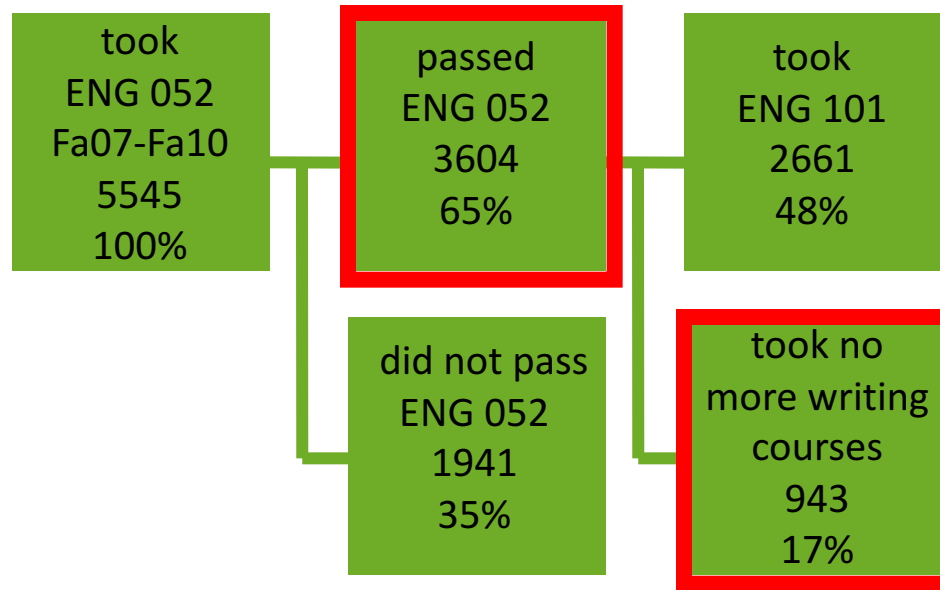


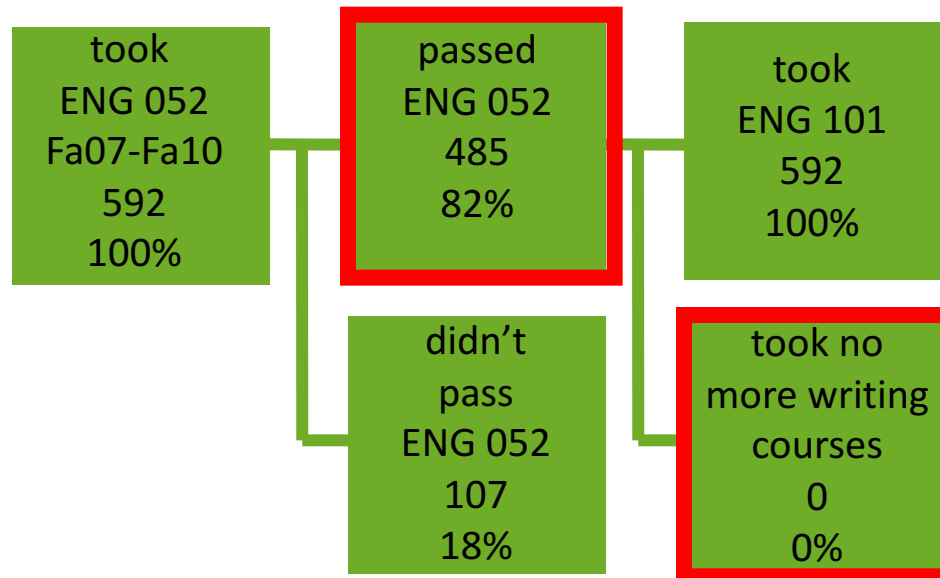
The Accelerated Learning Program
The Community College of Baltimore County



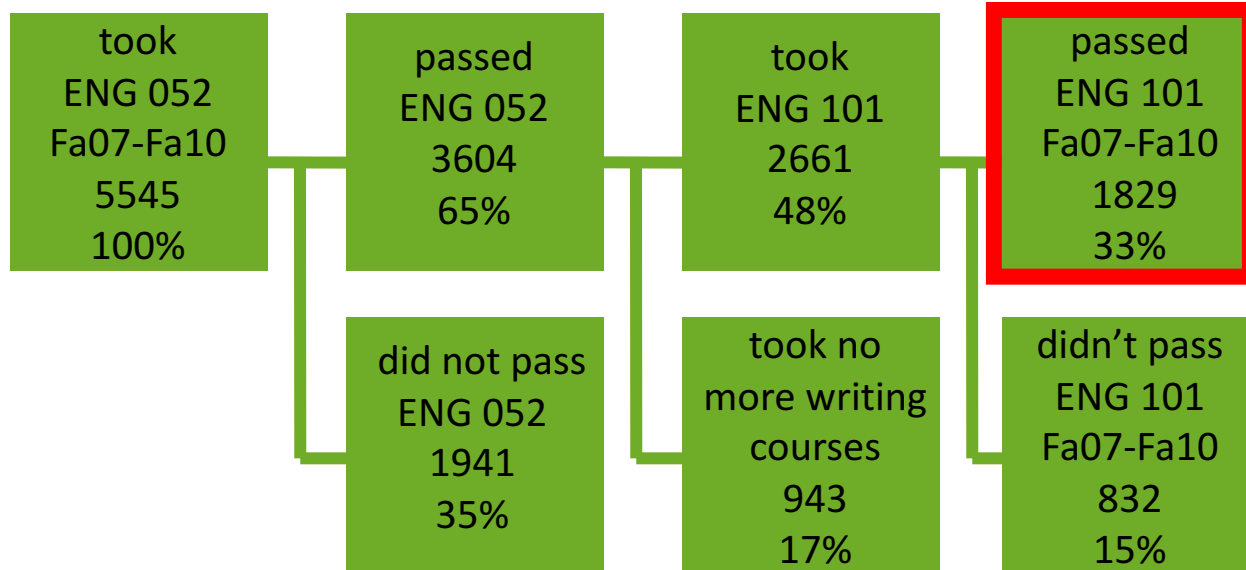
traditional
developmental
students:
fall 2007 –
fall 2010



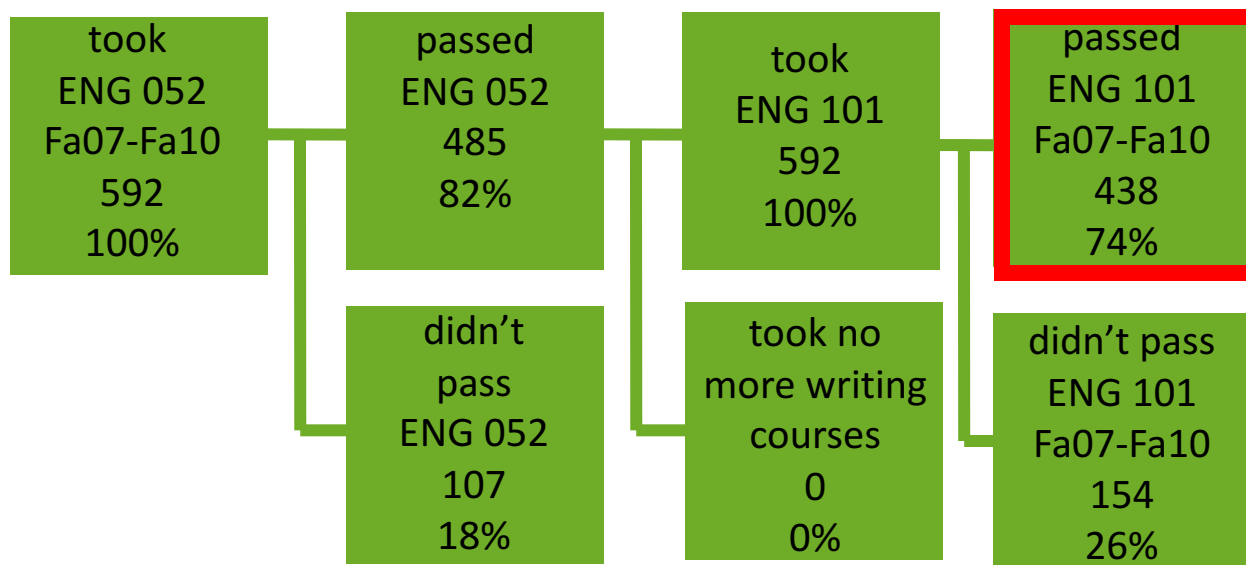
ALP students:
fall 2007 –
fall 2010



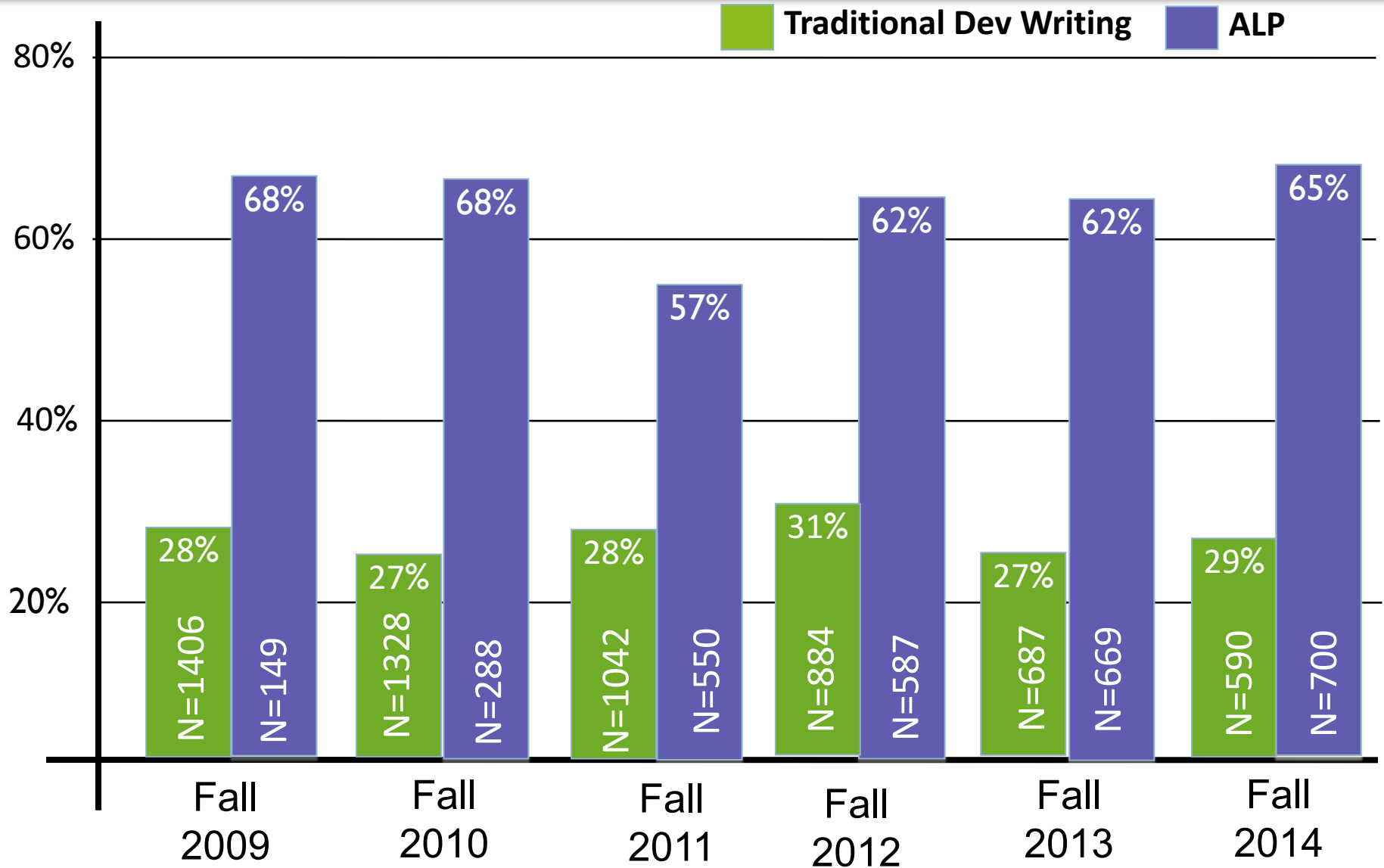
traditional
developmental
students:
fall 2007 –
fall 2010



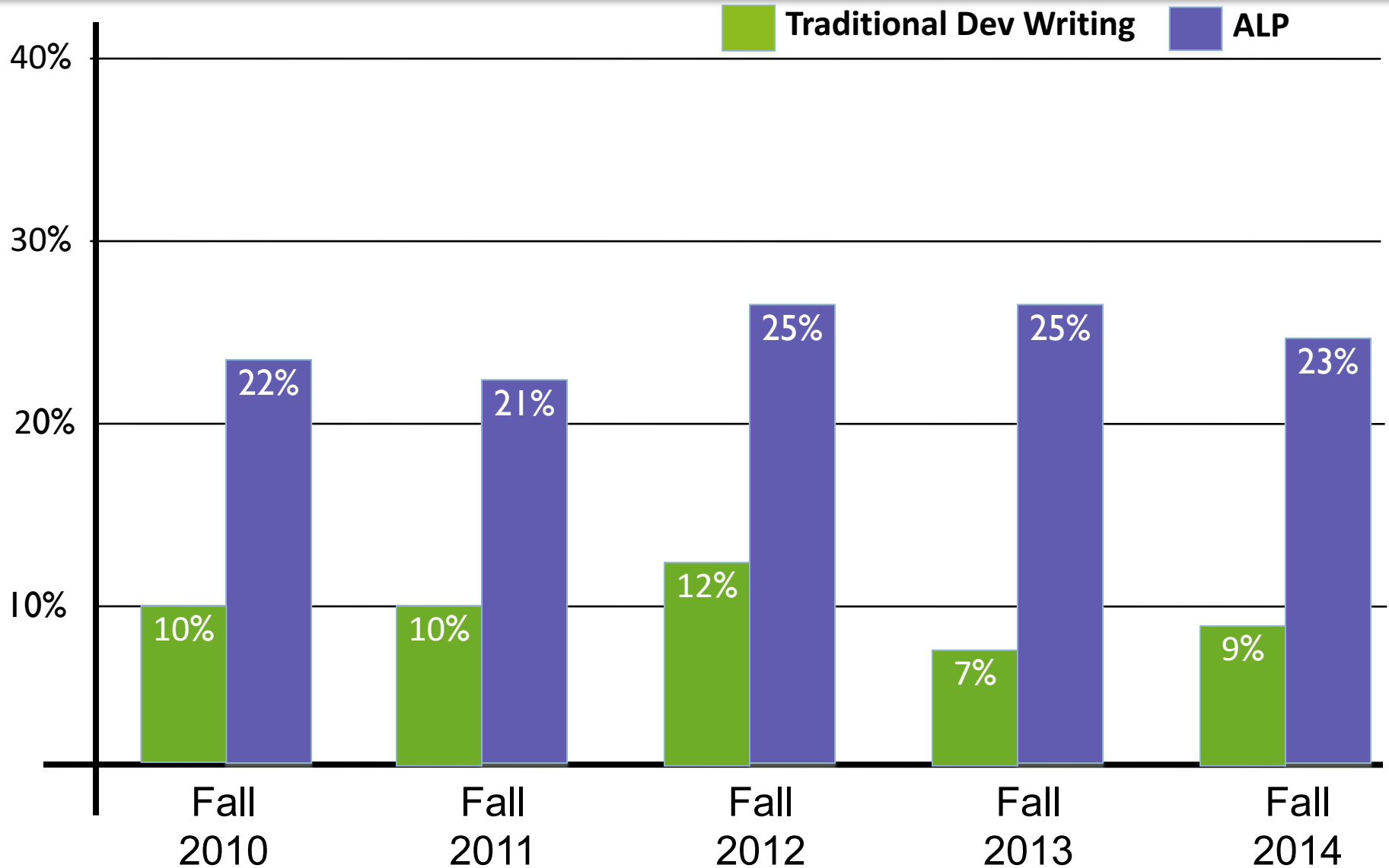
ALP students:
fall 2007 –
fall 2010



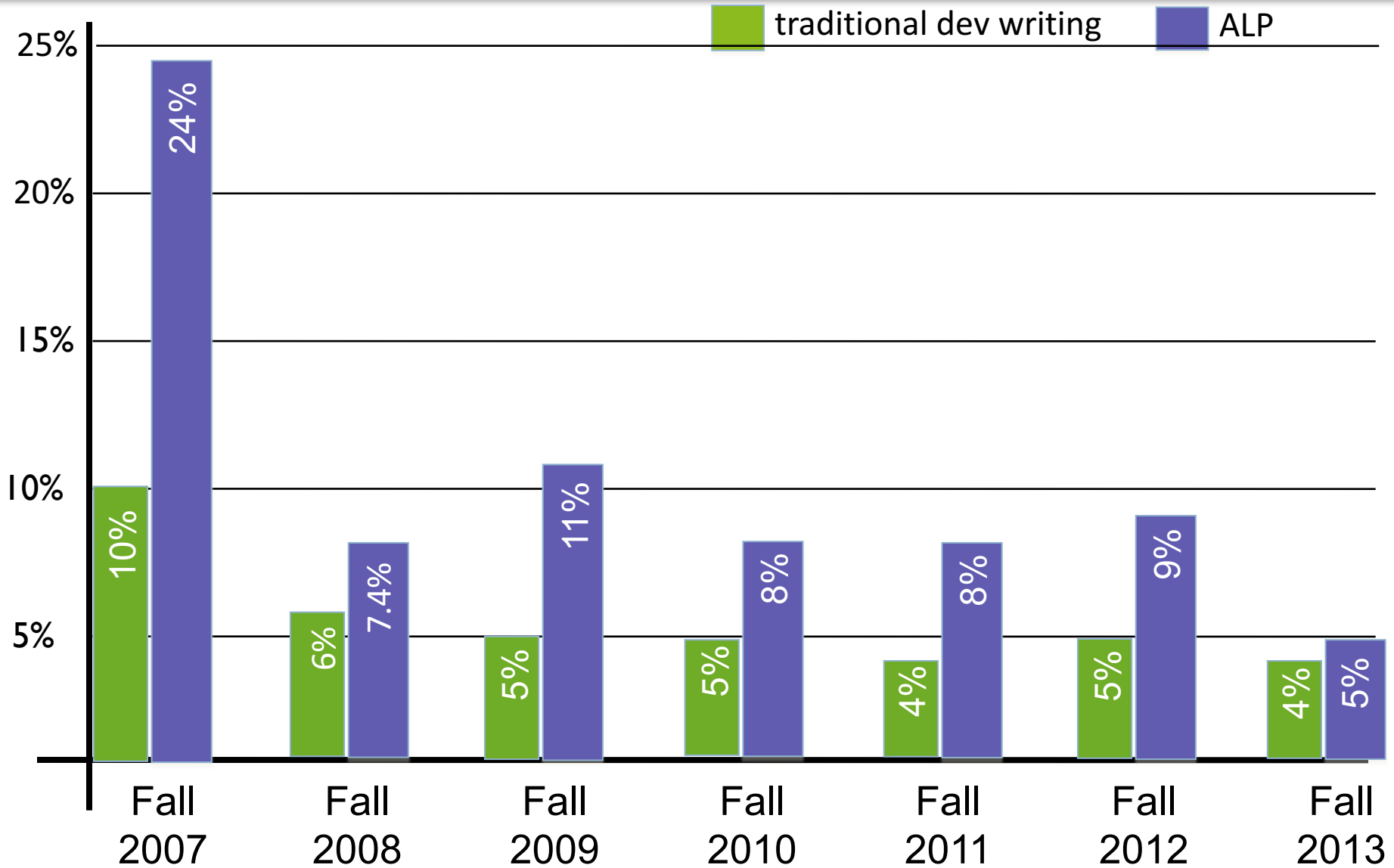
ENGL 101 Pass Rates



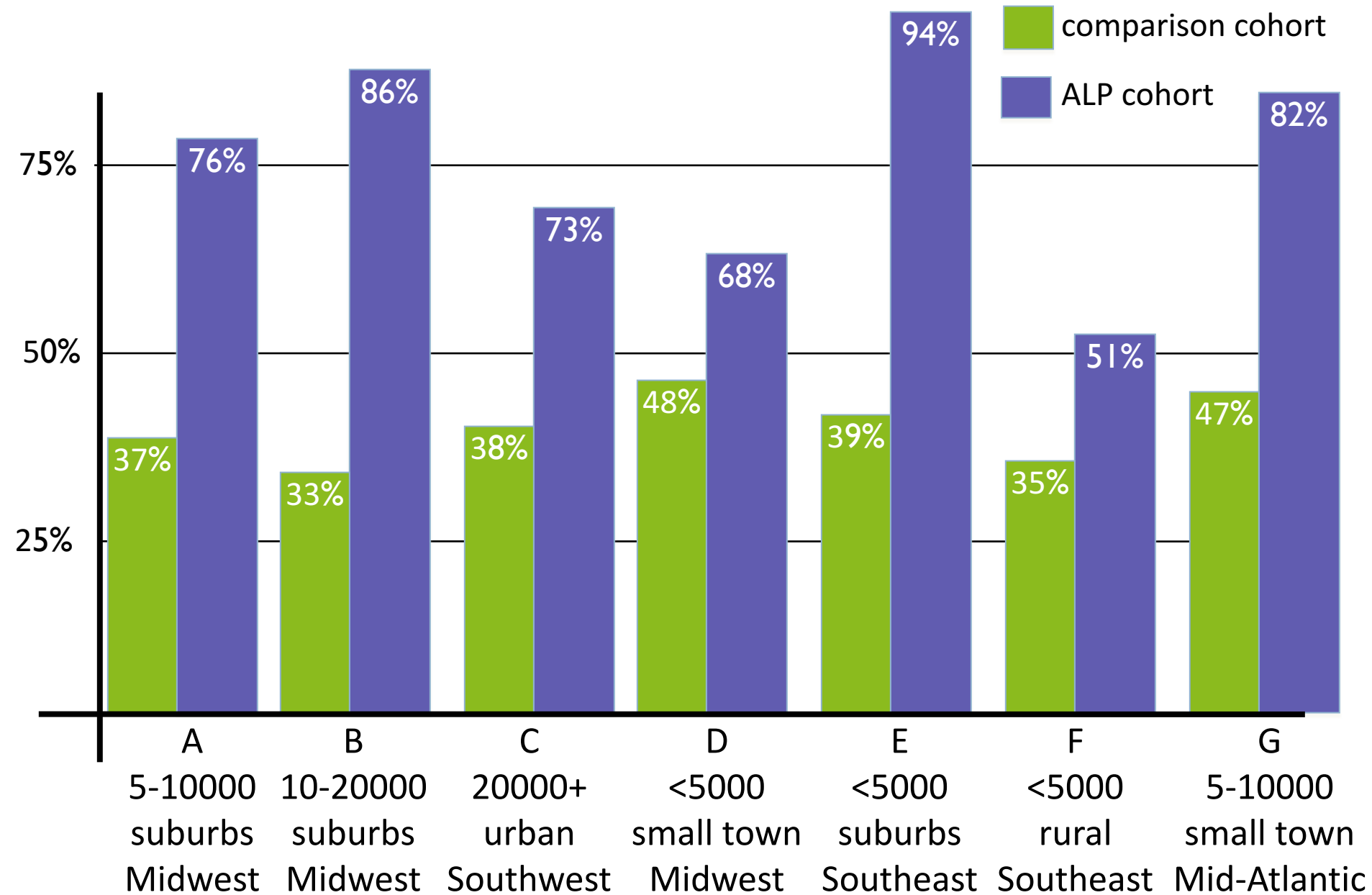
Percent Earning 12 - 17 Credits within 1 Year of ENGL 052 (Traditional or ALP)



Completion Rates (as of March 2016)



Success Rates for 7 Participating Colleges



Desirable Features of a Co-Requisite Model

1. Students are in ENG 101.
2. Students are supported as they take ENG 101.
3. Pipeline is shortened.
4. Developmental students are in a class with stronger role models.
5. Developmental students are in a cohort that spends extended time together.
6. Class size is small (12 max).
7. The two courses are coordinated.
8. The instructor employs a pedagogy designed for the co-requisite model.
9. Reading and writing are integrated.
10. Non-cognitive issues are addressed.
11. The model provides time for individual attention.
12. The model is scalable.

Student's End-of-Semester Comment

.

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

What is a Co-Requisite Model?

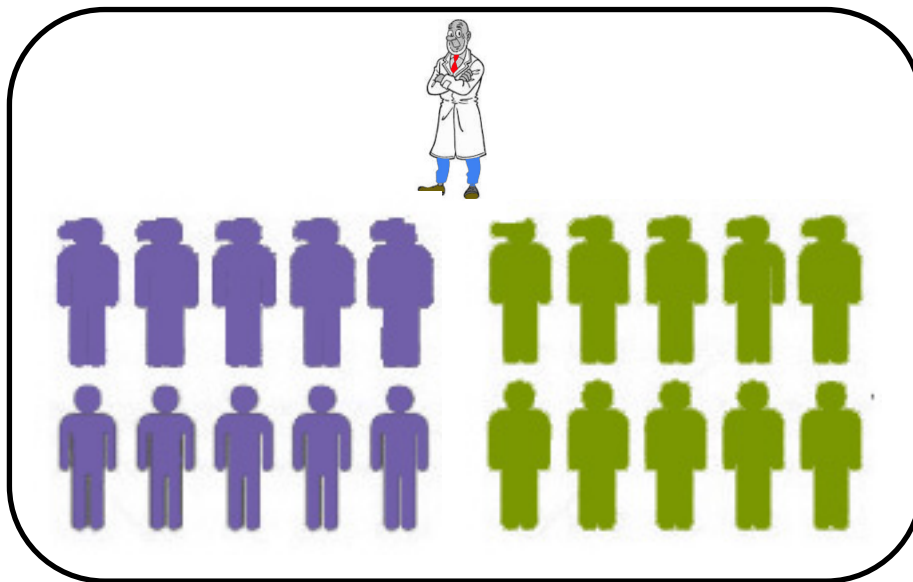
Developmental programs in which the developmental course is a co-requisite, not a pre-requisite, to the credit-level course.

Co-Requisite Models

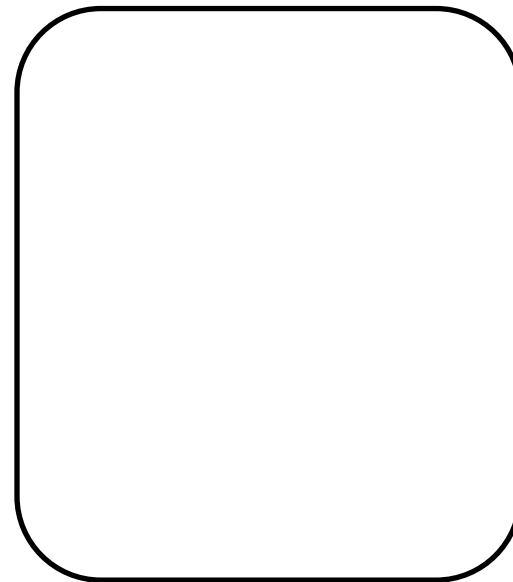


ALP

Credit-Level Class



Co-Req Class



Critical Features of a Co-Req Model

1. Students are in ENG 101.
2. Students are supported as they take ENG 101.
3. Pipeline is shortened.
4. Developmental students are in a class with stronger role models.
5. Developmental students are in a cohort that spends extended time together.
6. Class size is small (12 max).
7. The two courses are coordinated.
8. The instructor employs a pedagogy designed for the co-requisite model.
9. Reading and writing are integrated.
10. Non-cognitive issues are addressed.
11. The model provides time for individual attention.
12. The model is scalable.

Co-Requisite Models

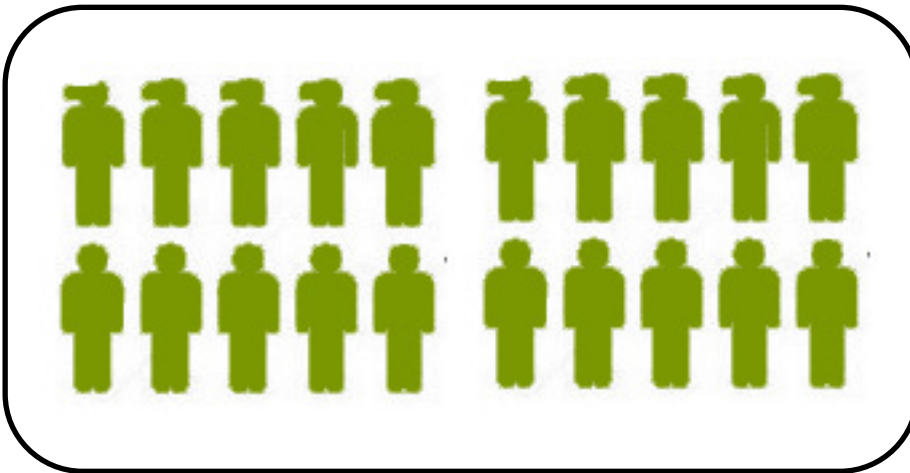
Co-Requisite Models

Tutoring
Model



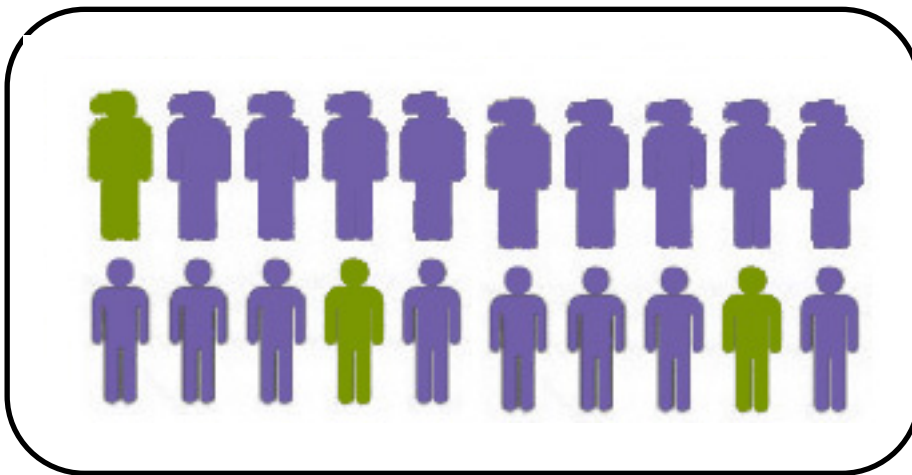
Tutoring Model

Credit-Level Class



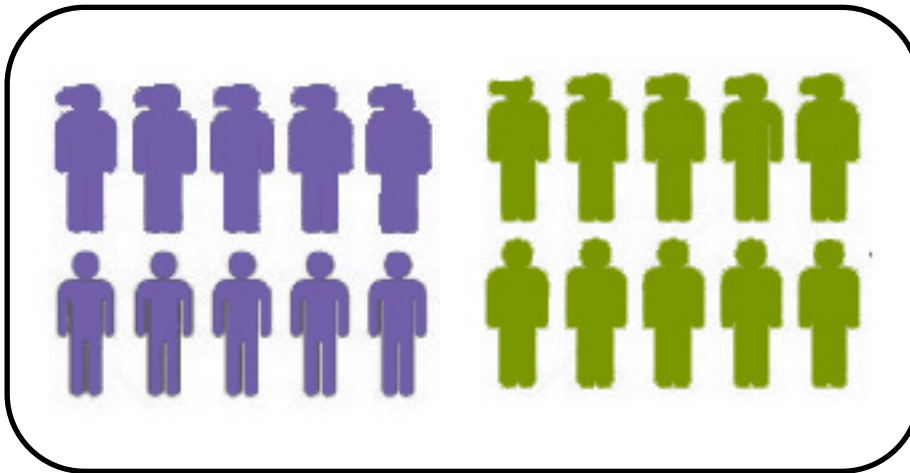
Tutoring Model

Credit-Level Class



Tutoring Model

Credit-Level Class



Critical Features

Tutoring Model

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

Co-Requisite Models

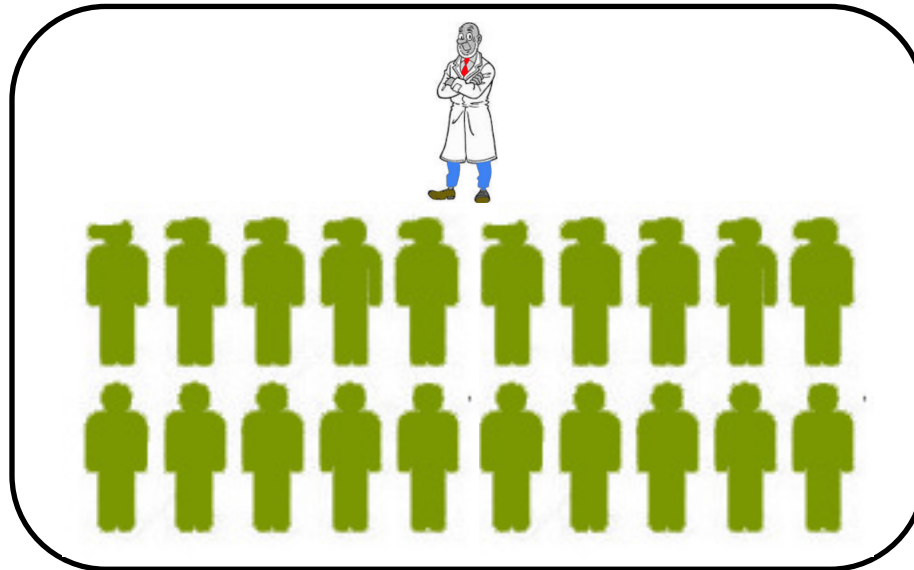
Co-Requisite Models

| | | |
|---------------|-------------------|--------------------|
| Tech Model | Tutoring Model | FastTrack Model |
|---------------|-------------------|--------------------|



Fast Track Model

Developmental/Credit Class



6 hours/week for 14 weeks

Critical Features

FastTrack

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

Co-Requisite Models

Co-Requisite Models

Tutoring
Model

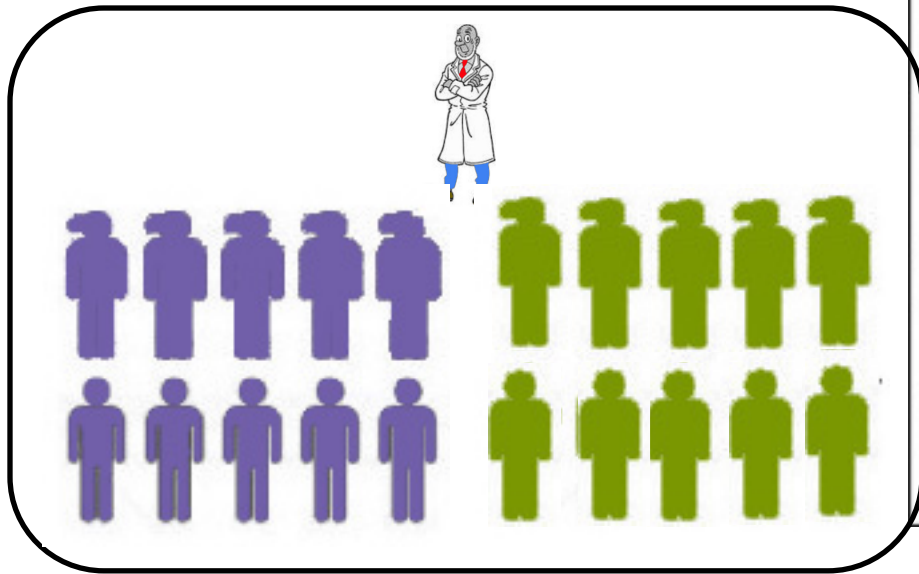
FastTrack
Model

Studio

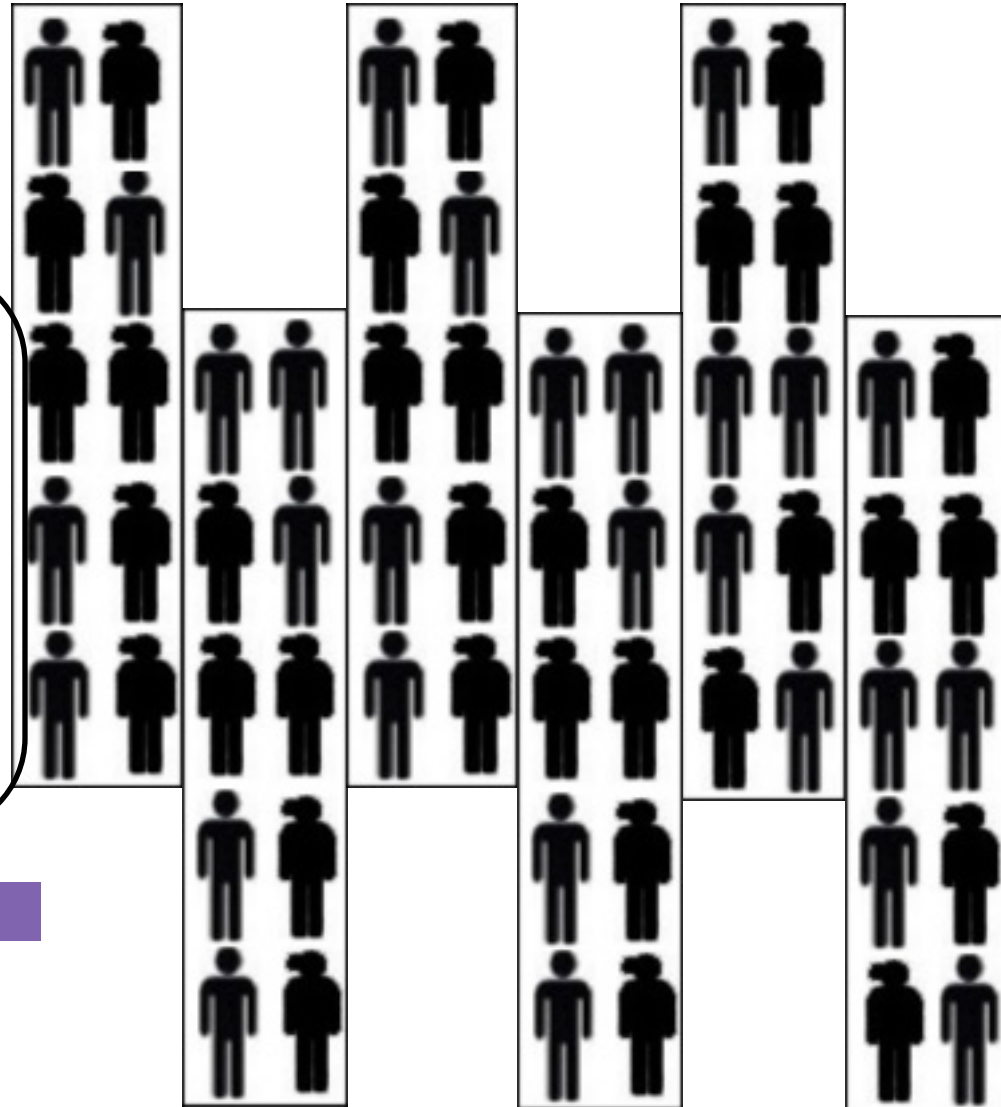


Studio Model

Credit Class



3 hours/week for 14 weeks



1 hour/week for 14 weeks

Critical Features

Studio

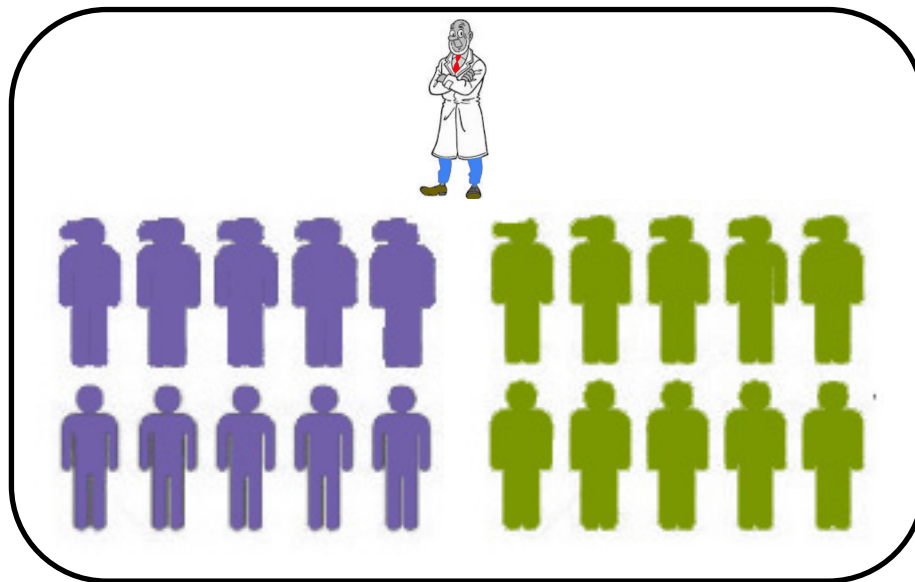
1. students are in ENG 101
2. allows exposure to stronger role models
- ~~3. cohort effect~~
4. small class size
- ~~5. coordination of two courses~~
- ~~6. ALP pedagogy~~
- ~~7. time for reading~~
- ~~8. time for non cogs~~
- ~~9. time for individual attention~~
10. scalable

Co-Requisite Models

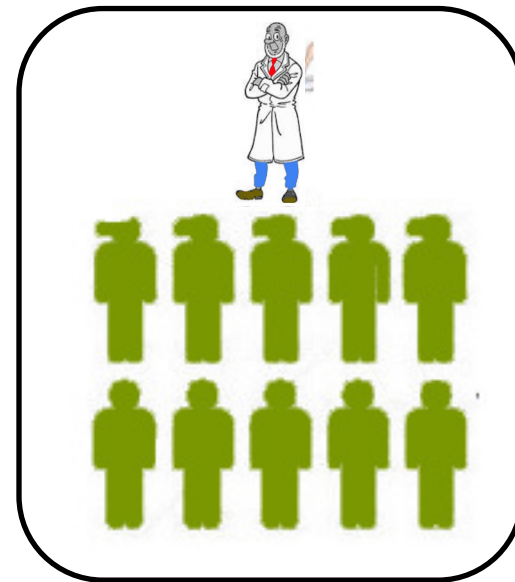


ALP

Credit-Level Class



Co-Req Class

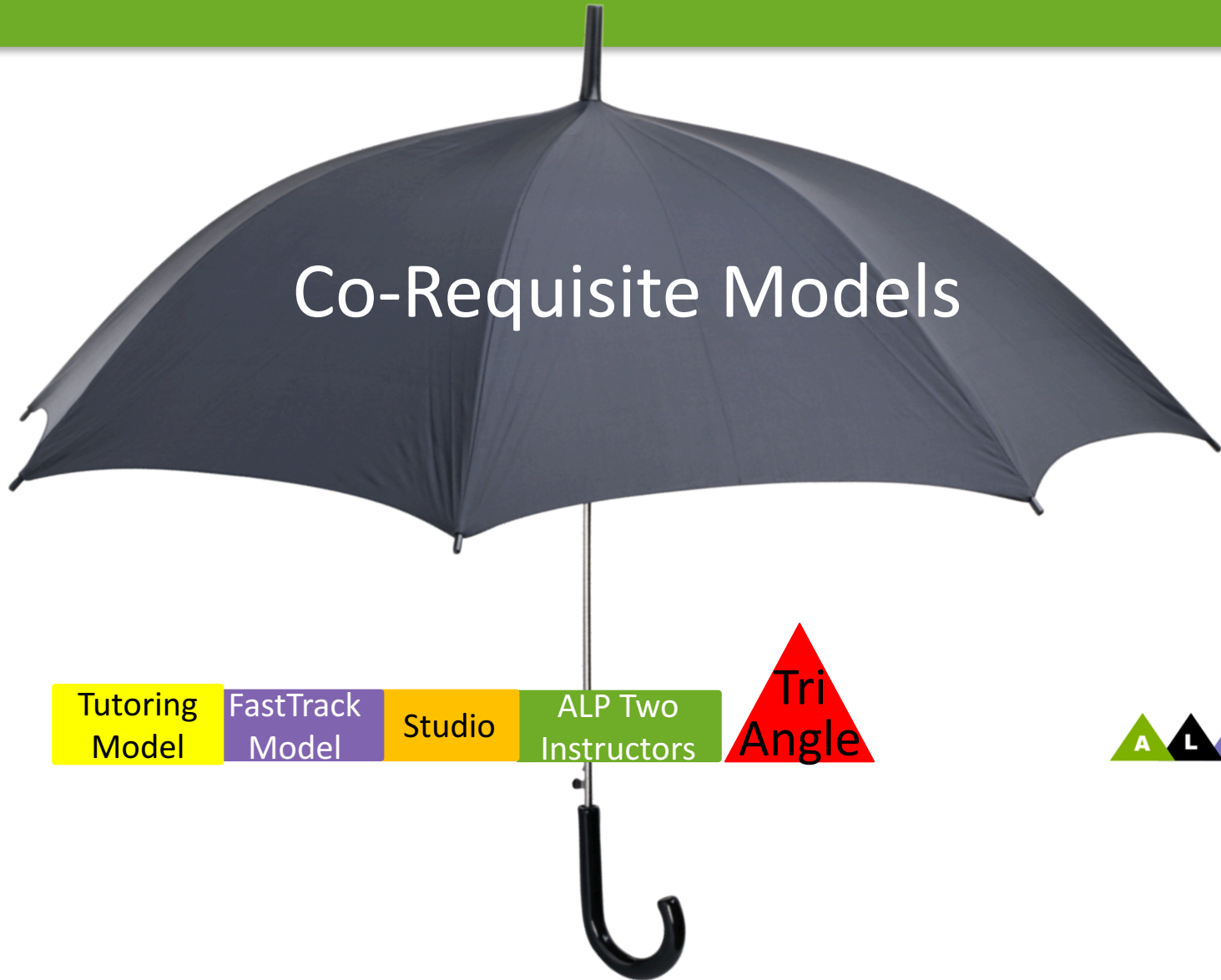


Critical Features

Two
Instructors

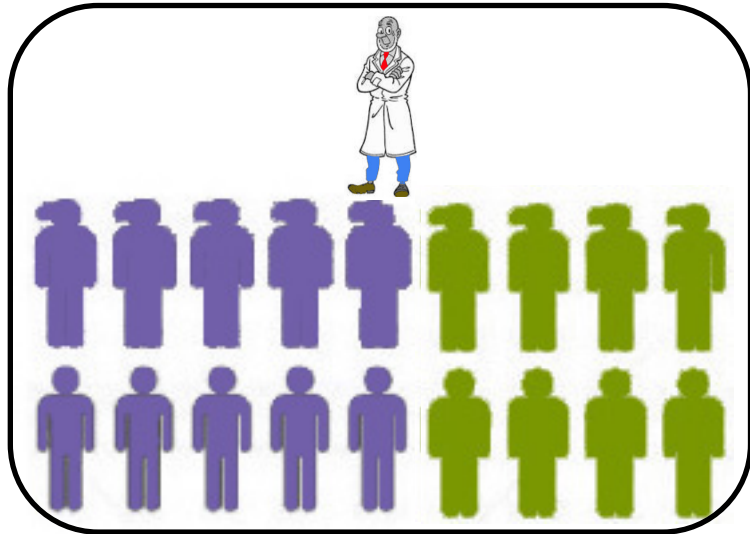
1. students are in ENG 101
2. allows exposure to stronger role models
3. cohort effect
4. small class size
- ~~5. coordination of two courses~~
6. ALP pedagogy
7. time for reading
8. time for non-cogs
9. time for individual attention
10. scalable

Co-Requisite Models

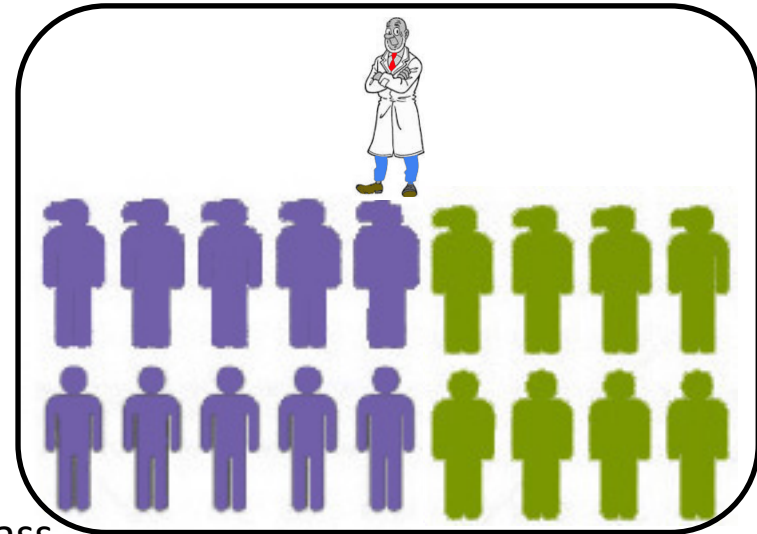


ALP Triangle Model

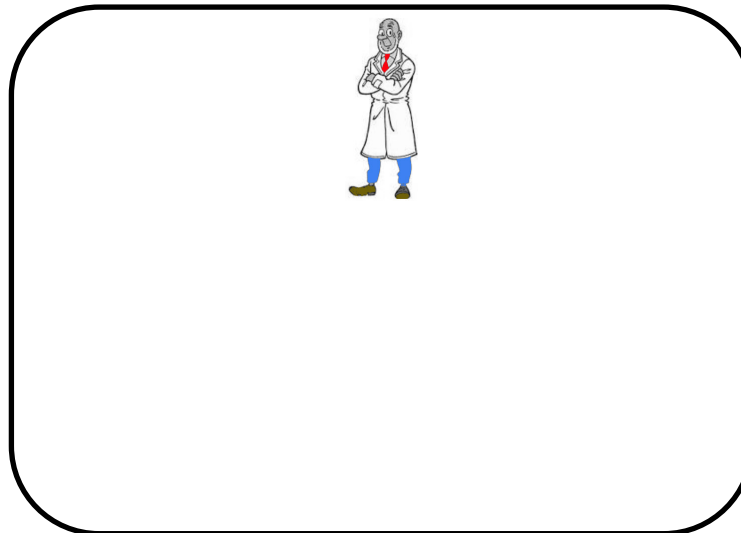
9:00 Credit-Level Class



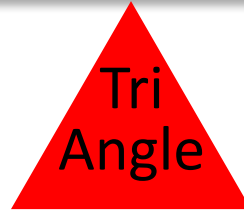
11:00 Credit-Level Class



10:00 Co-Req Class

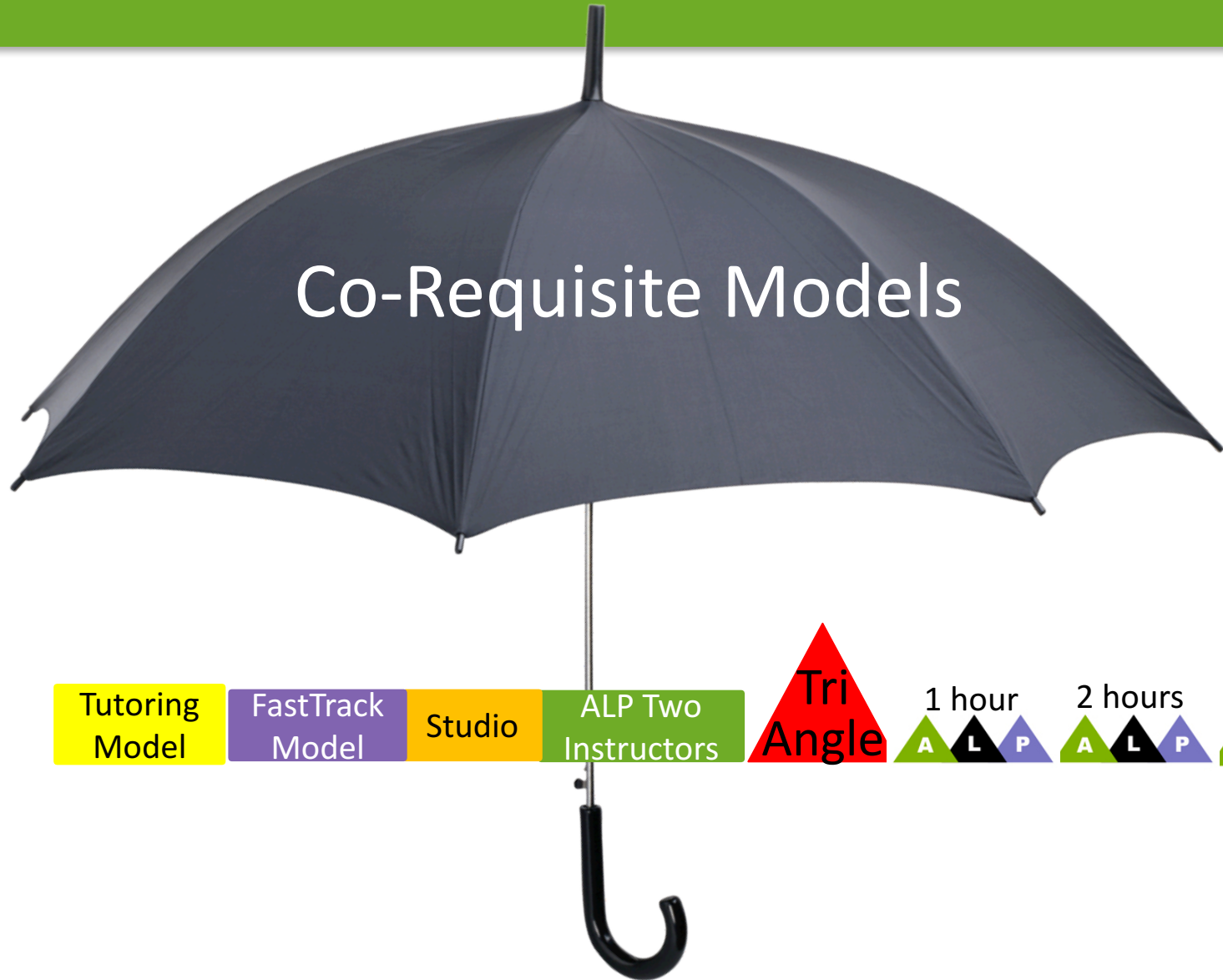


Critical Features



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

Co-Requisite Models

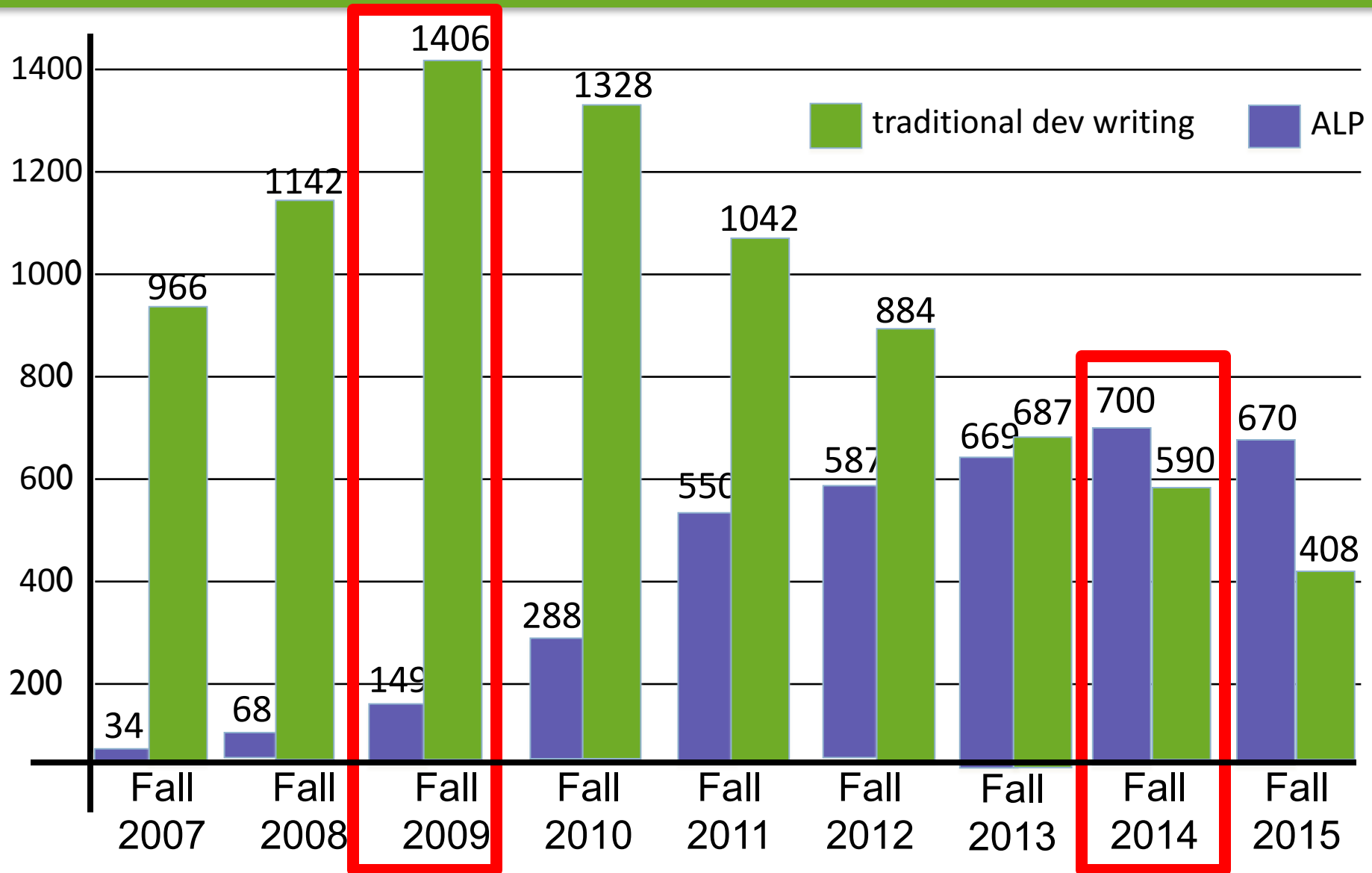


Critical Features

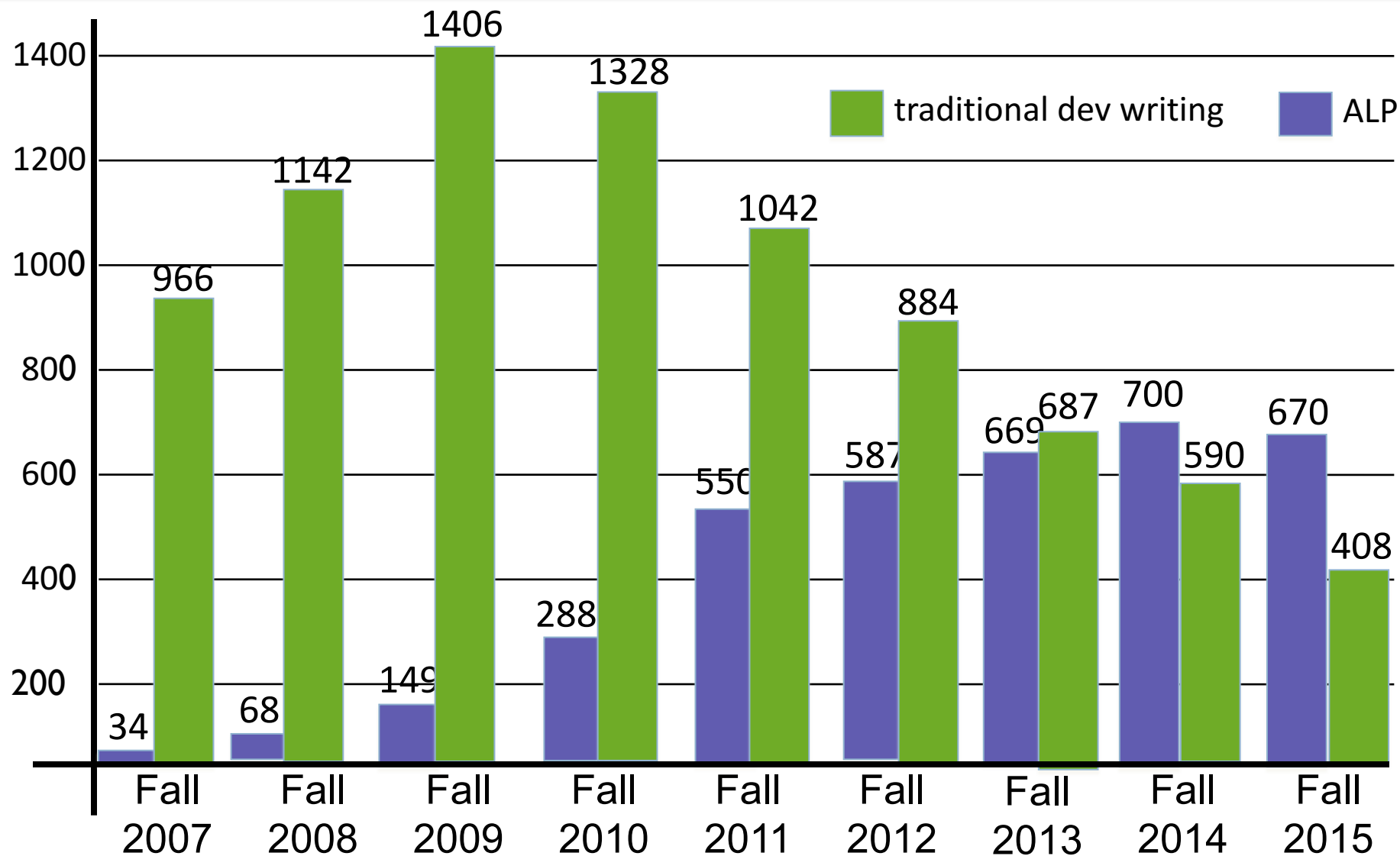


1. students are in ENG 101
2. allows exposure to stronger role models
3. cohort effect
4. small class size
5. coordination of two courses
6. ALP pedagogy
- ~~7. time for reading~~
- ~~8. time for non-cogs~~
- ~~9. time for individual attention~~
10. scalable

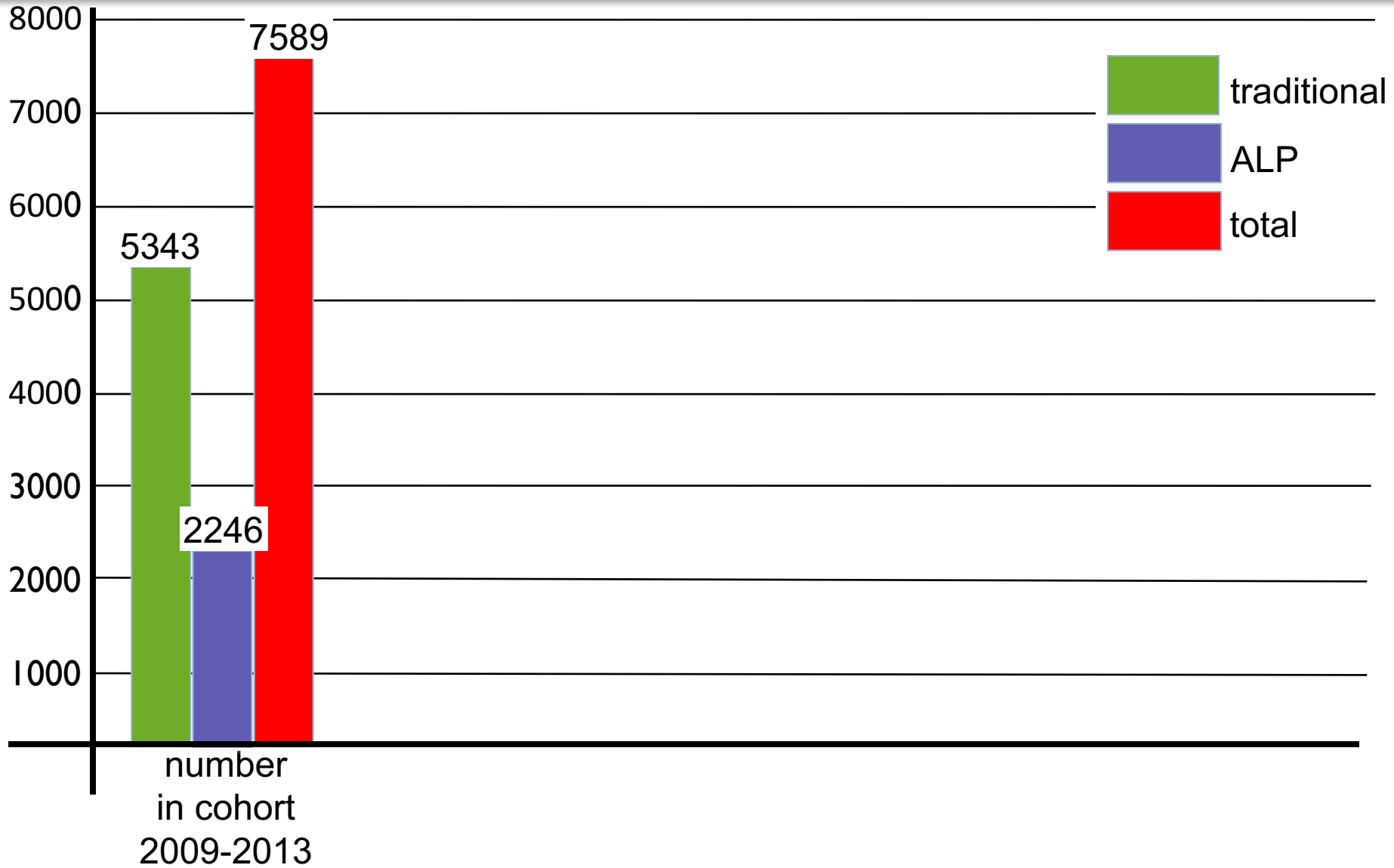
Number Taking ALP or Traditional Each Fall



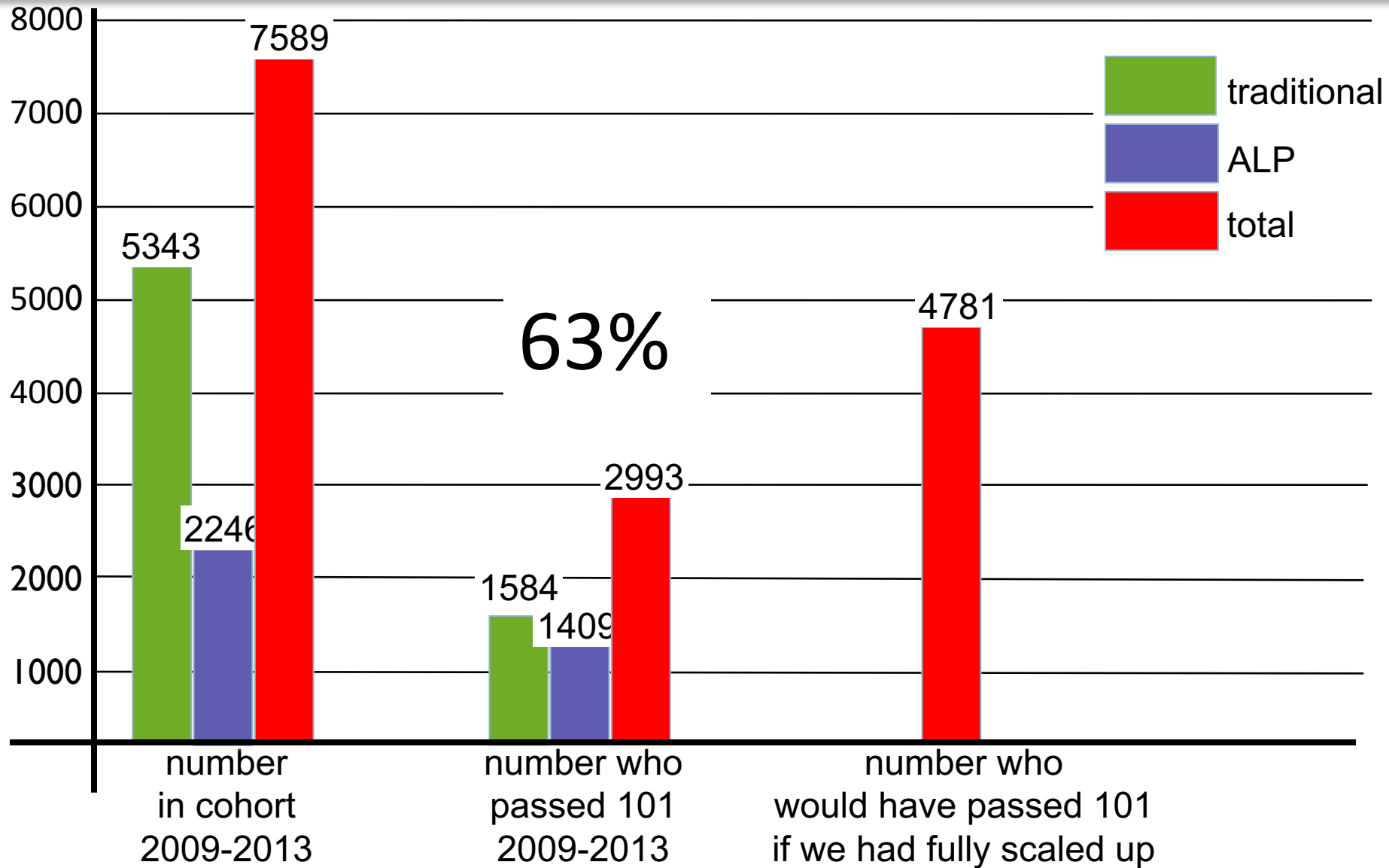
Number Taking ALP or Traditional Each Fall



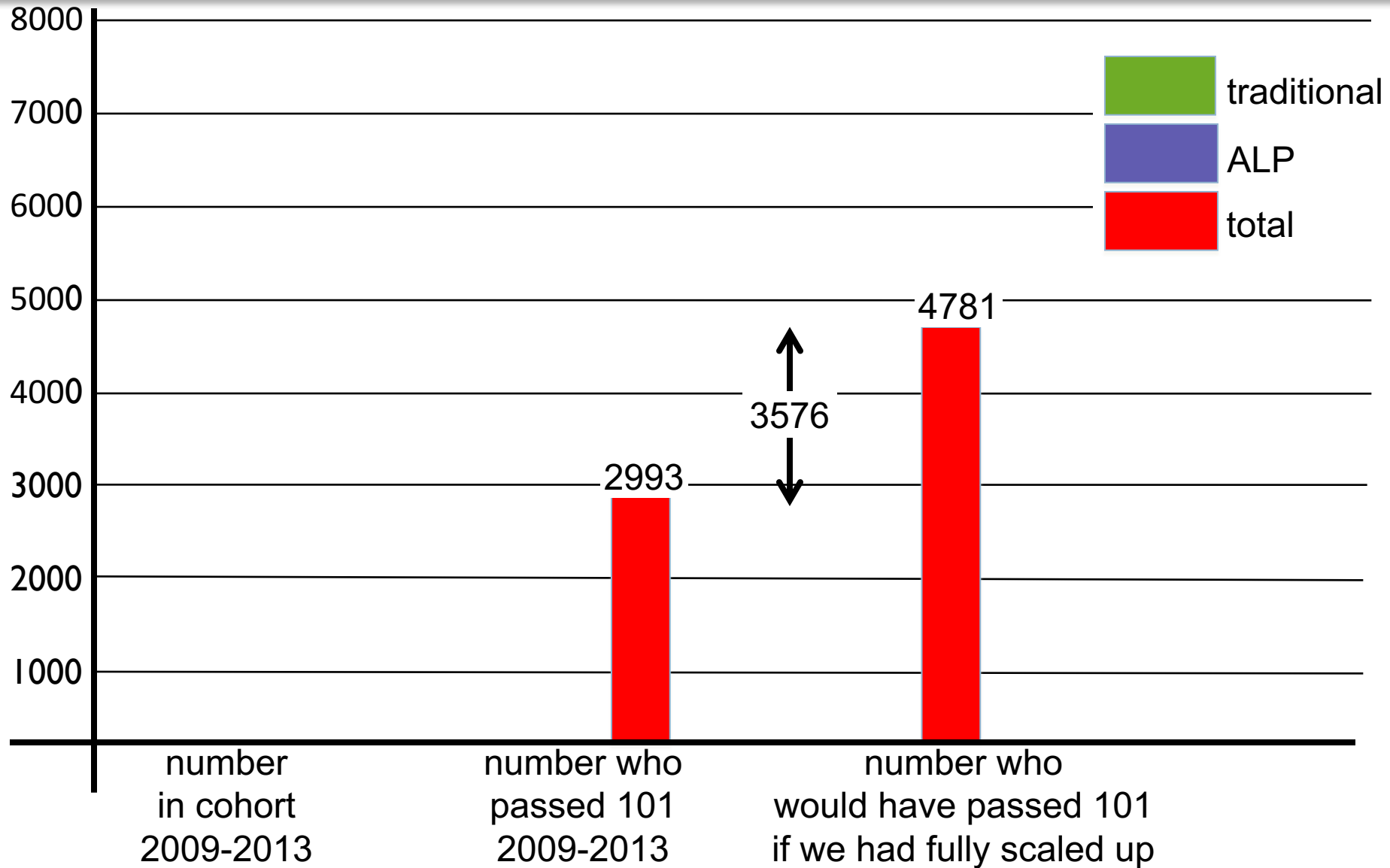
Analyzing Pass Rates



Analyzing Pass Rates



Analyzing Pass Rates

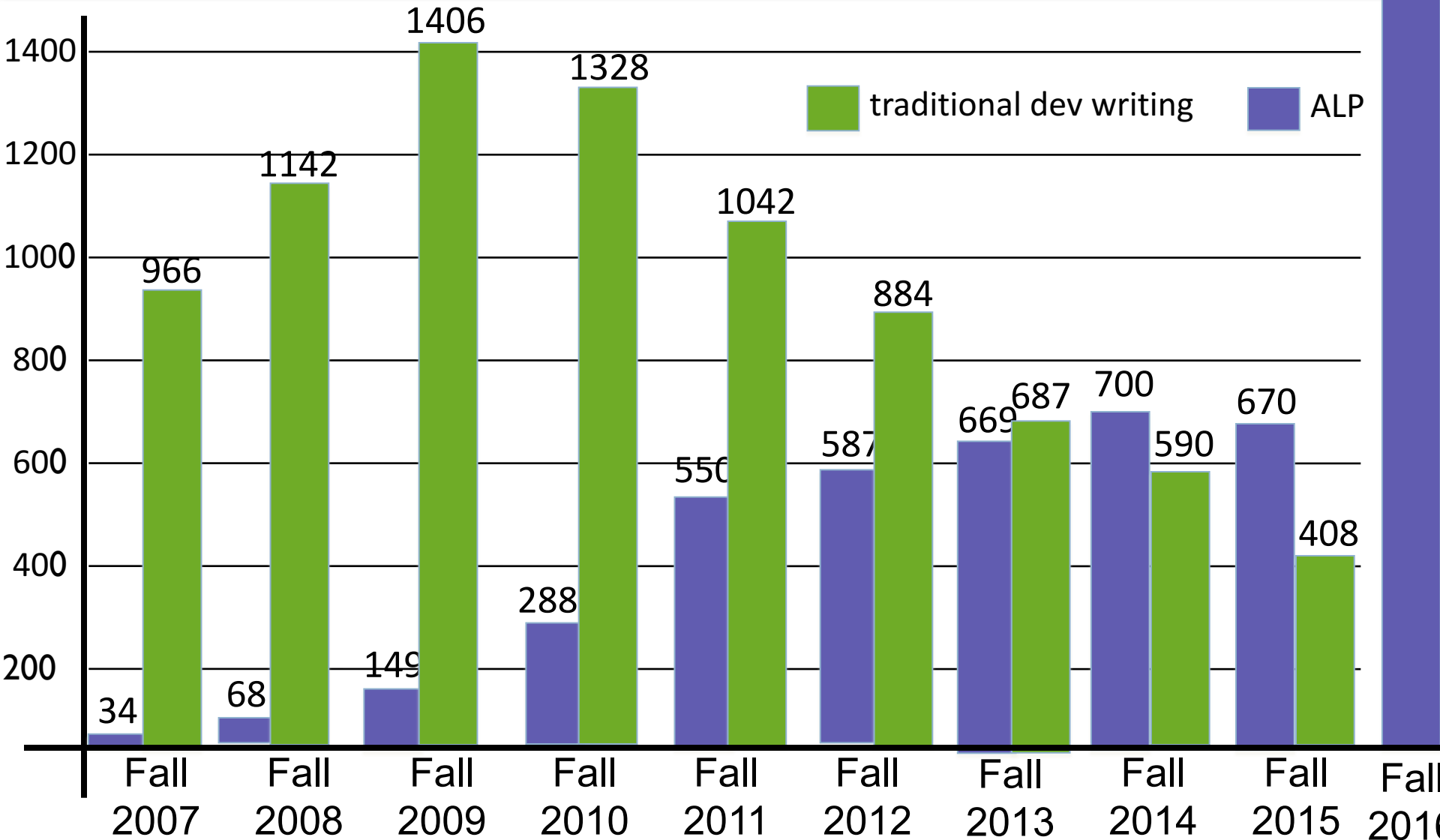


26 Boeing 737-700s
137 seats per plane

Obstacles to Scaling Up ALP

- Faculty development
- Classroom space
- Credentials
- Integrating reading and writing
- Increasing number of 101s; eliminating freestanding developmental writing courses
- Coordination with other acceleration initiatives and student success course
- Inertia

Number Taking ALP or Traditional Each Fall



Developmental Writing at CCBC

ENG 050

the
word

ENG 051

reading
college-level
texts
and
writing
college-level
essays

ENG 052

reading
college-level
texts
and
writing
college-level
essays

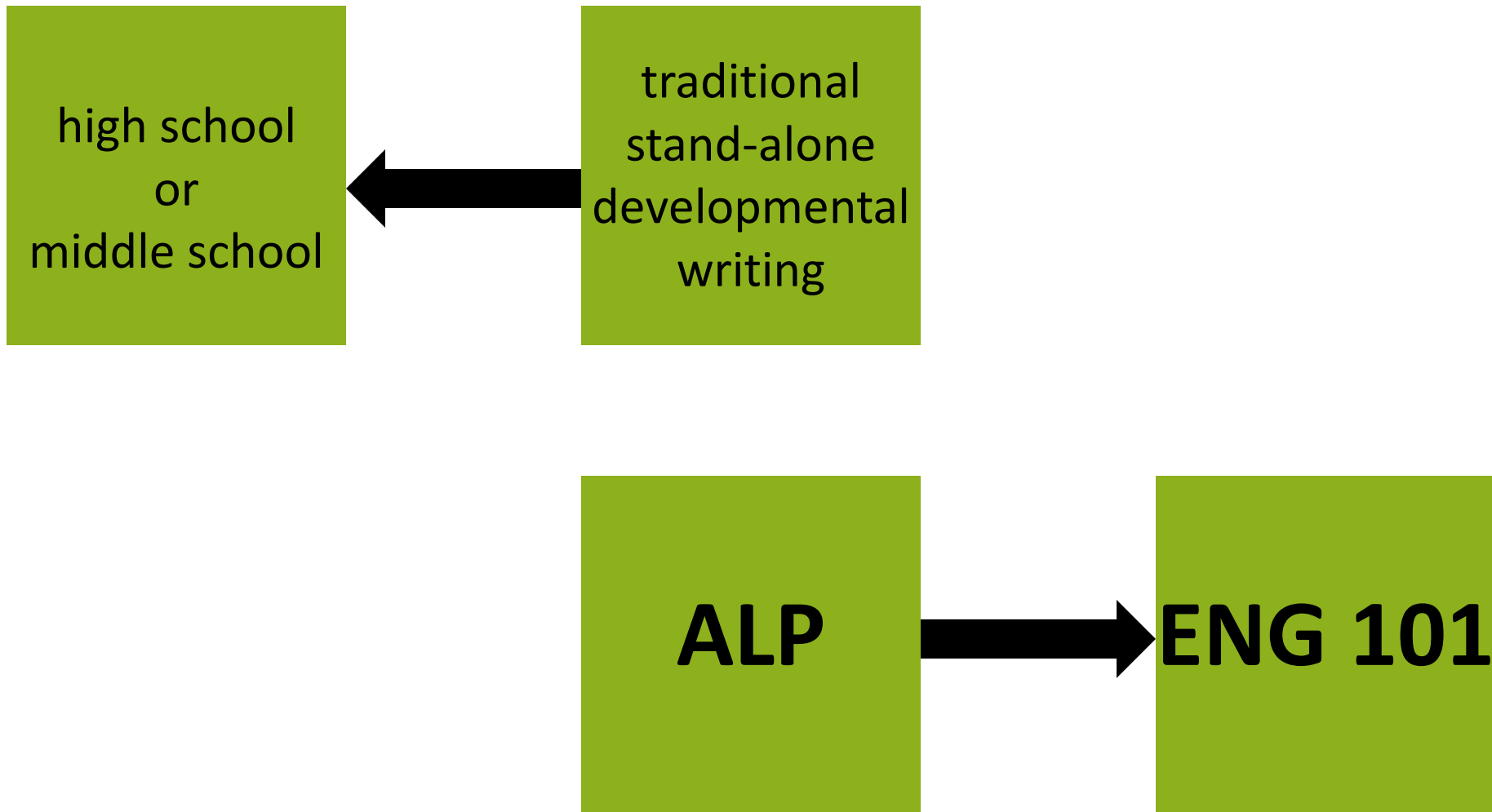
ENG 101

reading
college-level
texts
and
writing
college-level
essays



The Accelerated Learning Program

Backward Curriculum Design



The Marshmallow Test

<http://www.youtube.com/watch?v=Yo4WF3cSd9Q>

adams2@ccbcmd.edu

The Accelerated Learning Program
The Community College of Baltimore County

