

**Two roads diverged in a wood, and I -  
I took the one less traveled by,  
And that has made all the difference.**

**ROBERT FROST**

**Exploring the Road Taken and the Road Not Taken:  
Results from Two ALP-based Dissertations**

Dr. Troy Nordman

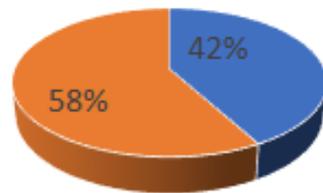
Noreen Templin

Butler Community College

# Butler Community College

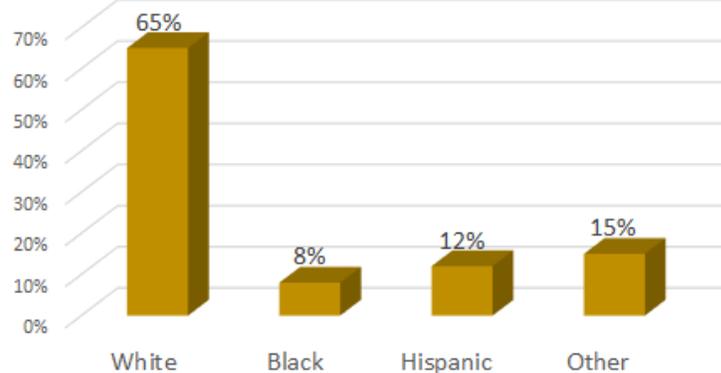
- Enrollment
  - 9,190

Gender



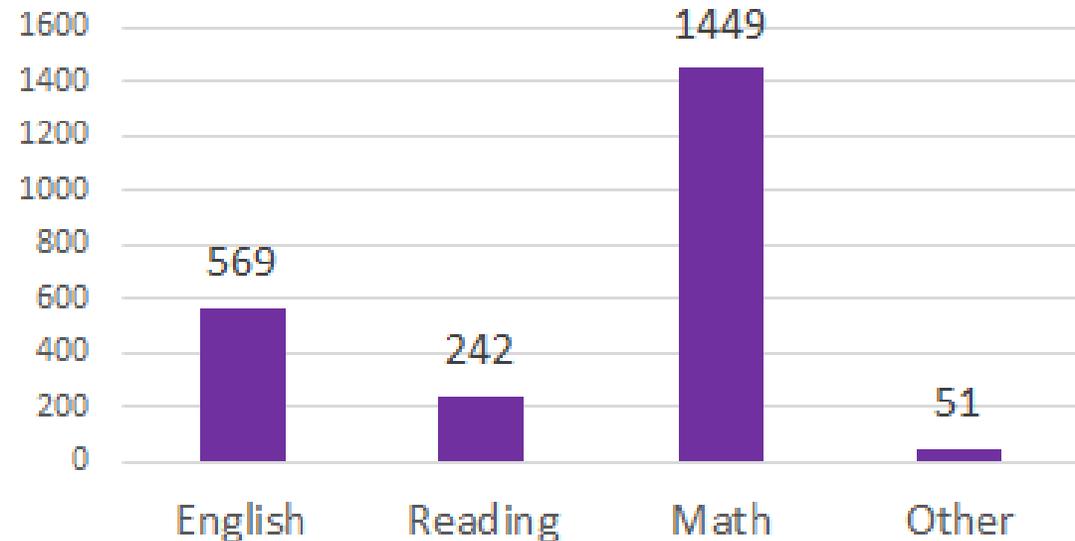
■ Male ■ Female

Ethnicity



- Developmental Education

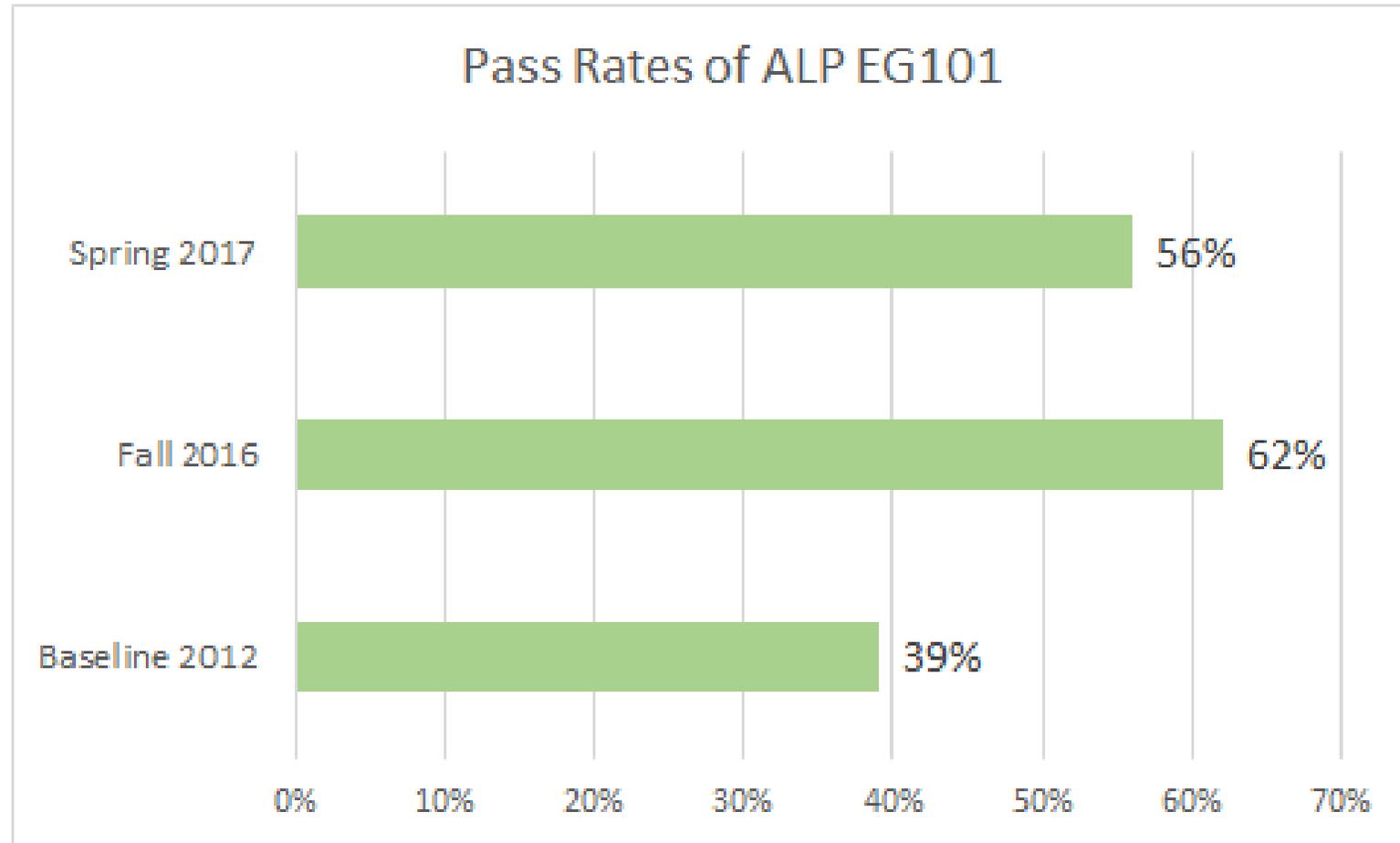
Developmental Education



# Background of ALP



- Full-scale implementation
  - Fall 2016



# Road Taken: Difference of Success



## Purpose and Framework

- **Identify and gain greater understanding regarding what students who enrolled in and successfully completed an accelerated English course at Butler Community College perceived to be factors that contributed to their success.**
- **Butler's 3-pronged strategy approach – structured design, high engagement, high support – a problem of practice**

In general, a purposeful support structure embedded within the structured pathway providing students with more intrusive guidance (Dadgar, et. al., 2013; Scott-Clayton, 2011) coupled with rigor and higher levels of academic engagement.

# Road Taken



## The developmental dilemma

- Mission critical (Boylan, 2002 ; Cohen & Brawer, 2008)
- Costly and challenging (Adams et. al., 2009; Bailey, 2009; Bailey et al., 2015; Barnett & Cormier, 2014 Scott-Clayton et al., 2012;)
- Successful models (Boylan, Bliss, & Bonham, 1997; Levin & Kater, 2013; Perin, 2002)

## Successful models

- How intrusive? (Calcagno, Crosta, Bailey, & Jenkins, 2006; Cuseo, 2015; Dadgar, et. al., 2013)
- Acceleration and how it works (Bailey et al., 2015; Bailey, 2009; Edgecombe et al., 2013; Hern, 2012)

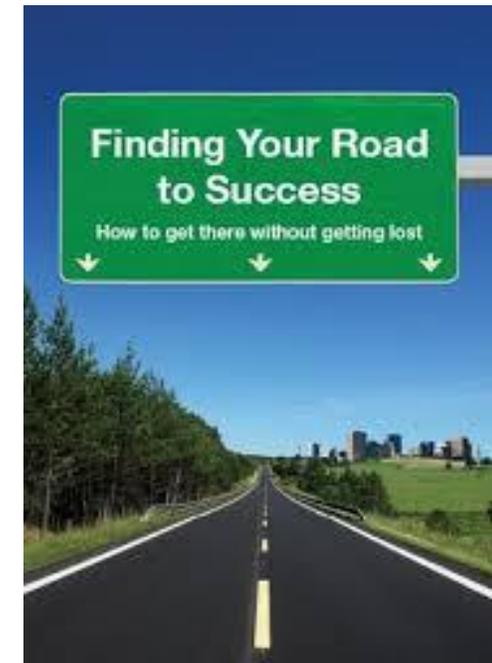
## Need for additional study

- What works for students and institutions? (Adams et. al., 2009; Edgecombe, 2011; Hern, 2012)

# Road Taken

## Analysis and Findings

- Pattern and theme analysis (Patton, 15) – using the lens of Narrative Inquiry
- Transcription and Coding
  - Deductive and Inductive coding (Saldaña, 2015; Miles et al., 2013)
  - Observations and themes
  - Participating in the “transaction” (Caine et al. 2013)
- Engaging the narrative / an ALP Learning Community



Deductive Coding Pattern Categories

Category	Code Pattern	Frequency
<p><b>Perceptions of ALP curricular design</b></p>	<p>ALP course encouraged [helped, emphasized, supported, provided, was different, helped students, made learning fun, was a smaller class, believed ALP would help, ...]</p>	<p><b>54</b></p>
<p><b>Perceptions of AVID high engagement learning strategies in the ALP class</b></p>	<p>The student engaged in peer editing a lot [described using Speed Dating often, felt group work was efficient, felt comfortable working with others, connected well with others, felt challenged but supported, felt engaged in course, ...]</p> <p>The instructor asked students [engaged, taught WICOR skills, encouraged, broke down details, had the students, incorporated lots of reading, never said no, used lots of examples...]</p>	<p><b>151</b></p>
<p><b>Perceptions of engagement in mandatory tutoring/outside support mechanisms</b></p>	<p>The student went to tutoring [formed their own study group, would often go together to tutoring lab, used the OWL, used instructor for tutoring, interacted with peers in tutoring lab, ...]</p> <p>The instructor encouraged students to use the tutoring lab [made students aware of the tutoring labs, required students to submit essays to the OWL, was available in his office, was available via email, ...]</p>	<p><b>31</b></p>

Inductive Coding Pattern Categories

Category	Code Pattern	Frequency
<p><b>Student awareness of personal growth (cognitive)</b></p>	<p>The student felt he would not have passed without ALP [felt more confident in her abilities, believed ALP course improved student confidence, felt ALP course reinforced reading skills, thought ALP class was more personable, believed ALP class helped with other courses, liked that the ALP class provided comfortable atmosphere, enjoyed working with other students in the ALP class...]</p>	<p><b>67</b></p>
<p><b>Instructor influence on learning (non-cognitive)</b></p>	<p>The student enjoyed having the same instructor [feel faculty are supportive, felt instructor become more like a friend, felt instructor had lots of energy, felt more confident using instructor for tutoring, believed the instructor inspired confidence, felt instructor respected students, liked that instructor shared personal experiences, believed instructor understood student level, appreciated that instructor kept student aware of his performance, ...]</p>	<p><b>29</b></p>

Butler's ALP Learning Community

**Factors from Inductive Analysis**

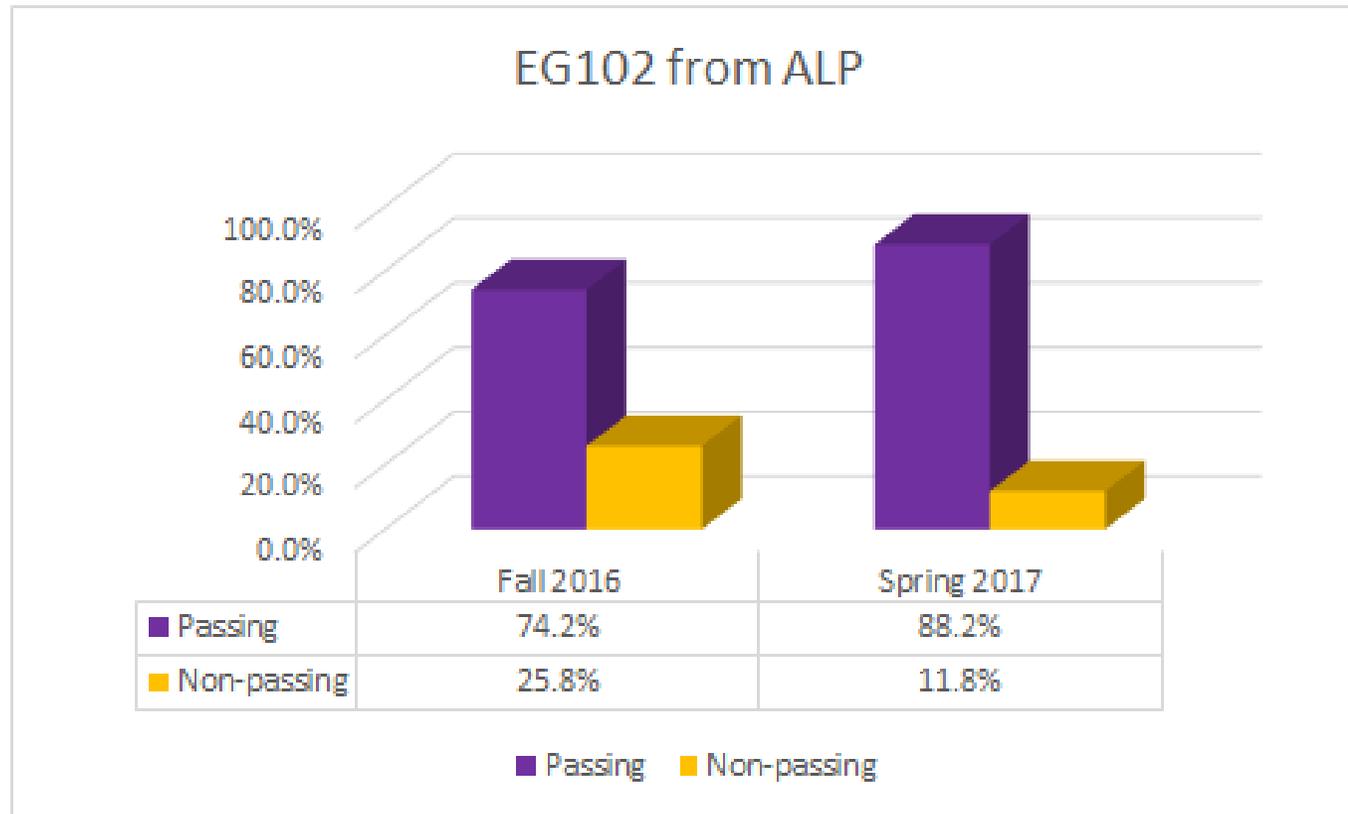
- students perceive ALP course as a path to greater confidence and awareness in writing, reading, and analytical skills
- students perceive ALP course as a significant factor to success in other courses
- students perceive ALP course instructor engagement levels and peer collaboration significant to course success

**Factors from Deductive Analysis**

- students perceive the ALP course design as an effective and efficient path to success in English Composition I
- students perceive engagement and collaboration essential to persistence, learning, and success
- students perceive tutoring and supporting mechanisms as contributing to overall course success

# Continuing on the Road: EG102

- 239 Passed ALP EG101
  - 149 Attempted EG102



# Road Not Taken: Difference of Non-passing



## **Personal Characteristics**

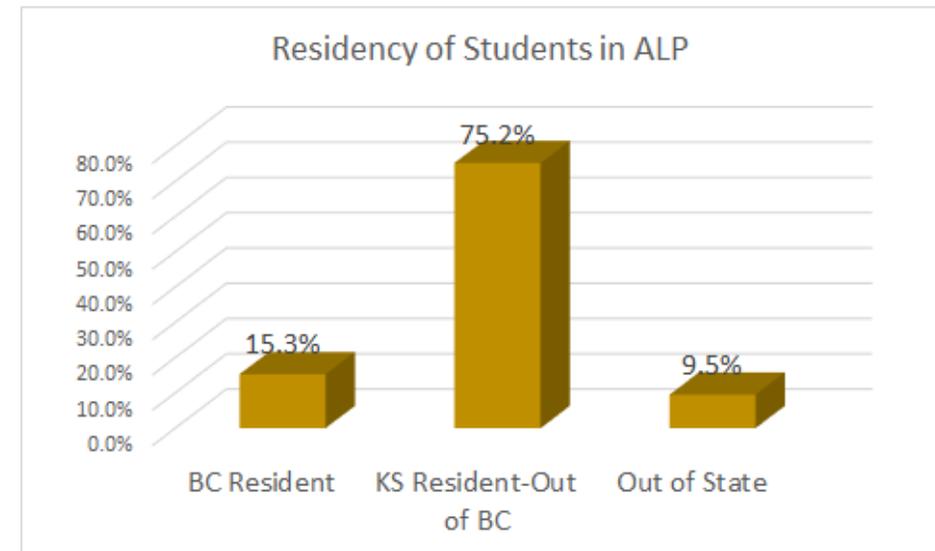
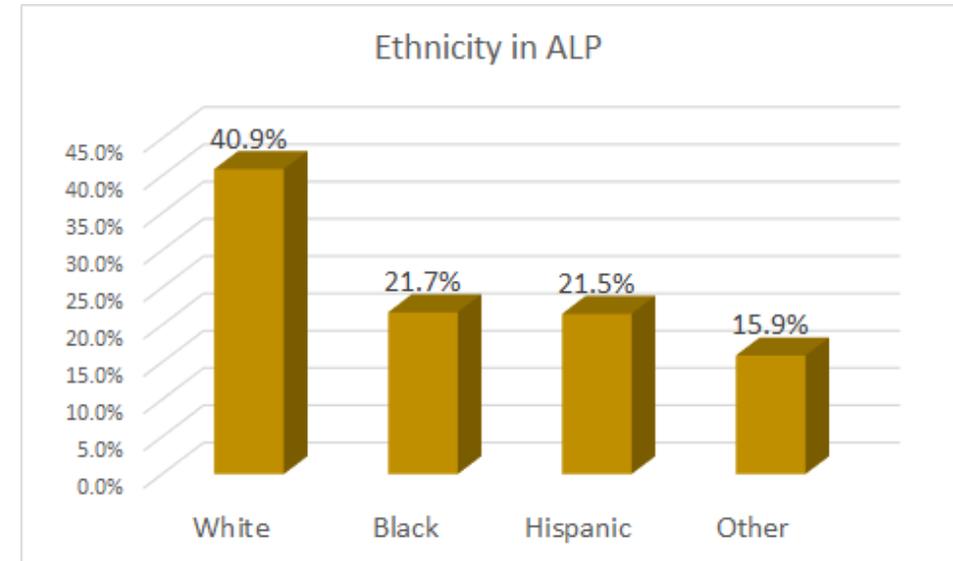
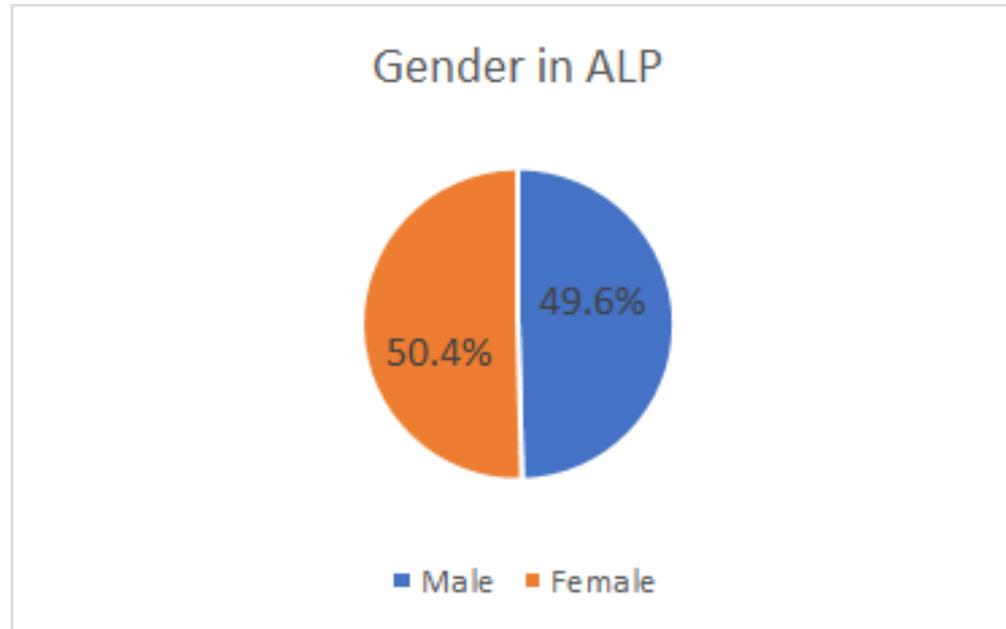
- Age
- Gender
- Ethnicity
- Residency

## **Academic Characteristics**

- Current credit hours
  - ALP (6 hours)
- Previous credit hours
- Degree Declared
- Co-enrolled Remedial Reading

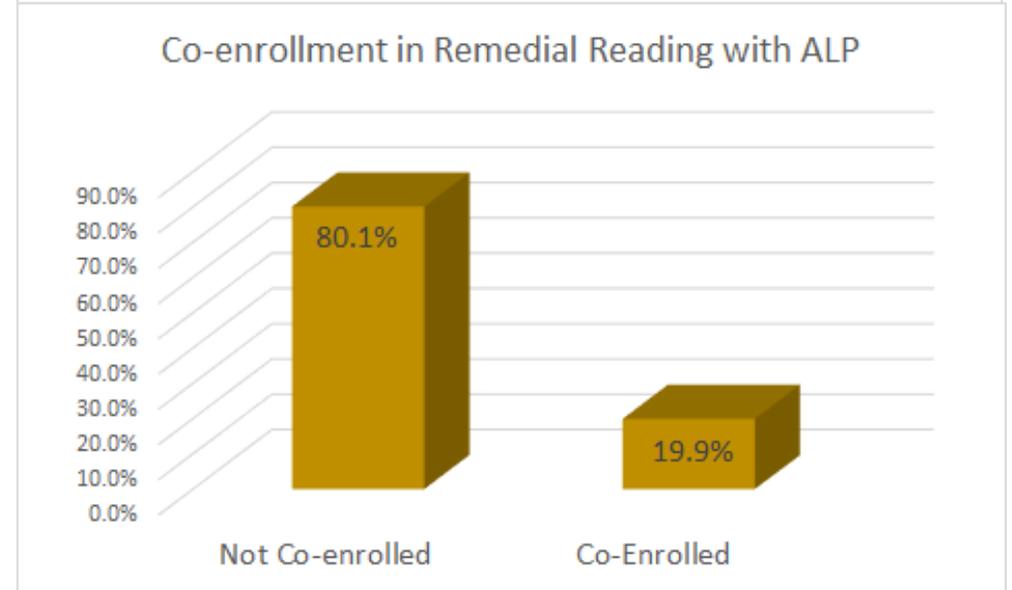
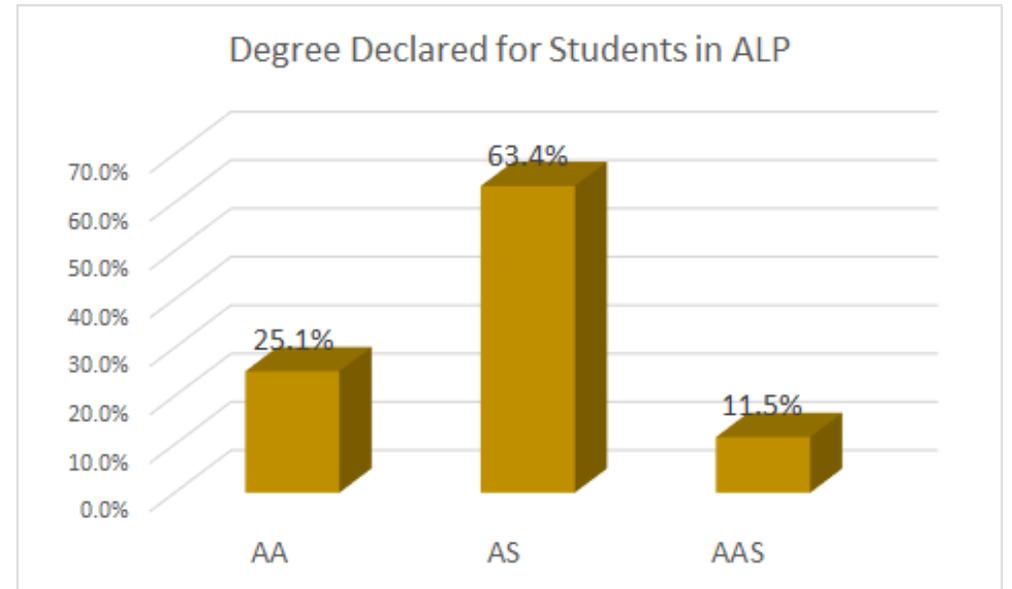
# Personal Characteristics

- Age: 21.2 years
  - Youngest: 17.5
  - Oldest: 53.2



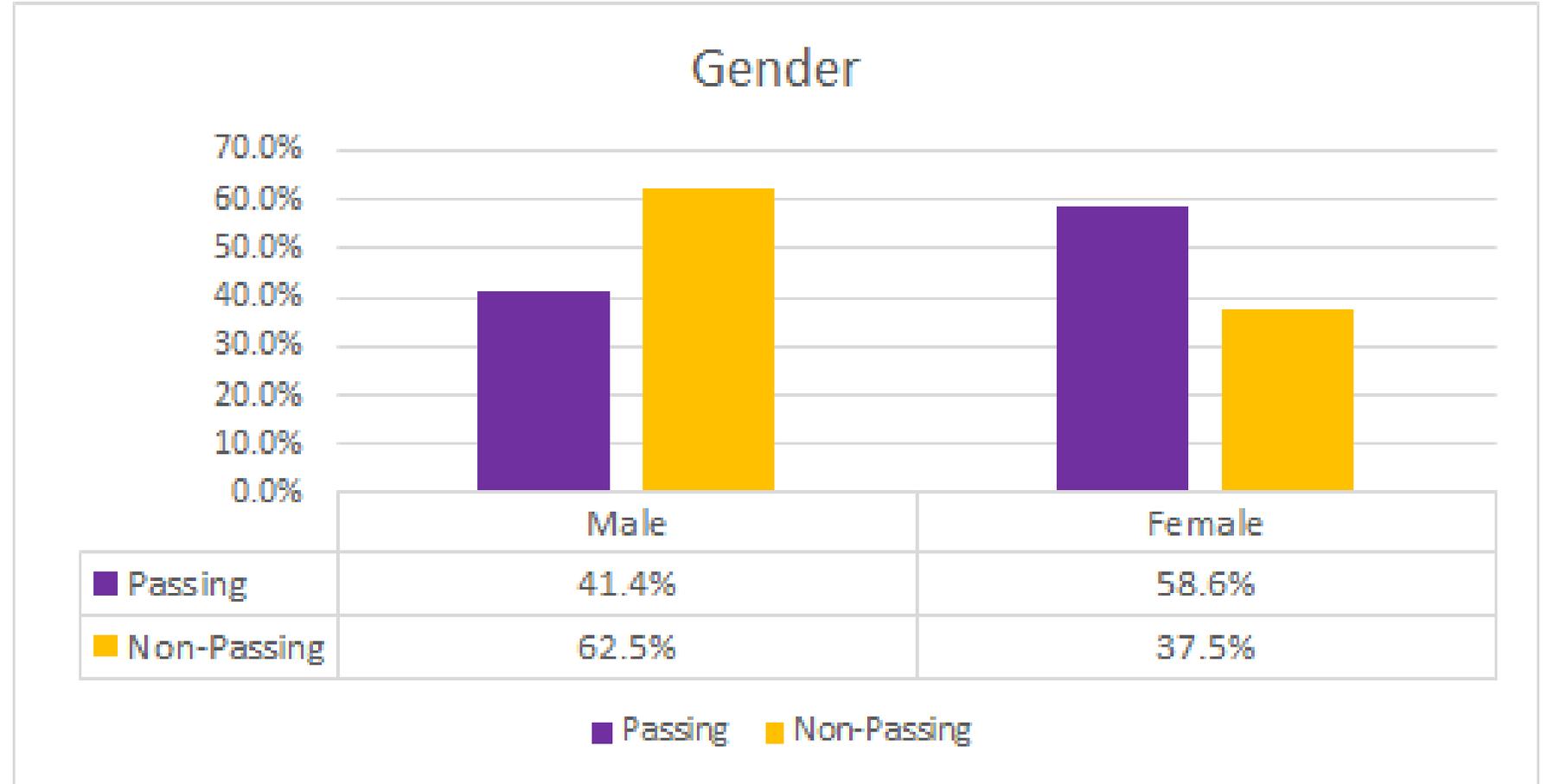
# Academic Characteristics

- Current credit hours: 12.6 cr hrs
  - Minimum: 6
  - Maximum: 25
- Previous credit hours: 9.1 cr hrs
  - Minimum: 0
  - Maximum: 59

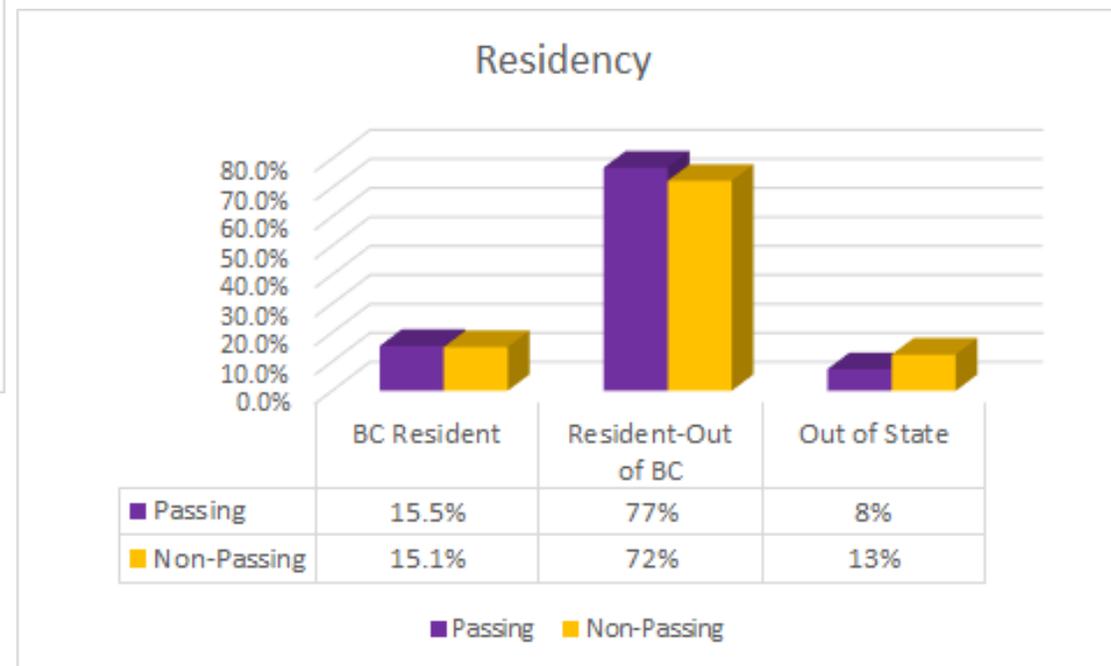
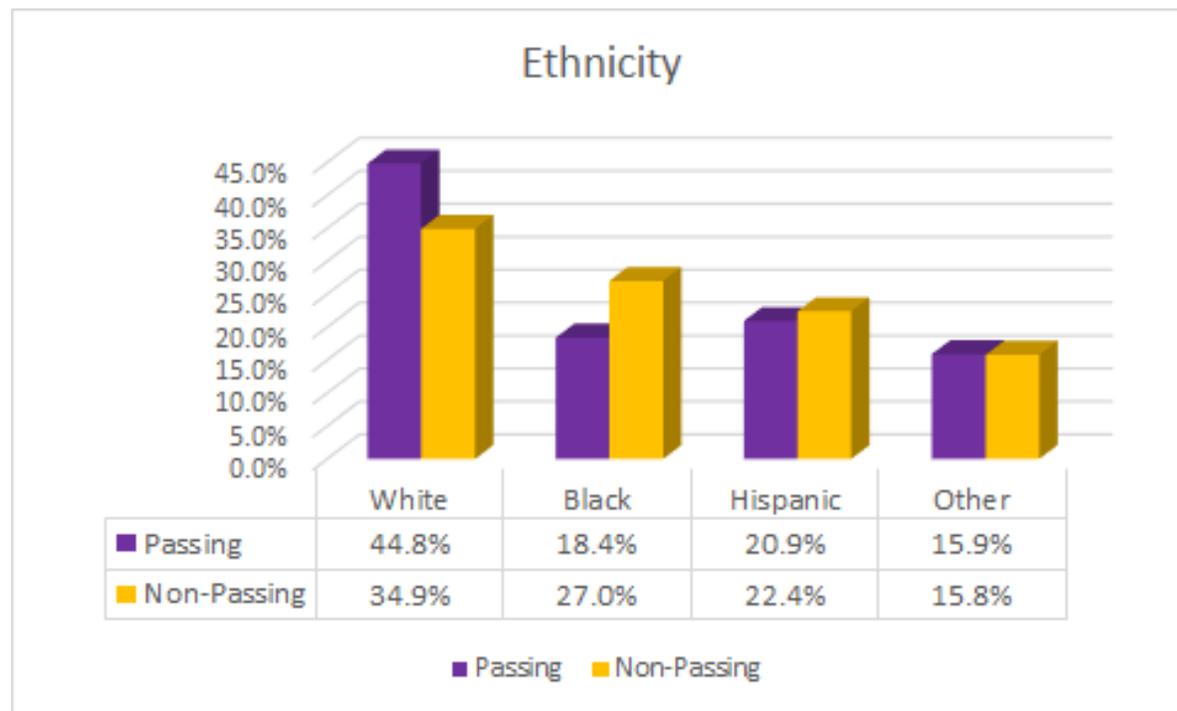


# Differences (Personal)

- Age
  - No difference

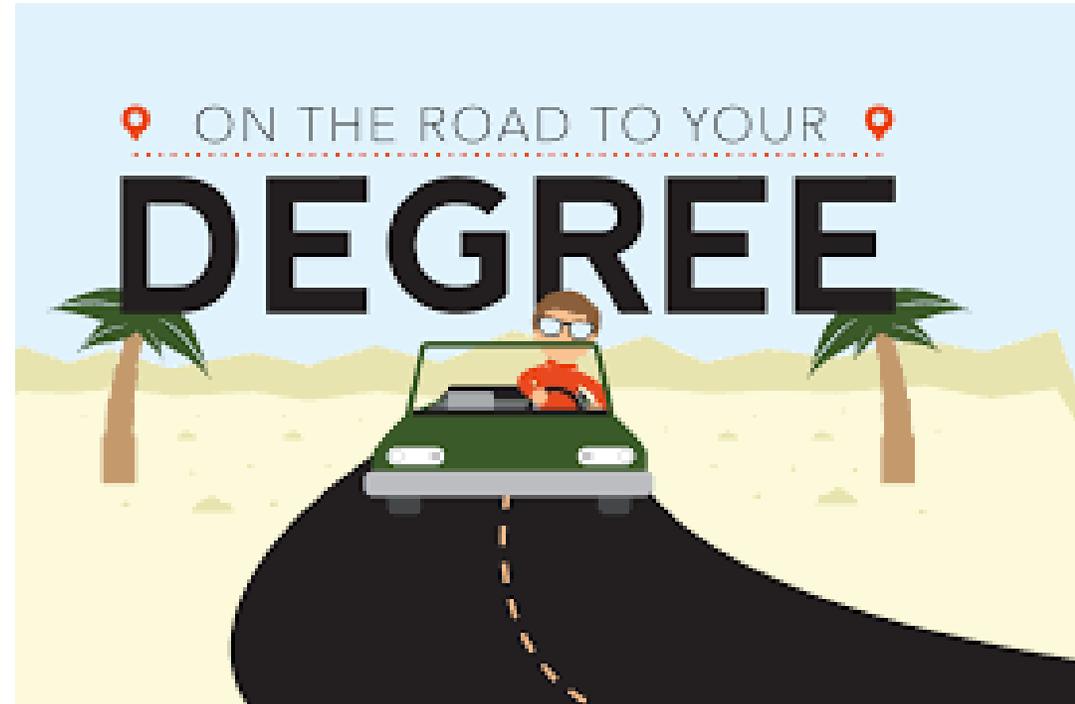


# Differences (Personal)

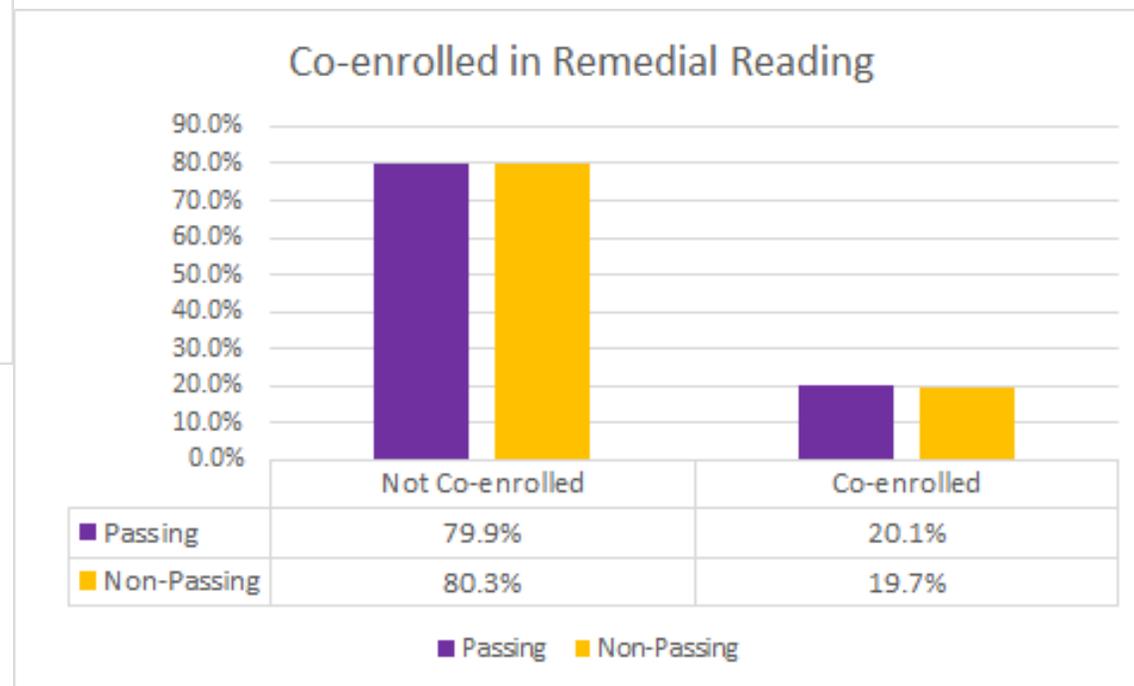
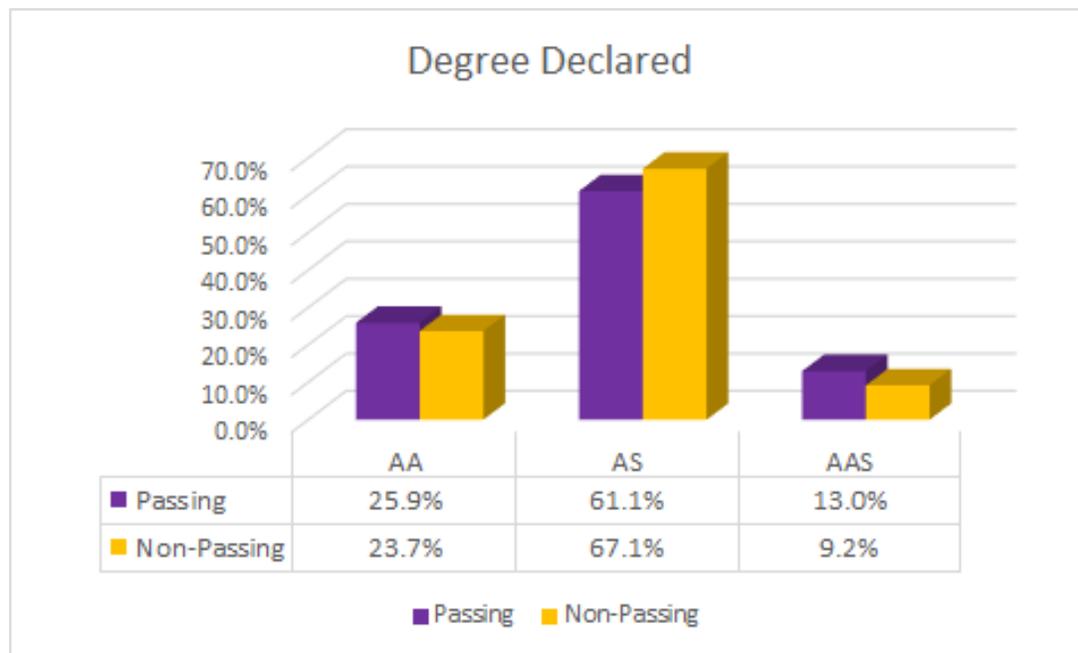


# Differences (Academic)

- Current credit hours
  - Passing: 12.83
  - Non-passing: 12.21
- Previous credit hours
  - Passing: 11.29
  - Non-passing: 5.60

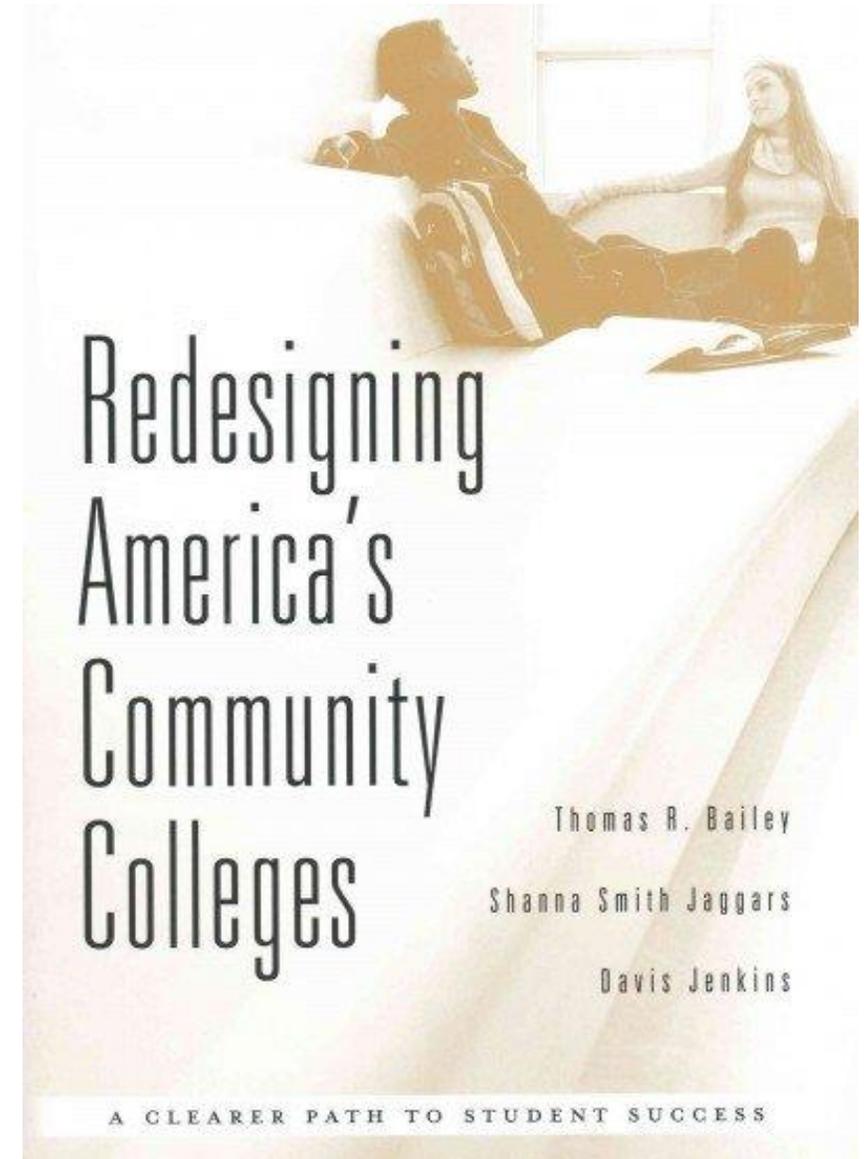


# Differences (Academic)



# Recommendations

- The goal of the intake process ... is to help students choose and successfully enter a program of study as quickly as possible. For developmental education to play an effective part in such a process, colleges must redesign three key elements of their approach to remediation:
  - Assessment and Placement
  - Curriculum
  - Instruction



# Assessment and Placement

- Multiple Measures for Placement
  - Center for Community College Student Engagement

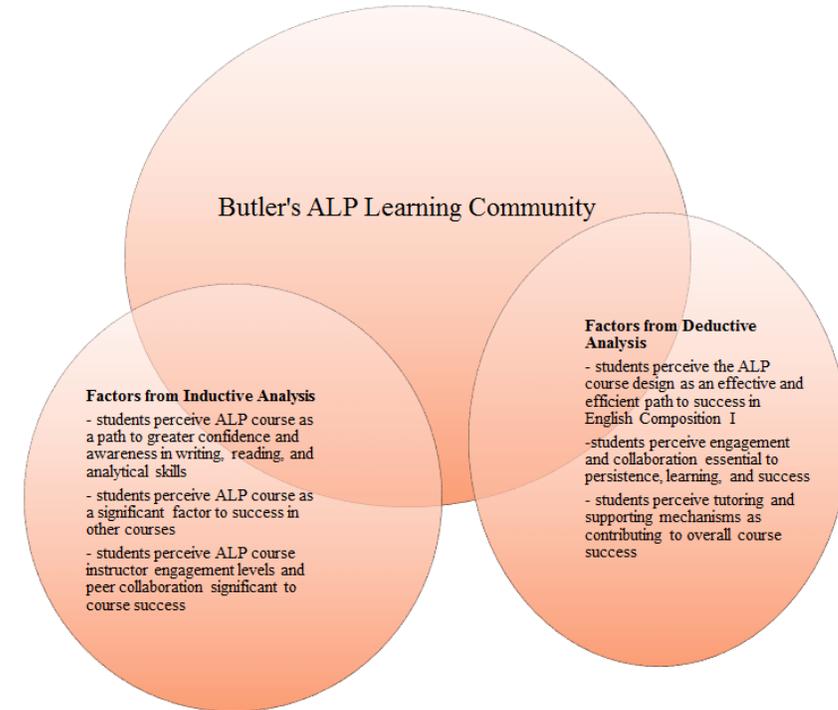


- KBOR's Developmental Education Working Group recommendations  
College policies should explicitly address:

- Adoption of research-supported multiple measures in addition to tests to be used for placement.
- Test preparation and refresher options for students preparing to take placement tests for the first time or re-taking placement tests.
- Placement test re-take options that allow students to advance in or beyond developmental coursework when they are appropriately prepared.

# Curriculum

- Acceleration
- Intrusive academic advising
- Engagement & Support



# Instruction

- Dr. Luke Wood

## Strategies for Student Equity and Success

### Relational Recommendations for Classroom Faculty

- Warmly welcome students to each class session
- Recognize that students and families want the best
- Validation messages that affirm ability and promote effort
- Know their name and use it
- Critique privately, praise publicly
- Discuss challenges you've experienced and overcame
- Recognize the influence of microaggressions on student success
- Be intentional about warmly welcoming all students to each class session
- Connecting students with people, not services

# Comments or Questions?

## **The Road Not Taken** By Robert Frost

TWO roads diverged in a yellow wood,  
And sorry I could not travel both  
And be one traveler, long I stood  
And looked down one as far as I could  
To where it bent in the undergrowth;

Then took the other, as just as fair,  
And having perhaps the better claim,  
Because it was grassy and wanted wear;  
Though as for that the passing there  
Had worn them really about the same,

And both that morning equally lay  
In leaves no step had trodden black.  
Oh, I kept the first for another day!  
Yet knowing how way leads on to way,  
I doubted if I should ever come back.

I shall be telling this with a sigh  
Somewhere ages and ages hence:  
Two roads diverged in a wood, and I—  
I took the one less traveled by,  
And that has made all the difference.

**Make a difference in your life!**