



Accelerating the Pipeline



National Conversation

Global Skills for College Completion

- Gates funded project focused on pedagogy designed to increase success rates in developmental Math and English
- 25 participants from over 26 community colleges across the nation
- Peter Adams Community College of Baltimore County (ALP Director)

Institutional Context

Kahikoluamea

- *Developmental writing sequence*
- Developmental reading sequence
- Developmental math sequence

Languages Linguistics Literature

- *English 100*
- Literature EALL LLEA
- Languages

Local Conversation

Kahikoluamea Pipeline

- Fall 2009 : a cohort of instructors who teach multiple course levels (English 22/English100)
- Increase dialogue between both departments
- Encourage students to take classes from "Pipeline" instructors
- Vertically align our curriculum

2 Accelerated Models

8 week 22/100 model

- 20 students with English 22 placement enroll in an 8 week English 22 (2.5 hours twice a week)
- 20 students continue on to an English 100 course with the same instructor (2.5 hours twice a week)

ALP 22/100 model

- 12 students with English 22 placement scores enroll in an English 22 course (1:15 twice a week), as well as an English 100 course (1:15 twice a week) scheduled at a different time (class x)
- 8 students with English 100 placement enroll in the same English 100 course (class x)

Accelerated Success Data (Aggregated)

- 93% successfully completed ENG 22 in the fall 2010 semester (**accelerated**)
 - 59% successfully completed English 22 fall 2010 (Regular)
- 73% of students who successfully completed ENG 22 also successfully completed ENG 100 in fall 2010 (**accelerated**)
- 27% of students who successfully completed ENG 22 failed or withdrew from ENG 100 in fall 2010 (**accelerated**)
- 60% reenrolled in ENG 100 in spring 2011 (**accelerated**)

8-Week Model



Curricular Changes

- **Schedule Example**
- Opportunity for Collaboration (student & instructor)
Common Events, Shared Assignments, 'Imiloa
cross-class research topic feedback
- **Speaker Visits**
Library Sessions (2), Pidgin Presentation (1), Author
Readings (3)

Sample English 100 Schedule

(2nd 8-week)

Oct 18 M (Week 1)

Unit I—Literary Analysis

Syllabus & Schedule. Discuss literary terms, methods of analysis & Exquisite Corpse. Music Analysis Wksht. Ann Inoshita & Mavis Hara in 'Elima 11-12PM.

Oct 20 W (Week 1)

Music Presentations. Brainstorm in class about analysis strategies. Complete Analysis Write-up, due by the end of class. [Go over Assignment Sheet](#). Start Rough draft in class. Visit from Lisa Linn Kanae.

Oct 25 M (Week 2)

Rough draft 1 due. Instructor-Student Conferences/Peer Review on Essay #1. Film clips on argument. Memo review—persuasion appeals.

Oct 27 W (Week 2)

Rough draft 2 due. Meet in Peer Writing Groups for feedback. Gender Activity.

Nov 1 M (Week 3)

Unit II—Research

Essay #1 due. Memo for Essay #1 due in class. Topic fishing. Meet in small group to discuss topic ideas. Topic Gallery activity. [Go over Essay #2 Assignment Sheet](#). Explain the STAGES of this writing assignment.

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RESEARCH TOPIC DISCUSSION (ACROSS CLASSES)

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Posted on Mon Nov 08 14:58:35 -1000 2010 by [C. Porscha dela Fuente](#)

This is a two part discussion thread. It requires you to return to 'Imiloa to respond to other members of the group. Don't forget to give feedback (Part II).

Part I

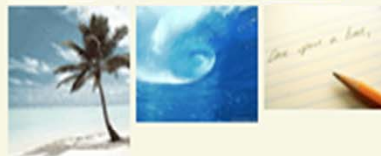
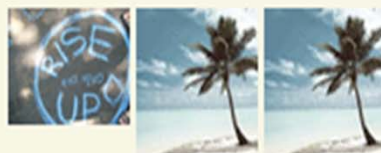
Compose a short paragraph explaining your research topic. Include the reason(s) why you selected it and what your plans are for the essay. What stance will you take? What are the issues related to your topic?

Part II

Preview the topics listed in the thread and give feedback to at least two (2) other members of the group. These should include members from another class. Offer suggestions related to resources, aspects related to the topic, voices of authority related to the topic, an explanation of an organization or DVD that could be helpful, basically anything constructive to help another student with their research essay.

Identify who you are responding to at the start of your response. You can do this either by copying and pasting the member's post or identifying the member by name.

NEWEST GROUPS



Engagement

- Preparedness
New Student Orientation (mandatory)
- Motivation
Pace, feedback, student survey comments
- Assignments
On task, writer's workshop, greater depth of work
- Cohort Community
Greater sense of community & class cohesion

Learning Support

- College Student Inventory (CSI)
Counselor visits for CSI results and registration
- 'Imiloa
Definitions of student success
Reflections on validity of CSI results → MyPlan
- E-Tutor

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FINISH THIS SENTENCE: A SUCCESSFUL STUDENT...

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Posted on Thu Sep 02 12:03:27 - 1000 2010 by [C. Porscha dela Fuente](#)

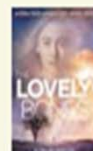
Answer these questions in your post:

- 1) What is your definition of a successful student?
- 2) What types of resources are available to help you become a successful student?
- 3) How do you plan to use them?

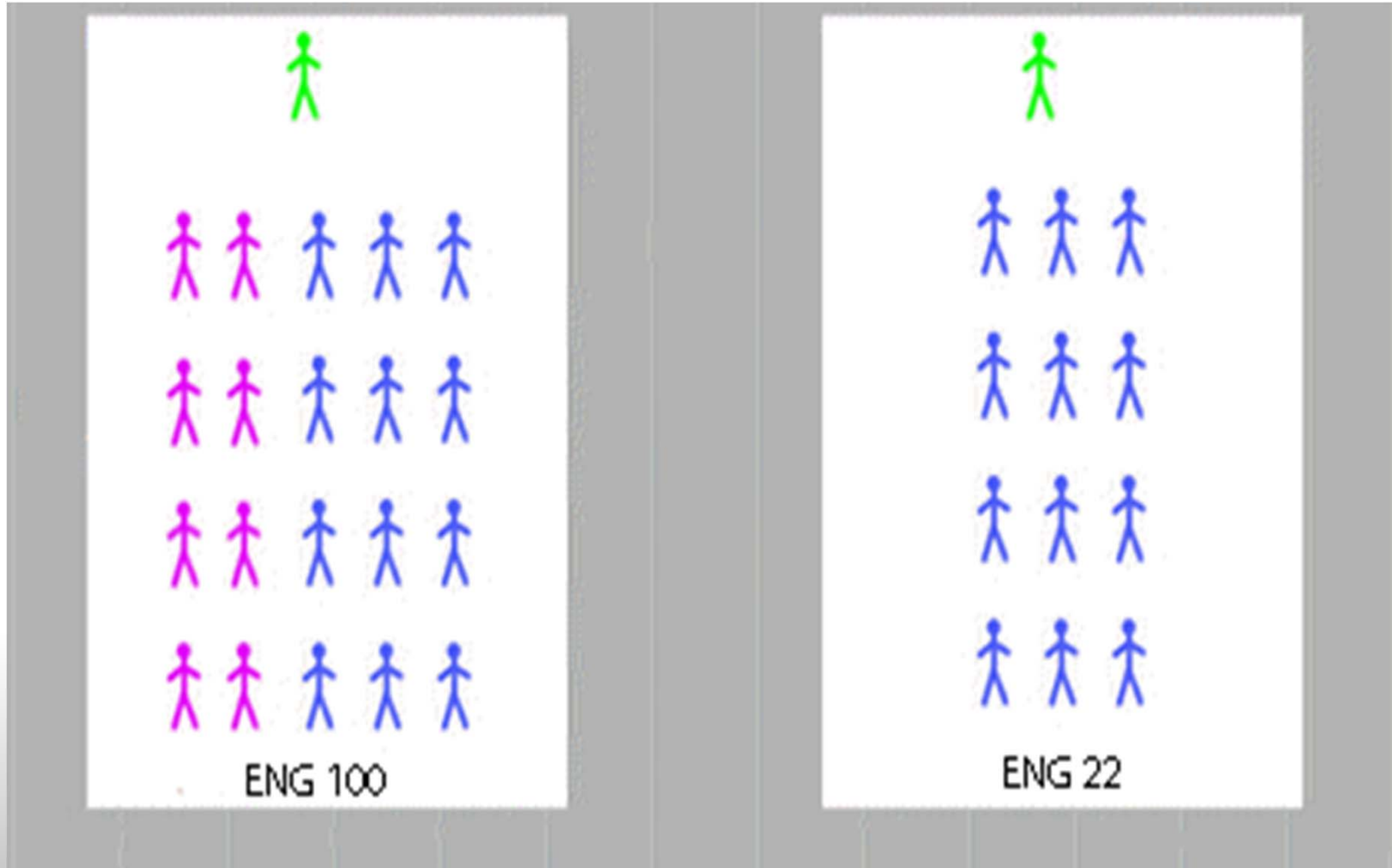
LEAVE A COMMENT

B *I* S U | | | | | | | | H1 | H2 | H3 | |

NEWEST GROUPS



ALP



ENG 22, CRN32221



ENG 100, CRN 32038



ENG 100, CRN 32235

Curricular Changes

ENG 22 activities support ENG 100 assignments

Sample ALP Schedule

ENG 22 also has discreet assignments

ALP Sample Schedule

Monday (English 100) Introduction to Rhetorical Analysis
(Pathos, Ethos, Logos)

Tuesday (English 22) Reading for Pathos, Ethos, and Logos in
real life contexts. Critical thinking exercise.

Wednesday (English 100) Ethos and Credibility (Reputation and
Values)

Thursday (English 22) Introduction to Quoting Strategies/Using
Ethos in your Writing

Learning Support

Counselor support

CSI

'Imiloa: career exploration activities that support the career presentation assignment

This semester: no counselors, CSI or 'Imiloa – decreased engagement and therefore decreased success?

Engagement

ALP sections allow students to work with the same classmates and instructor in both 22 and 100. This extended level of contact can create a positive learning environment for some students (in my experience).

Some students surveyed in one ALP section reported that the format encouraged them to attend because the English 22 lessons would clarify confusing English 100 concepts or provide extra practice for difficult lessons.

Some students surveyed in a Spring 2011 ALP section reported decreased retention because of the intensity of the schedule (having English class every day)

Final Thoughts/Strategies

Registration/Withdrawal

Sustainability

Scheduling

Coordination

Strategies

Counseling: CSI and Registration

'Imiloa (Networking): 1) Reflective 2) Career Planning

Engagement Activities: 1) Workshops 2) Bonding

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