri State University-West Plains
Montcalm Community College
Morgan Community College
Mott Community College
Mountwest Community & Technical College
Muskegon Community College
New Mexico State University Carlsbad
New River Community and Technical College
Normandale Community College
North Arkansas College
North Central Michigan College
North Central State College
North Lake College
Northampton Community College
Northeast Lakeview College
Northern Essex Community College
Northwest-Shoals Community College
Onondaga Community College
Otero Junior College
Patrick Henry Community College
Penn State University, Abington College
Phillips Community College of the University of Arkansas
Phoenix College
Prairie State College
Prince George's Community College
Pulaski Technical College
Rhodes State College
Rich Mountain Community College
Rochester Community and Technical College
Rockland Community College
Salt Lake Community College
Schenectady County Community College
Skagit Valley College

South Arkansas Community College
South Georgia Technical College
Southeast Arkansas College
Southern Arkansas University Tech
Southwestern Illinois College
Southwestern Michigan College
Springfield Technical Community College (STCC)
St. Clair County Community College
State University of New York at New Paltz
SUNY, Adirondack (Adirondack Community College)
SUNY, Genesee Community College
SUNY, Rockland Community College
Tulsa Community College
University of Arkansas at Pine Bluff
University of Arkansas Community College at Batesville
University of Arkansas Community College at Hope
University of Arkansas Community College at Morrilton
University of Central Oklahoma
University of New Mexico, Valencia Campus

The following colleges also report having an Accelerated Learning Program but did not provide enough information to include in the inventory.

Bay de Noc Community College
Bluefield State College
Bristol Community College
Coppin State University
Delaware County Community College
Greenville Technical College
Gwinnett Technical College
Kapiolani Community College
Mesa Community College
Monroe College
Montgomery College
Pierce College
Rappahannock Community College
San Diego Mesa College
Santa Barbara City College
Texas A&M University - Corpus Christi
Texas State Technical College-Waco
Three Rivers Community College
Tri-County Technical College
Valencia College
West Chester University of Pennsylvania

Not all schools in this inventory provided answers to all of the survey questions.

Allegany College of Maryland

Triangle Model

First ALP Term	Fall 2012
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	1
Stand-Alone/Traditional Developmental Writing Sections in Current Term	20
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	18
Class Size for College-Level Writing Class	25
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Cumberland, MD
www.allegany.edu
Size (credit students): 1-4,999
Unionized faculty: No

Percentage of students who place into developmental writing: 30%
Levels of developmental writing: 2
Developmental writing is in the English Department

Anne Arundel Community College

CCBC ALP Model

First ALP Term	Fall 2011
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	7
Stand-Alone/Traditional Developmental Writing Sections in Current Term	12
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	20
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Arnold, MD
www.aacc.edu
Size (credit students): 10,000-19,999
Unionized faculty: No

Percentage of students who place into developmental writing: 18%
Levels of developmental writing: 2
Developmental writing is in the English Department

Arapahoe Community College

CCBC ALP Model

First ALP Term	Spring 2014
ALP Developmental Writing Sections in First Term	4
ALP Developmental Writing Sections in Current Term	8
Stand-Alone/Traditional Developmental Writing Sections in Current Term	58
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	12
Class Size for College-Level Writing Class	24
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Littleton, CO
www.arapahoe.edu/
Size (credit students): 10,000-19,999
Unionized faculty: No

Percentage of students who place into developmental writing: 40%
Levels of developmental writing: 2
Developmental writing is in the English Department

Arkansas Northeastern College

CCBC ALP Model

First ALP Term	Fall 2012
ALP Developmental Writing Sections in First Term	4
ALP Developmental Writing Sections in Current Term	4
Stand-Alone/Traditional Developmental Writing Sections in Current Term	0
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	12
Class Size for College-Level Writing Class	24
Hours per week for ALP Developmental Writing Class	4
Hours per week for College-Level Writing Class	3

Blytheville, AR
www.anc.edu
Size (credit students): 1-4,999
Unionized faculty: No

Percentage of students who place into developmental writing: 6%
Levels of developmental writing: 2
Developmental writing is in both English and Developmental Studies Department

Arkansas State University Newport

CCBC ALP Model

First ALP Term	Fall 2011
ALP Developmental Writing Sections in First Term	3
ALP Developmental Writing Sections in Current Term	7
Stand-Alone/Traditional Developmental Writing Sections in Current Term	16
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	No
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	20
Hours per week for ALP Developmental Writing Class	2
Hours per week for College-Level Writing Class	3

Newport, AR
www.asun.edu
Size (credit students): 1-4,999
Unionized faculty: No

Percentage of students who place into developmental writing: 78%
Levels of developmental writing: 1
Developmental writing is in both English and Developmental Studies Department

Arkansas Tech University

CCBC ALP Model

First ALP Term	Fall 2012
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	2
Stand-Alone/Traditional Developmental Writing Sections in Current Term	14
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	18
Class Size for College-Level Writing Class	18
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Russellville, AR
www.atu.edu
Size (credit students): 10,000-19,999
Unionized faculty: No

Percentage of students who place into developmental writing:
Levels of developmental writing: 1
Developmental writing is in the English Department

Athens Technical College

CCBC ALP Model

First ALP Term	Fall 2012
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	1
Stand-Alone/Traditional Developmental Writing Sections in Current Term	5
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	20
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Athens, GA
www.athenstech.edu
Size (credit students): 1-4,999
Unionized faculty: No

Percentage of students who place into developmental writing: 35%
Levels of developmental writing: 2
Developmental writing is in both English and Developmental Studies Department

Atlantic Cape Community College

Triangle Model

First ALP Term	Spring 2012
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	10
Stand-Alone/Traditional Developmental Writing Sections in Current Term	29
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	18
Class Size for College-Level Writing Class	20
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Mays Landing, NJ
www.atlantic.edu
Size (credit students): 5,000-9,999
Unionized faculty: Yes

Percentage of students who place into developmental writing: 56%
Levels of developmental writing: 2
Developmental writing is in the English Department

Austin Community College

CCBC ALP Model

First ALP Term	Fall 2000
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	8
Stand-Alone/Traditional Developmental Writing Sections in Current Term	23
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	16
Class Size for College-Level Writing Class	32
Hours per week for ALP Developmental Writing Class	1
Hours per week for College-Level Writing Class	3

Austin, TX
www.austincc.edu
Size (credit students): 20,000+
Unionized faculty: No

Percentage of students who place into developmental writing: 56%
Levels of developmental writing: 3
Developmental writing is in the Developmental Studies Department

Bellevue College

CCBC ALP Model

First ALP Term	Winter 2012
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	6
Stand-Alone/Traditional Developmental Writing Sections in Current Term	15
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	26
Hours per week for ALP Developmental Writing Class	5
Hours per week for College-Level Writing Class	5

Bellevue, WA
www.bellevuecollege.edu
Size (credit students): 20,000+
Unionized faculty: Yes

Percentage of students who place into developmental writing: 22%
Levels of developmental writing: 3
Developmental writing is in both English and Developmental Studies Department

Bergen Community College

CCBC ALP Model

First ALP Term	Fall 2011
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	8
Stand-Alone/Traditional Developmental Writing Sections in Current Term	64
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	11
Class Size for College-Level Writing Class	22
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Paramus, NJ
www.bergen.edu
Size (credit students): 10,000-19,999
Unionized faculty: Yes

Percentage of students who place into developmental writing: 80%
Levels of developmental writing: 5
Developmental writing is in both English and Developmental Studies Department

Black River Technical College

CCBC ALP Model

First ALP Term	Spring 2012
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	4
Stand-Alone/Traditional Developmental Writing Sections in Current Term	6
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	14
Class Size for College-Level Writing Class	28
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Pocahontas, AR
www.blackrivertech.edu
Size (credit students): 1-4,999
Unionized faculty: No

Percentage of students who place into developmental writing: 70%
Levels of developmental writing: 1
Developmental writing is in the English Department

Blue Ridge Community and Technical College

CCBC ALP Model

First ALP Term	Spring 2013
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	1
Stand-Alone/Traditional Developmental Writing Sections in Current Term	9
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	20
Hours per week for ALP Developmental Writing Class	2.5
Hours per week for College-Level Writing Class	2.5

Martinsburg, WV
www.blueridgectc.edu
Size (credit students): 1-4,999
Unionized faculty: No

Percentage of students who place into developmental writing:
Levels of developmental writing: 1
Developmental writing is in the English Department

Boise State University

CCBC ALP Model

First ALP Term	Spring 2013
ALP Developmental Writing Sections in First Term	10
ALP Developmental Writing Sections in Current Term	21
Stand-Alone/Traditional Developmental Writing Sections in Current Term	0
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	9
Class Size for College-Level Writing Class	25
Hours per week for ALP Developmental Writing Class	1
Hours per week for College-Level Writing Class	3

Boise, ID
www.boisestate.edu/
Size (credit students): 20,000+
Unionized faculty: No

Percentage of students who place into developmental writing:
Levels of developmental writing: 1
Developmental writing is in the English Department

Brookdale Community College

CCBC ALP Model

First ALP Term	Fall 2011
ALP Developmental Writing Sections in First Term	4
ALP Developmental Writing Sections in Current Term	26
Stand-Alone/Traditional Developmental Writing Sections in Current Term	0
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	21
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Lincroft, NJ
www.brookdalecc.edu
Size (credit students): 10,000-19,999
Unionized faculty: Yes

Percentage of students who place into developmental writing: 38%
Levels of developmental writing: 1
Developmental writing is in the English Department

Butler Community College

Other

First ALP Term	Fall 2014
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	14
Stand-Alone/Traditional Developmental Writing Sections in Current Term	35
Same Instructor for both courses	
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	0
Class Size for College-Level Writing Class	0
Hours per week for ALP Developmental Writing Class	0
Hours per week for College-Level Writing Class	0

El Dorado, KS
www.butlercc.edu/
Size (credit students): 5,000-9,999
Unionized faculty: Yes

Percentage of students who place into developmental writing: 23%
Levels of developmental writing: 2
Developmental writing is in both English and Developmental Studies Department

Cayuga Community College

Other

First ALP Term	Fall 2013
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	
Stand-Alone/Traditional Developmental Writing Sections in Current Term	1
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	
Class Size for College-Level Writing Class	
Hours per week for ALP Developmental Writing Class	
Hours per week for College-Level Writing Class	

Auburn & Fulton, NY
www.cayuga-cc.edu
Size (credit students): 1-4,999
Unionized faculty: Yes

Percentage of students who place into developmental writing:
Levels of developmental writing: 2
Developmental writing is in both English and Developmental Studies Department

Century College

CCBC ALP Model

First ALP Term	Spring 2013
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	6
Stand-Alone/Traditional Developmental Writing Sections in Current Term	16
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	12
Class Size for College-Level Writing Class	28
Hours per week for ALP Developmental Writing Class	4
Hours per week for College-Level Writing Class	4

White Bear Lake, MN
www.century.edu
Size (credit students): 10,000-19,999
Unionized faculty: Yes

Percentage of students who place into developmental writing: 35%
Levels of developmental writing: 2
Developmental writing is in the English Department

Charles Stewart Mott Community College

CCBC ALP Model

First ALP Term	Winter 2013
ALP Developmental Writing Sections in First Term	3
ALP Developmental Writing Sections in Current Term	4
Stand-Alone/Traditional Developmental Writing Sections in Current Term	17
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	12
Class Size for College-Level Writing Class	29
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Flint, MI
www.mcc.edu
Size (credit students): 10,000-19,999
Unionized faculty: Yes

Percentage of students who place into developmental writing: 47%
Levels of developmental writing: 3
Developmental writing is in the English Department

City College at Montana State University Billings

CCBC ALP Model

First ALP Term	Spring 2014
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	0
Stand-Alone/Traditional Developmental Writing Sections in Current Term	6
Same Instructor for both courses	No
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	12
Class Size for College-Level Writing Class	24
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Billings, MT
www.citycollege.msubillings.edu/
Size (credit students): 1-4,999
Unionized faculty: Yes

Percentage of students who place into developmental writing: 50%
Levels of developmental writing: 1
Developmental writing is in the Developmental Studies Department

College of Lake County

CCBC ALP Model

First ALP Term	Fall 2011
ALP Developmental Writing Sections in First Term	5
ALP Developmental Writing Sections in Current Term	15
Stand-Alone/Traditional Developmental Writing Sections in Current Term	23
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	5
Class Size for College-Level Writing Class	22
Hours per week for ALP Developmental Writing Class	1
Hours per week for College-Level Writing Class	3

Grayslake, IL
www.clcillinois.edu
Size (credit students): 10,000-19,999
Unionized faculty: Yes

Percentage of students who place into developmental writing: 25%
Levels of developmental writing: 2
Developmental writing is in

College of the Ouachitas

CCBC ALP Model

First ALP Term	Fall 2012
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	1
Stand-Alone/Traditional Developmental Writing Sections in Current Term	5
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	No
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	23
Hours per week for ALP Developmental Writing Class	1
Hours per week for College-Level Writing Class	3

Malvern, AR
www.coto.edu
Size (credit students): 1-4,999
Unionized faculty: No

Percentage of students who place into developmental writing:
Levels of developmental writing: 1
Developmental writing is in the Developmental Studies Department

Colorado Northwestern Community College

Other

First ALP Term	Fall 2013
ALP Developmental Writing Sections in First Term	3
ALP Developmental Writing Sections in Current Term	2
Stand-Alone/Traditional Developmental Writing Sections in Current Term	0
Same Instructor for both courses	No
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	15
Class Size for College-Level Writing Class	25
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Craig, CO
www.cncc.edu
Size (credit students): 1-4,999
Unionized faculty: No

Percentage of students who place into developmental writing: 25%
Levels of developmental writing: 2
Developmental writing is in the Developmental Studies Department

Community College of Baltimore County

CCBC ALP Model

First ALP Term	Spring 2007
ALP Developmental Writing Sections in First Term	5
ALP Developmental Writing Sections in Current Term	80
Stand-Alone/Traditional Developmental Writing Sections in Current Term	
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	No
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	20
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Baltimore, MD
www.ccbcmd.edu
Size (credit students): 20,000+
Unionized faculty: No

Percentage of students who place into developmental writing: 68%
Levels of developmental writing: 2
Developmental writing is in the English Department

Community College of Denver

CCBC ALP Model

First ALP Term	Spring 2014
ALP Developmental Writing Sections in First Term	20
ALP Developmental Writing Sections in Current Term	28
Stand-Alone/Traditional Developmental Writing Sections in Current Term	0
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	12
Class Size for College-Level Writing Class	25
Hours per week for ALP Developmental Writing Class	2.5
Hours per week for College-Level Writing Class	2.5

Denver, CO
www.ccd.edu
Size (credit students): 5,000-9,999
Unionized faculty: No

Percentage of students who place into developmental writing: 15%
Levels of developmental writing: 2
Developmental writing is in both English and Developmental Studies Department

Community College of Rhode Island

CCBC ALP Model

First ALP Term	Fall 2014
ALP Developmental Writing Sections in First Term	6
ALP Developmental Writing Sections in Current Term	6
Stand-Alone/Traditional Developmental Writing Sections in Current Term	
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	20
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Warwick, RI
www.ccri.edu
Size (credit students): 5,000-9,999
Unionized faculty: Yes

Percentage of students who place into developmental writing: 50%
Levels of developmental writing: 3
Developmental writing is in the English Department

Cowley College

CCBC ALP Model

First ALP Term	Spring 2014
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	16
Stand-Alone/Traditional Developmental Writing Sections in Current Term	4
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	25
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Arkansas City, KS
www.cowley.edu/
Size (credit students): 5,000-9,999
Unionized faculty: Yes

Percentage of students who place into developmental writing: 30%
Levels of developmental writing: 1
Developmental writing is in the English Department

Cumberland County College

CCBC ALP Model

First ALP Term	Fall 2013
ALP Developmental Writing Sections in First Term	9
ALP Developmental Writing Sections in Current Term	13
Stand-Alone/Traditional Developmental Writing Sections in Current Term	11
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	12
Class Size for College-Level Writing Class	24
Hours per week for ALP Developmental Writing Class	2
Hours per week for College-Level Writing Class	3

Vineland, NJ
www.cccnj.edu
Size (credit students): 1-4,999
Unionized faculty: Yes

Percentage of students who place into developmental writing: 60%
Levels of developmental writing: 2
Developmental writing is in the English Department

Cuyahoga Community College

CCBC ALP Model

First ALP Term	Fall 2011
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	20
Stand-Alone/Traditional Developmental Writing Sections in Current Term	55
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	12
Class Size for College-Level Writing Class	26
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Cleveland, OH
www.tri-c.edu
Size (credit students): 20,000+
Unionized faculty: Yes

Percentage of students who place into developmental writing: 66%
Levels of developmental writing: 2
Developmental writing is in the English Department

Davenport University

CCBC ALP Model

First ALP Term	Fall 2013
ALP Developmental Writing Sections in First Term	3
ALP Developmental Writing Sections in Current Term	4
Stand-Alone/Traditional Developmental Writing Sections in Current Term	7
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	8
Class Size for College-Level Writing Class	20
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Grand Rapids (& multiple campuses), MI
www.davenport.edu
Size (credit students): 10,000-19,999
Unionized faculty: No

Percentage of students who place into developmental writing:
Levels of developmental writing: 1
Developmental writing is in the English Department

Delaware Technical Community College

Other

First ALP Term	Fall 2012
ALP Developmental Writing Sections in First Term	8
ALP Developmental Writing Sections in Current Term	7
Stand-Alone/Traditional Developmental Writing Sections in Current Term	14
Same Instructor for both courses	No
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	20
Class Size for College-Level Writing Class	20
Hours per week for ALP Developmental Writing Class	5
Hours per week for College-Level Writing Class	3

Georgetown, DE
www.dtcc.edu
Size (credit students): 1-4,999
Unionized faculty: No

Percentage of students who place into developmental writing:
Levels of developmental writing: 2
Developmental writing is in both English and Developmental Studies Department

Elgin Community College

CCBC ALP Model

First ALP Term	Fall 2013
ALP Developmental Writing Sections in First Term	6
ALP Developmental Writing Sections in Current Term	9
Stand-Alone/Traditional Developmental Writing Sections in Current Term	25
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	8
Class Size for College-Level Writing Class	20
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Elgin, IL
www.elgin.edu
Size (credit students): 10,000-19,999
Unionized faculty: Yes

Percentage of students who place into developmental writing: 35%
Levels of developmental writing: 3
Developmental writing is in the English Department

Fairmont State University

CCBC ALP Model

First ALP Term	Fall 2012
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	7
Stand-Alone/Traditional Developmental Writing Sections in Current Term	0
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	No
Class Size for ALP Developmental Writing Class	12
Class Size for College-Level Writing Class	25
Hours per week for ALP Developmental Writing Class	1
Hours per week for College-Level Writing Class	3

Fairmont, WV
www.fairmontstate.edu
Size (credit students): 5,000-9,999
Unionized faculty: No

Percentage of students who place into developmental writing: 9%
Levels of developmental writing: 1
Developmental writing is in the English Department

Fort Lewis College

CCBC ALP Model

First ALP Term	Fall 2013
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	6
Stand-Alone/Traditional Developmental Writing Sections in Current Term	0
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	8
Class Size for College-Level Writing Class	25
Hours per week for ALP Developmental Writing Class	1
Hours per week for College-Level Writing Class	4

Durango, CO
www.fortlewis.edu
Size (credit students): 1-4,999
Unionized faculty: No

Percentage of students who place into developmental writing: 33%
Levels of developmental writing: 1
Developmental writing is in Other

Garrett College

CCBC ALP Model

First ALP Term	Spring 2010
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	6
Stand-Alone/Traditional Developmental Writing Sections in Current Term	6
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	0
Class Size for College-Level Writing Class	0
Hours per week for ALP Developmental Writing Class	0
Hours per week for College-Level Writing Class	0

McHenry, MD
www.garrettcollege.edu
Size (credit students): 1-4,999
Unionized faculty: No

Percentage of students who place into developmental writing: 60%
Levels of developmental writing: 2
Developmental writing is in both English and Developmental Studies Department

Gateway Community College

CCBC ALP Model

First ALP Term	Fall 2012
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	5
Stand-Alone/Traditional Developmental Writing Sections in Current Term	38
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	12
Class Size for College-Level Writing Class	26
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

New Haven, CT
www.gatewayct.edu
Size (credit students): 5,000-9,999
Unionized faculty: Yes

Percentage of students who place into developmental writing: 50%
Levels of developmental writing: 2
Developmental writing is in the Developmental Studies Department

Georgia Gwinnett College

Triangle Model

First ALP Term	Spring 2012
ALP Developmental Writing Sections in First Term	6
ALP Developmental Writing Sections in Current Term	11
Stand-Alone/Traditional Developmental Writing Sections in Current Term	30
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	16
Class Size for College-Level Writing Class	22
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Lawrenceville, GA
www.ggc.edu
Size (credit students): 5,000-9,999
Unionized faculty: No

Percentage of students who place into developmental writing: 9%
Levels of developmental writing: 2
Developmental writing is in the Developmental Studies Department

Gogebic Community College

CCBC ALP Model

First ALP Term	Spring 2013
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	6
Stand-Alone/Traditional Developmental Writing Sections in Current Term	0
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	11
Class Size for College-Level Writing Class	22
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Ironwood, MI
www.gogebic.edu
Size (credit students): 1-4,999
Unionized faculty: Yes

Percentage of students who place into developmental writing: 37%
Levels of developmental writing: 3
Developmental writing is in the English Department

Grand Rapids Community College

Other

First ALP Term	Fall 2013
ALP Developmental Writing Sections in First Term	4
ALP Developmental Writing Sections in Current Term	3
Stand-Alone/Traditional Developmental Writing Sections in Current Term	39
Same Instructor for both courses	No
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	22
Class Size for College-Level Writing Class	25
Hours per week for ALP Developmental Writing Class	4
Hours per week for College-Level Writing Class	3

Grand Rapids, MI
www.grcc.edu
Size (credit students): 10,000-19,999
Unionized faculty: Yes

Percentage of students who place into developmental writing:
Levels of developmental writing: 1
Developmental writing is in the English Department

Hawaii Community College

CCBC ALP Model

First ALP Term	Fall 2012
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	2
Stand-Alone/Traditional Developmental Writing Sections in Current Term	
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	8
Class Size for College-Level Writing Class	20
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Hilo, HI
www.hawaii.hawaii.edu
Size (credit students): 1-4,999
Unionized faculty: Yes

Percentage of students who place into developmental writing:
Levels of developmental writing: 3
Developmental writing is in the English Department

Heartland Community College

CCBC ALP Model

First ALP Term	Spring 2013
ALP Developmental Writing Sections in First Term	4
ALP Developmental Writing Sections in Current Term	11
Stand-Alone/Traditional Developmental Writing Sections in Current Term	0
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	11
Class Size for College-Level Writing Class	22
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Normal, IL
www.heartland.edu
Size (credit students): 5,000-9,999
Unionized faculty: Yes

Percentage of students who place into developmental writing: 40%
Levels of developmental writing: 2
Developmental writing is in the English Department

Henry Ford Community College

CCBC ALP Model

First ALP Term	Fall 2013
ALP Developmental Writing Sections in First Term	5
ALP Developmental Writing Sections in Current Term	7
Stand-Alone/Traditional Developmental Writing Sections in Current Term	33
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	25
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Dearborn, MI
www.hfcc.edu
Size (credit students): 10,000-19,999
Unionized faculty: Yes

Percentage of students who place into developmental writing: 50%
Levels of developmental writing: 2
Developmental writing is in the English Department

Houston Community College

Triangle Model

First ALP Term	Spring 2014
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	4
Stand-Alone/Traditional Developmental Writing Sections in Current Term	20
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	18
Class Size for College-Level Writing Class	20
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Houston, TX
www.hccs.edu
Size (credit students): 20,000+
Unionized faculty: No

Percentage of students who place into developmental writing: 40%
Levels of developmental writing: 2
Developmental writing is in both English and Developmental Studies Department

Howard Community College

Other

First ALP Term	Spring 2010
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	17
Stand-Alone/Traditional Developmental Writing Sections in Current Term	26
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	0
Class Size for College-Level Writing Class	18
Hours per week for ALP Developmental Writing Class	0
Hours per week for College-Level Writing Class	4

Columbia, MD
www.howardcc.edu
Size (credit students): 10,000-19,999
Unionized faculty: No

Percentage of students who place into developmental writing:
Levels of developmental writing: 2
Developmental writing is in the English Department

Ivy Tech Community College

Other

First ALP Term	Fall 2012
ALP Developmental Writing Sections in First Term	3
ALP Developmental Writing Sections in Current Term	62
Stand-Alone/Traditional Developmental Writing Sections in Current Term	4
Same Instructor for both courses	No
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	0
Class Size for College-Level Writing Class	0
Hours per week for ALP Developmental Writing Class	0
Hours per week for College-Level Writing Class	0

North Central Region, IN
www.ivytech.edu
Size (credit students): 5,000-9,999
Unionized faculty: No

Percentage of students who place into developmental writing: 33%
Levels of developmental writing: 1
Developmental writing is in the English Department

Ivy Tech Community College, Richmond

CCBC ALP Model

First ALP Term	Spring 2011
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	8
Stand-Alone/Traditional Developmental Writing Sections in Current Term	
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	20
Hours per week for ALP Developmental Writing Class	4
Hours per week for College-Level Writing Class	3

Richmond, IN
www.ivytech.edu
Size (credit students): 5,000-9,999
Unionized faculty: No

Percentage of students who place into developmental writing: 75%
Levels of developmental writing: 2
Developmental writing is in the English Department

Jackson Community College

CCBC ALP Model

First ALP Term	Fall 2011
ALP Developmental Writing Sections in First Term	4
ALP Developmental Writing Sections in Current Term	10
Stand-Alone/Traditional Developmental Writing Sections in Current Term	8
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	24
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Jackson, MI
www.jccmi.edu
Size (credit students): 5,000-9,999
Unionized faculty: Yes

Percentage of students who place into developmental writing: 27%
Levels of developmental writing: 1
Developmental writing is in the Developmental Studies Department

Kalamazoo Valley Community College

CCBC ALP Model

First ALP Term	Winter 2014
ALP Developmental Writing Sections in First Term	4
ALP Developmental Writing Sections in Current Term	4
Stand-Alone/Traditional Developmental Writing Sections in Current Term	11
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	24
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Kalamazoo, MI
www.kvcc.edu
Size (credit students): 10,000-19,999
Unionized faculty: Yes

Percentage of students who place into developmental writing: 40%
Levels of developmental writing: 2
Developmental writing is in both English and Developmental Studies Department

Kanawha Valley Community College and Technical College

CCBC ALP Model

First ALP Term	Spring 2012
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	3
Stand-Alone/Traditional Developmental Writing Sections in Current Term	4
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	25
Hours per week for ALP Developmental Writing Class	2.5
Hours per week for College-Level Writing Class	2.5

South Charleston, WV
www.kvctc.edu
Size (credit students): 1-4,999
Unionized faculty: No

Percentage of students who place into developmental writing: 75%
Levels of developmental writing: 1
Developmental writing is in the Developmental Studies Department

Kentucky State University

CCBC ALP Model

First ALP Term	Fall 2013
ALP Developmental Writing Sections in First Term	3
ALP Developmental Writing Sections in Current Term	2
Stand-Alone/Traditional Developmental Writing Sections in Current Term	10
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	15
Class Size for College-Level Writing Class	30
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Frankfort, KY
www.kysu.edu
Size (credit students): 1-4,999
Unionized faculty: No

Percentage of students who place into developmental writing: 70%
Levels of developmental writing: 2
Developmental writing is in the English Department

LaGuardia Community College, CUNY

CCBC ALP Model

First ALP Term	Fall 2011
ALP Developmental Writing Sections in First Term	4
ALP Developmental Writing Sections in Current Term	25
Stand-Alone/Traditional Developmental Writing Sections in Current Term	0
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	22
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	4

Long Island City, NY
www.lagcc.cuny.edu
Size (credit students): 10,000-19,999
Unionized faculty: Yes

Percentage of students who place into developmental writing: 20%
Levels of developmental writing: 1
Developmental writing is in the English Department

Lake Michigan College

CCBC ALP Model

First ALP Term	Spring 2014
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	3
Stand-Alone/Traditional Developmental Writing Sections in Current Term	5
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	22
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Benton Harbor, Mi
www.lakemichigancollege.edu
Size (credit students): 1-4,999
Unionized faculty: Yes

Percentage of students who place into developmental writing: 66%
Levels of developmental writing: 2
Developmental writing is in the Developmental Studies Department

Lansing Community College

CCBC ALP Model

First ALP Term	Spring 2012
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	4
Stand-Alone/Traditional Developmental Writing Sections in Current Term	50
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	8
Class Size for College-Level Writing Class	23
Hours per week for ALP Developmental Writing Class	4
Hours per week for College-Level Writing Class	4

Lansing, MI
www.lcc.edu
Size (credit students): 10,000-19,999
Unionized faculty: Yes

Percentage of students who place into developmental writing: 55%
Levels of developmental writing: 2
Developmental writing is in both English and Developmental Studies Department

Laramie County Community College

CCBC ALP Model

First ALP Term	Fall 2014
ALP Developmental Writing Sections in First Term	
ALP Developmental Writing Sections in Current Term	
Stand-Alone/Traditional Developmental Writing Sections in Current Term	
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	20
Hours per week for ALP Developmental Writing Class	6
Hours per week for College-Level Writing Class	3

Cheyenne, WY
www.lccc.wy.edu
Size (credit students): 1-4,999
Unionized faculty: Yes

Percentage of students who place into developmental writing:
Levels of developmental writing: 3
Developmental writing is in the English Department

Leeward Community College

CCBC ALP Model

First ALP Term	Fall 2011
ALP Developmental Writing Sections in First Term	6
ALP Developmental Writing Sections in Current Term	13
Stand-Alone/Traditional Developmental Writing Sections in Current Term	14
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	11
Class Size for College-Level Writing Class	22
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Pearl City, HI
www.leeward.hawaii.edu
Size (credit students): 5,000-9,999
Unionized faculty: Yes

Percentage of students who place into developmental writing: 43%
Levels of developmental writing: 1
Developmental writing is in the English Department

Lehigh Carbon Community College

CCBC ALP Model

First ALP Term	Fall 2013
ALP Developmental Writing Sections in First Term	3
ALP Developmental Writing Sections in Current Term	7
Stand-Alone/Traditional Developmental Writing Sections in Current Term	40
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	11
Class Size for College-Level Writing Class	22
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Schnecksville, PA
www.lccc.edu
Size (credit students): 5,000-9,999
Unionized faculty: Yes

Percentage of students who place into developmental writing:
Levels of developmental writing: 2
Developmental writing is in the English Department

Lone Star College, North Harris

CCBC ALP Model

First ALP Term	Fall 2013
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	1
Stand-Alone/Traditional Developmental Writing Sections in Current Term	40
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	12
Class Size for College-Level Writing Class	25
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Houston, TX
www.lonestar.edu
Size (credit students): 10,000-19,999
Unionized faculty: No

Percentage of students who place into developmental writing:
Levels of developmental writing: 2
Developmental writing is in the Developmental Studies Department

Macomb Community College

CCBC ALP Model

First ALP Term	Fall 2012
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	2
Stand-Alone/Traditional Developmental Writing Sections in Current Term	9
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	12
Class Size for College-Level Writing Class	28
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	4

Warren, MI
www.macomb.edu
Size (credit students): 20,000+
Unionized faculty: Yes

Percentage of students who place into developmental writing:
Levels of developmental writing: 1
Developmental writing is in the English Department

Malcolm X College (One of the City Colleges of Chicago)

CCBC ALP Model

First ALP Term	Spring 2012
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	1
Stand-Alone/Traditional Developmental Writing Sections in Current Term	3
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	15
Class Size for College-Level Writing Class	25
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Chicago, IL
www.ccc.edu
Size (credit students): 5,000-9,999
Unionized faculty: Yes

Percentage of students who place into developmental writing: 90%
Levels of developmental writing: 4
Developmental writing is in the English Department

Metropolitan Community College, Longview

CCBC ALP Model

First ALP Term	Fall 2010
ALP Developmental Writing Sections in First Term	3
ALP Developmental Writing Sections in Current Term	3
Stand-Alone/Traditional Developmental Writing Sections in Current Term	37
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	No
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	25
Hours per week for ALP Developmental Writing Class	2.5
Hours per week for College-Level Writing Class	2.5

Lees Summit, MO
www.mcckc.edu/
Size (credit students): 10,000-19,999
Unionized faculty: No

Percentage of students who place into developmental writing: 25%
Levels of developmental writing: 2
Developmental writing is in the English Department

Middle Georgia State College

CCBC ALP Model

First ALP Term	Fall 2014
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	1
Stand-Alone/Traditional Developmental Writing Sections in Current Term	7
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	12
Class Size for College-Level Writing Class	25
Hours per week for ALP Developmental Writing Class	2.5
Hours per week for College-Level Writing Class	2.5

Cochran, GA
www.mga.edu/
Size (credit students): 5,000-9,999
Unionized faculty: No

Percentage of students who place into developmental writing: 10%
Levels of developmental writing: 1
Developmental writing is in the English Department

Middlesex Community College

Triangle Model

First ALP Term	Spring 2011
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	7
Stand-Alone/Traditional Developmental Writing Sections in Current Term	28
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	12
Class Size for College-Level Writing Class	22
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Bedford, MA
www.middlesex.mass.edu
Size (credit students): 10,000-19,999
Unionized faculty: Yes

Percentage of students who place into developmental writing: 60%
Levels of developmental writing: 2
Developmental writing is in the English Department

Minneapolis Community and Technical College

CCBC ALP Model

First ALP Term	Spring 2013
ALP Developmental Writing Sections in First Term	6
ALP Developmental Writing Sections in Current Term	6
Stand-Alone/Traditional Developmental Writing Sections in Current Term	57
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	25
Hours per week for ALP Developmental Writing Class	2
Hours per week for College-Level Writing Class	3

Minneapolis, MN
www.minneapolis.edu
Size (credit students): 10,000-19,999
Unionized faculty: Yes

Percentage of students who place into developmental writing: 28%
Levels of developmental writing: 1
Developmental writing is in the English Department

Missouri State University-West Plains

CCBC ALP Model

First ALP Term	Fall 2011
ALP Developmental Writing Sections in First Term	3
ALP Developmental Writing Sections in Current Term	7
Stand-Alone/Traditional Developmental Writing Sections in Current Term	3
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	24
Hours per week for ALP Developmental Writing Class	2
Hours per week for College-Level Writing Class	3

West Plains, MO
www.wp.missouristate.edu/
Size (credit students): 1-4,999
Unionized faculty: No

Percentage of students who place into developmental writing: 48%
Levels of developmental writing: 1
Developmental writing is in the English Department

Montcalm Community College

CCBC ALP Model

First ALP Term	Fall 2013
ALP Developmental Writing Sections in First Term	3
ALP Developmental Writing Sections in Current Term	3
Stand-Alone/Traditional Developmental Writing Sections in Current Term	1
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	24
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Sidney, MI
www.montcalm.edu
Size (credit students): 1-4,999
Unionized faculty: Yes

Percentage of students who place into developmental writing:
Levels of developmental writing: 2
Developmental writing is in the English Department

Morgan Community College

CCBC ALP Model

First ALP Term	Spring 2013
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	2
Stand-Alone/Traditional Developmental Writing Sections in Current Term	4
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	18
Class Size for College-Level Writing Class	21
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Fort Morgan, CO
www.morgancc.edu
Size (credit students): 1-4,999
Unionized faculty: No

Percentage of students who place into developmental writing: 12%
Levels of developmental writing: 2
Developmental writing is in the Developmental Studies Department

Mott Community College

CCBC ALP Model

First ALP Term	Winter 2013
ALP Developmental Writing Sections in First Term	3
ALP Developmental Writing Sections in Current Term	4
Stand-Alone/Traditional Developmental Writing Sections in Current Term	9
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	12
Class Size for College-Level Writing Class	29
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Flint, MI
www.mcc.edu
Size (credit students): 10,000-19,999
Unionized faculty: Yes

Percentage of students who place into developmental writing: 50%
Levels of developmental writing: 3
Developmental writing is in the English Department

Mountwest Community & Technical College

CCBC ALP Model

First ALP Term	Fall 2012
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	2
Stand-Alone/Traditional Developmental Writing Sections in Current Term	
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	20
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Huntington, WV
www.mctc.edu
Size (credit students): 1-4,999
Unionized faculty: No

Percentage of students who place into developmental writing: 70%
Levels of developmental writing: 2
Developmental writing is in the English Department

Muskegon Community College

CCBC ALP Model

First ALP Term	Fall 2014
ALP Developmental Writing Sections in First Term	4
ALP Developmental Writing Sections in Current Term	4
Stand-Alone/Traditional Developmental Writing Sections in Current Term	36
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	11
Class Size for College-Level Writing Class	22
Hours per week for ALP Developmental Writing Class	4
Hours per week for College-Level Writing Class	4

Muskegon, MI
www.muskegoncc.edu/pages/1.asp
Size (credit students): 1-4,999
Unionized faculty: Yes

Percentage of students who place into developmental writing: 30%
Levels of developmental writing: 3
Developmental writing is in both English and Developmental Studies Department

New Mexico State University Carlsbad

CCBC ALP Model

First ALP Term	Spring 2013
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	2
Stand-Alone/Traditional Developmental Writing Sections in Current Term	2
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	20
Hours per week for ALP Developmental Writing Class	4
Hours per week for College-Level Writing Class	4

Carlsbad, NM
www.nmsu.edu/
Size (credit students): 1-4,999
Unionized faculty: No

Percentage of students who place into developmental writing: 76%
Levels of developmental writing: 2
Developmental writing is in the Developmental Studies Department

New River Community and Technical College

CCBC ALP Model

First ALP Term	Fall 2013
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	6
Stand-Alone/Traditional Developmental Writing Sections in Current Term	4
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	12
Class Size for College-Level Writing Class	24
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Beckley, WV
www.newriver.edu
Size (credit students): 1-4,999
Unionized faculty: No

Percentage of students who place into developmental writing: 48%
Levels of developmental writing: 1
Developmental writing is in both English and Developmental Studies Department

Normandale Community College

CCBC ALP Model

First ALP Term	Fall 2014
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	2
Stand-Alone/Traditional Developmental Writing Sections in Current Term	19
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	12
Class Size for College-Level Writing Class	28
Hours per week for ALP Developmental Writing Class	4
Hours per week for College-Level Writing Class	4

Bloomington, MN
www.normandale.edu
Size (credit students): 10,000-19,999
Unionized faculty: Yes

Percentage of students who place into developmental writing:
Levels of developmental writing: 2
Developmental writing is in the English Department

North Arkansas College

CCBC ALP Model

First ALP Term	Fall 2012
ALP Developmental Writing Sections in First Term	9
ALP Developmental Writing Sections in Current Term	7
Stand-Alone/Traditional Developmental Writing Sections in Current Term	0
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	11
Class Size for College-Level Writing Class	22
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Harrison, AR
www.northark.edu
Size (credit students): 1-4,999
Unionized faculty: No

Percentage of students who place into developmental writing: 50%
Levels of developmental writing: 1
Developmental writing is in the English Department

North Central Michigan College

CCBC ALP Model

First ALP Term	Fall 2010
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	14
Stand-Alone/Traditional Developmental Writing Sections in Current Term	4
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	8
Class Size for College-Level Writing Class	20
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Petoskey, MI
www.ncmich.edu
Size (credit students): 1-4,999
Unionized faculty: Yes

Percentage of students who place into developmental writing: 60%
Levels of developmental writing: 1
Developmental writing is in the English Department

North Central State College

CCBC ALP Model

First ALP Term	Fall 2010
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	1
Stand-Alone/Traditional Developmental Writing Sections in Current Term	17
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	15
Class Size for College-Level Writing Class	30
Hours per week for ALP Developmental Writing Class	2.5
Hours per week for College-Level Writing Class	2.5

Mansfield, OH
www.ncstatecollege.edu
Size (credit students): 1-4,999
Unionized faculty: Yes

Percentage of students who place into developmental writing: 27%
Levels of developmental writing: 1
Developmental writing is in the English Department

North Lake College

Other

First ALP Term	Fall 2012
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	13
Stand-Alone/Traditional Developmental Writing Sections in Current Term	0
Same Instructor for both courses	No
Full Credits Paid for Teaching ALP	No
Class Size for ALP Developmental Writing Class	20
Class Size for College-Level Writing Class	20
Hours per week for ALP Developmental Writing Class	0
Hours per week for College-Level Writing Class	0

Irving, TX
www.nlc.edu
Size (credit students): 10,000-19,999
Unionized faculty: No

Percentage of students who place into developmental writing:
Levels of developmental writing: 3
Developmental writing is in the English Department

Northampton Community College

CCBC ALP Model

First ALP Term	Fall 2011
ALP Developmental Writing Sections in First Term	3
ALP Developmental Writing Sections in Current Term	6
Stand-Alone/Traditional Developmental Writing Sections in Current Term	
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	No
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	24
Hours per week for ALP Developmental Writing Class	4
Hours per week for College-Level Writing Class	3

Bethlehem, PA
www.northampton.edu
Size (credit students): 10,000-19,999
Unionized faculty: Yes

Percentage of students who place into developmental writing: 29%
Levels of developmental writing: 2
Developmental writing is in the English Department

Northeast Lakeview College

CCBC ALP Model

First ALP Term	Spring 2011
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	4
Stand-Alone/Traditional Developmental Writing Sections in Current Term	2
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	12
Class Size for College-Level Writing Class	27
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Universal City, TX
www.alamo.edu/nlc
Size (credit students): 5,000-9,999
Unionized faculty: No

Percentage of students who place into developmental writing: 25%
Levels of developmental writing: 2
Developmental writing is in the English Department

Northern Essex Community College

CCBC ALP Model

First ALP Term	Fall 2013
ALP Developmental Writing Sections in First Term	5
ALP Developmental Writing Sections in Current Term	6
Stand-Alone/Traditional Developmental Writing Sections in Current Term	28
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	22
Hours per week for ALP Developmental Writing Class	2
Hours per week for College-Level Writing Class	3

Haverhill, MA
www.necc.mass.edu
Size (credit students): 5,000-9,999
Unionized faculty: Yes

Percentage of students who place into developmental writing: 50%
Levels of developmental writing: 2
Developmental writing is in the Developmental Studies Department

Northwest-Shoals Community College

CCBC ALP Model

First ALP Term	Fall 2013
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	2
Stand-Alone/Traditional Developmental Writing Sections in Current Term	12
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	30
Hours per week for ALP Developmental Writing Class	1
Hours per week for College-Level Writing Class	3

Muscle Shoals, AL
www.nwscc.edu
Size (credit students): 1-4,999
Unionized faculty: Yes

Percentage of students who place into developmental writing: 35%
Levels of developmental writing: 2
Developmental writing is in the Developmental Studies Department

Onondaga Community College

CCBC ALP Model

First ALP Term	Spring 2014
ALP Developmental Writing Sections in First Term	4
ALP Developmental Writing Sections in Current Term	9
Stand-Alone/Traditional Developmental Writing Sections in Current Term	50
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	22
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Syracuse, NY
www.sunyocc.edu
Size (credit students): 10,000-19,999
Unionized faculty: Yes

Percentage of students who place into developmental writing: 25%
Levels of developmental writing: 1
Developmental writing is in the English Department

Otero Junior College

CCBC ALP Model

First ALP Term	Fall 2011
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	3
Stand-Alone/Traditional Developmental Writing Sections in Current Term	4
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	8
Class Size for College-Level Writing Class	16
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

La Junta, CO
www.ojc.edu
Size (credit students): 1-4,999
Unionized faculty: No

Percentage of students who place into developmental writing:
Levels of developmental writing: 2
Developmental writing is in the English Department

Patrick Henry Community College

CCBC ALP Model

First ALP Term	Fall 2009
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	6
Stand-Alone/Traditional Developmental Writing Sections in Current Term	0
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	No
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	22
Hours per week for ALP Developmental Writing Class	2
Hours per week for College-Level Writing Class	3

Martinsville, VA
www.patrickhenry.edu
Size (credit students): 1-4,999
Unionized faculty: No

Percentage of students who place into developmental writing: 65%
Levels of developmental writing: 3
Developmental writing is in the Developmental Studies Department

Penn State University, Abington College

CCBC ALP Model

First ALP Term	Summer 2012
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	0
Stand-Alone/Traditional Developmental Writing Sections in Current Term	8
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	8
Class Size for College-Level Writing Class	24
Hours per week for ALP Developmental Writing Class	1
Hours per week for College-Level Writing Class	2.5

Abington, PA
www.abington.psu.edu
Size (credit students): 1-4,999
Unionized faculty: No

Percentage of students who place into developmental writing: 25%
Levels of developmental writing: 1
Developmental writing is in the English Department

Phillips Community College of the University of Arkansas

CCBC ALP Model

First ALP Term	Fall 2012
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	1
Stand-Alone/Traditional Developmental Writing Sections in Current Term	5
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	24
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Helena, AR
www.pccua.edu
Size (credit students): 1-4,999
Unionized faculty: No

Percentage of students who place into developmental writing: 70%
Levels of developmental writing: 2
Developmental writing is in the English Department

Phoenix College

CCBC ALP Model

First ALP Term	Fall 2008
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	4
Stand-Alone/Traditional Developmental Writing Sections in Current Term	20
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	12
Class Size for College-Level Writing Class	27
Hours per week for ALP Developmental Writing Class	6
Hours per week for College-Level Writing Class	3

Phoenix, AZ
www.phoenixcollege.edu
Size (credit students): 10,000-19,999
Unionized faculty: No

Percentage of students who place into developmental writing: 50%
Levels of developmental writing: 3
Developmental writing is in the English Department

Prairie State College

CCBC ALP Model

First ALP Term	Fall 2012
ALP Developmental Writing Sections in First Term	6
ALP Developmental Writing Sections in Current Term	10
Stand-Alone/Traditional Developmental Writing Sections in Current Term	15
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	24
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Chicago Heights, IL
www.prairiestate.edu
Size (credit students): 1-4,999
Unionized faculty: Yes

Percentage of students who place into developmental writing: 65%
Levels of developmental writing: 2
Developmental writing is in the English Department

Prince George's Community College

CCBC ALP Model

First ALP Term	Fall 2011
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	4
Stand-Alone/Traditional Developmental Writing Sections in Current Term	43
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	23
Hours per week for ALP Developmental Writing Class	6
Hours per week for College-Level Writing Class	3

Largo, MD
www.pgcc.edu
Size (credit students): 10,000-19,999
Unionized faculty: No

Percentage of students who place into developmental writing:
Levels of developmental writing: 3
Developmental writing is in both English and Developmental Studies Department

Pulaski Technical College

CCBC ALP Model

First ALP Term	Fall 2012
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	1
Stand-Alone/Traditional Developmental Writing Sections in Current Term	26
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	12
Class Size for College-Level Writing Class	24
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

North Little Rock, AR
www.pulaskitech.edu
Size (credit students): 10,000-19,999
Unionized faculty: No

Percentage of students who place into developmental writing:
Levels of developmental writing: 2
Developmental writing is in the Developmental Studies Department

Rhodes State College

CCBC ALP Model

First ALP Term	Spring 2014
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	5
Stand-Alone/Traditional Developmental Writing Sections in Current Term	1
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	20
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Lima, OH
www.rhodesstate.edu
Size (credit students): 1-4,999
Unionized faculty: No

Percentage of students who place into developmental writing:
Levels of developmental writing: 1
Developmental writing is in the English Department

Rich Mountain Community College

Triangle Model

First ALP Term	Fall 2012
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	2
Stand-Alone/Traditional Developmental Writing Sections in Current Term	0
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	6
Class Size for College-Level Writing Class	18
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Mena, AR
www.rmcc.edu/
Size (credit students): 1-4,999
Unionized faculty: No

Percentage of students who place into developmental writing: 50%
Levels of developmental writing: 2
Developmental writing is in the English Department

Rochester Community and Technical College

CCBC ALP Model

First ALP Term	
ALP Developmental Writing Sections in First Term	3
ALP Developmental Writing Sections in Current Term	3
Stand-Alone/Traditional Developmental Writing Sections in Current Term	8
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	12
Class Size for College-Level Writing Class	28
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	4

Rochester, MN
www.rctc.edu
Size (credit students): 5,000-9,999
Unionized faculty: Yes

Percentage of students who place into developmental writing: 68%
Levels of developmental writing: 2
Developmental writing is in the English Department

Rockland Community College

CCBC ALP Model

First ALP Term	Fall 2014
ALP Developmental Writing Sections in First Term	4
ALP Developmental Writing Sections in Current Term	20
Stand-Alone/Traditional Developmental Writing Sections in Current Term	
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	24
Hours per week for ALP Developmental Writing Class	2
Hours per week for College-Level Writing Class	3

Suffern, Ny
www.sunyrockland.edu
Size (credit students): 5,000-9,999
Unionized faculty: Yes

Percentage of students who place into developmental writing: 20%
Levels of developmental writing: 2
Developmental writing is in the English Department

Salt Lake Community College

CCBC ALP Model

First ALP Term	Fall 2011
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	6
Stand-Alone/Traditional Developmental Writing Sections in Current Term	100
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	25
Hours per week for ALP Developmental Writing Class	2
Hours per week for College-Level Writing Class	3

Salt Lake City, UT
www.slcc.edu
Size (credit students): 20,000+
Unionized faculty: No

Percentage of students who place into developmental writing: 48%
Levels of developmental writing: 2
Developmental writing is in the English Department

Schenectady County Community College

Other

First ALP Term	Fall 2013
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	2
Stand-Alone/Traditional Developmental Writing Sections in Current Term	30
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	25
Class Size for College-Level Writing Class	25
Hours per week for ALP Developmental Writing Class	2
Hours per week for College-Level Writing Class	3

Schenectady, Ny
www.sunysccc.edu/
Size (credit students): 5,000-9,999
Unionized faculty: Yes

Percentage of students who place into developmental writing: 50%
Levels of developmental writing: 2
Developmental writing is in both English and Developmental Studies Department

Skagit Valley College

CCBC ALP Model

First ALP Term	Winter 2013
ALP Developmental Writing Sections in First Term	3
ALP Developmental Writing Sections in Current Term	4
Stand-Alone/Traditional Developmental Writing Sections in Current Term	1
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	12
Class Size for College-Level Writing Class	30
Hours per week for ALP Developmental Writing Class	10
Hours per week for College-Level Writing Class	5

Mount Vernon, WA
www.skagit.edu
Size (credit students): 1-4,999
Unionized faculty: Yes

Percentage of students who place into developmental writing: 40%
Levels of developmental writing: 2
Developmental writing is in the English Department

South Arkansas Community College

CCBC ALP Model

First ALP Term	Fall 2012
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	3
Stand-Alone/Traditional Developmental Writing Sections in Current Term	6
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	7
Class Size for College-Level Writing Class	21
Hours per week for ALP Developmental Writing Class	4
Hours per week for College-Level Writing Class	2.5

El Dorado, AR
www.southark.edu
Size (credit students): 1-4,999
Unionized faculty: No

Percentage of students who place into developmental writing: 45%
Levels of developmental writing: 2
Developmental writing is in the Developmental Studies Department

South Georgia Technical College

CCBC ALP Model

First ALP Term	Summer 2012
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	14
Stand-Alone/Traditional Developmental Writing Sections in Current Term	2
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	12
Class Size for College-Level Writing Class	25
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Americus, GA
www.southgatech.edu
Size (credit students): 1-4,999
Unionized faculty: No

Percentage of students who place into developmental writing: 20%
Levels of developmental writing: 3
Developmental writing is in Other

Southeast Arkansas College

CCBC ALP Model

First ALP Term	Fall 2011
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	1
Stand-Alone/Traditional Developmental Writing Sections in Current Term	18
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	20
Hours per week for ALP Developmental Writing Class	2.5
Hours per week for College-Level Writing Class	2.5

Pine Bluff, AR
www.seark.edu
Size (credit students): 1-4,999
Unionized faculty: No

Percentage of students who place into developmental writing: 15%
Levels of developmental writing: 2
Developmental writing is in the English Department

Southern Arkansas University Tech

CCBC ALP Model

First ALP Term	Fall 2012
ALP Developmental Writing Sections in First Term	5
ALP Developmental Writing Sections in Current Term	5
Stand-Alone/Traditional Developmental Writing Sections in Current Term	10
Same Instructor for both courses	No
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	12
Class Size for College-Level Writing Class	24
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Camden, AR
www.sautech.edu
Size (credit students): 1-4,999
Unionized faculty: No

Percentage of students who place into developmental writing: 7%
Levels of developmental writing: 1
Developmental writing is in the English Department

Southwestern Illinois College

Triangle Model

First ALP Term	Spring 2013
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	8
Stand-Alone/Traditional Developmental Writing Sections in Current Term	23
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	16
Class Size for College-Level Writing Class	20
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Belleville, IL
www.swic.edu
Size (credit students): 10,000-19,999
Unionized faculty: Yes

Percentage of students who place into developmental writing: 35%
Levels of developmental writing: 2
Developmental writing is in the English Department

Southwestern Michigan College

CCBC ALP Model

First ALP Term	Spring 2013
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	14
Stand-Alone/Traditional Developmental Writing Sections in Current Term	8
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	8
Class Size for College-Level Writing Class	22
Hours per week for ALP Developmental Writing Class	2
Hours per week for College-Level Writing Class	3

Dowagiac, MI
www.swmich.edu
Size (credit students): 1-4,999
Unionized faculty: No

Percentage of students who place into developmental writing: 30%
Levels of developmental writing: 1
Developmental writing is in the English Department

Springfield Technical Community College (STCC)

CCBC ALP Model

First ALP Term	Spring 2011
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	4
Stand-Alone/Traditional Developmental Writing Sections in Current Term	
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	22
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Springfield, MA
www.stcc.edu
Size (credit students): 5,000-9,999
Unionized faculty: Yes

Percentage of students who place into developmental writing:
Levels of developmental writing: 2
Developmental writing is in the Developmental Studies Department

St. Clair County Community College

CCBC ALP Model

First ALP Term	Fall 2013
ALP Developmental Writing Sections in First Term	4
ALP Developmental Writing Sections in Current Term	3
Stand-Alone/Traditional Developmental Writing Sections in Current Term	6
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	25
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Port Huron, MI
www.sc4.edu
Size (credit students): 5,000-9,999
Unionized faculty: Yes

Percentage of students who place into developmental writing: 25%
Levels of developmental writing: 2
Developmental writing is in the English Department

State University of New York at New Paltz

Other

First ALP Term	Fall 2000
ALP Developmental Writing Sections in First Term	5
ALP Developmental Writing Sections in Current Term	9
Stand-Alone/Traditional Developmental Writing Sections in Current Term	0
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	15
Class Size for College-Level Writing Class	22
Hours per week for ALP Developmental Writing Class	1
Hours per week for College-Level Writing Class	3

New Paltz, NY
www.newpaltz.edu
Size (credit students): 5,000-9,999
Unionized faculty: Yes

Percentage of students who place into developmental writing: 10%
Levels of developmental writing: 2
Developmental writing is in the English Department

SUNY, Adirondack (Adirondack Community College)

CCBC ALP Model

First ALP Term	Fall 2011
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	1
Stand-Alone/Traditional Developmental Writing Sections in Current Term	18
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	8
Class Size for College-Level Writing Class	22
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Queensbury, NY
www.sunyacc.edu
Size (credit students): 1-4,999
Unionized faculty: Yes

Percentage of students who place into developmental writing: 40%
Levels of developmental writing: 2
Developmental writing is in the English Department

SUNY, Genesee Community College

CCBC ALP Model

First ALP Term	Spring 2012
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	2
Stand-Alone/Traditional Developmental Writing Sections in Current Term	2
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	12
Class Size for College-Level Writing Class	27
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Batavia, NY
www.genesee.edu/
Size (credit students): 1-4,999
Unionized faculty: Yes

Percentage of students who place into developmental writing: 50%
Levels of developmental writing: 6
Developmental writing is in

SUNY, Rockland Community College

CCBC ALP Model

First ALP Term	Fall 2013
ALP Developmental Writing Sections in First Term	4
ALP Developmental Writing Sections in Current Term	20
Stand-Alone/Traditional Developmental Writing Sections in Current Term	5
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	24
Hours per week for ALP Developmental Writing Class	2
Hours per week for College-Level Writing Class	3

Suffern, NY
www.sunyrockland.edu
Size (credit students): 5,000-9,999
Unionized faculty: Yes

Percentage of students who place into developmental writing: 55%
Levels of developmental writing: 2
Developmental writing is in the English Department

Tulsa Community College

CCBC ALP Model

First ALP Term	Fall 2012
ALP Developmental Writing Sections in First Term	3
ALP Developmental Writing Sections in Current Term	3
Stand-Alone/Traditional Developmental Writing Sections in Current Term	32
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	8
Class Size for College-Level Writing Class	20
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Tulsa, OK
www.tulsacc.edu/
Size (credit students): 20,000+
Unionized faculty: No

Percentage of students who place into developmental writing: 40%
Levels of developmental writing: 2
Developmental writing is in the English Department

University of Arkansas at Pine Bluff

CCBC ALP Model

First ALP Term	Spring 2013
ALP Developmental Writing Sections in First Term	3
ALP Developmental Writing Sections in Current Term	9
Stand-Alone/Traditional Developmental Writing Sections in Current Term	2
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	15
Class Size for College-Level Writing Class	30
Hours per week for ALP Developmental Writing Class	0
Hours per week for College-Level Writing Class	0

Pine Bluff, AR
www.uapb.edu
Size (credit students): 1-4,999
Unionized faculty: No

Percentage of students who place into developmental writing: 40%
Levels of developmental writing: 2
Developmental writing is in both English and Developmental Studies Department

University of Arkansas Community College at Batesville

CCBC ALP Model

First ALP Term	
ALP Developmental Writing Sections in First Term	
ALP Developmental Writing Sections in Current Term	
Stand-Alone/Traditional Developmental Writing Sections in Current Term	
Same Instructor for both courses	
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	0
Class Size for College-Level Writing Class	0
Hours per week for ALP Developmental Writing Class	0
Hours per week for College-Level Writing Class	0

Batesville, AR
www.uaccb.edu
Size (credit students): 1-4,999
Unionized faculty: No

Percentage of students who place into developmental writing:
Levels of developmental writing: 0
Developmental writing is in the English Department

University of Arkansas Community College at Hope

CCBC ALP Model

First ALP Term	Fall 2012
ALP Developmental Writing Sections in First Term	1
ALP Developmental Writing Sections in Current Term	2
Stand-Alone/Traditional Developmental Writing Sections in Current Term	8
Same Instructor for both courses	No
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	8
Class Size for College-Level Writing Class	23
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Hope, AR
www.uacch.edu
Size (credit students): 1-4,999
Unionized faculty: No

Percentage of students who place into developmental writing: 59%
Levels of developmental writing: 2
Developmental writing is in both English and Developmental Studies Department

University of Arkansas Community College at Morrilton

CCBC ALP Model

First ALP Term	Fall 2012
ALP Developmental Writing Sections in First Term	3
ALP Developmental Writing Sections in Current Term	3
Stand-Alone/Traditional Developmental Writing Sections in Current Term	8
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	12
Class Size for College-Level Writing Class	24
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Morrilton, AR
www.uaccm.edu
Size (credit students): 1-4,999
Unionized faculty: No

Percentage of students who place into developmental writing: 10%
Levels of developmental writing: 2
Developmental writing is in the Developmental Studies Department

University of Central Oklahoma

CCBC ALP Model

First ALP Term	Fall 2014
ALP Developmental Writing Sections in First Term	16
ALP Developmental Writing Sections in Current Term	16
Stand-Alone/Traditional Developmental Writing Sections in Current Term	0
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	Yes
Class Size for ALP Developmental Writing Class	10
Class Size for College-Level Writing Class	24
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Edmond, OK
www.uco.edu
Size (credit students): 10,000-19,999
Unionized faculty: No

Percentage of students who place into developmental writing: 5%
Levels of developmental writing: 1
Developmental writing is in the English Department

University of New Mexico, Valencia Campus

CCBC ALP Model

First ALP Term	Fall 2013
ALP Developmental Writing Sections in First Term	2
ALP Developmental Writing Sections in Current Term	2
Stand-Alone/Traditional Developmental Writing Sections in Current Term	16
Same Instructor for both courses	Yes
Full Credits Paid for Teaching ALP	No
Class Size for ALP Developmental Writing Class	8
Class Size for College-Level Writing Class	22
Hours per week for ALP Developmental Writing Class	3
Hours per week for College-Level Writing Class	3

Los Lunas, NM
www.unm.edu/~unmvc/
Size (credit students): 1-4,999
Unionized faculty: No

Percentage of students who place into developmental writing:
Levels of developmental writing: 1
Developmental writing is in the Developmental Studies Department



The Center for Applied Research (CFAR) is a research and evaluation team housed at Central Piedmont Community College. CFAR is the first research center in the nation to be affiliated with a community college and as such is uniquely situated to offer insight into community college issues. The CFAR motto – "Solving real world problems through quality research and evaluation" – reflects our drive to contribute positively to the success of organizations by assisting them with their research, data collection and evaluation needs. Since opening in 2004, CFAR researchers have worked with local governments, educational institutions, businesses, and non-profit, community-based, and faith based organizations to help them achieve their programmatic goals.