Diana Hacker TYCA Outstanding Programs in English Awards Competition

Enhancing Developmental Education

Award: Community College Baltimore County, Baltimore, MD

Title: The Accelerated Learning Program (ALP)

ALP is a new model of developmental writing combining mainstreaming, studio, acceleration, cohort building, and adding innovations of our own. Students can complete developmental writing and ENG 101 in one semester. Eight developmental students take ENG 101 along with twelve 101-level students and concurrently take developmental English with the same instructor. The ENG 101 sections are limited to 20 students, 12 who placed in ENG 101 and 8 ALP students. The goal of the ALP course is to provide whatever support is necessary to maximize the 8 students changes of passing ENG 101. The same instructor teaches the ENG 101 section and the paired ALP section. The 63% success rate for two years more than doubled the 27% rate for traditional developmental writing.

Alp is less expensive than traditional programs because the ALP sections are small—just 8 students—and require only sort writing assignments in addition to those in ENG 101. Therefore, the faculty teaching them receive 2 rather than 3 credits of compensation. Second, because of the high rate of success, the cost per successful student is actually slightly lower for the ALP. Under the traditional approach the costs is .76 faculty credit hours to produce one student who passes ENG 101. Under ALP, the cost is .67 faculty credit hours for each successful student.

See [www.tinyurl.com/alp-ccbc](http://www.tinyurl.com/alp-ccbc) for more information.

Enhancing Developmental Education

Honorable Mention: Candem County College, Blackwod, NJ

Title: Portfolio Assessment and Mentoring Program

The Portfolio Assessment and Mentoring Program at Camden County College provides writing assessment for all developmental students at each of the college’s three campuses. The Portfolio Program provides mentoring and support to adjuncts teaching in the developmental writing program. Students prepare midterm and final portfolios which showcase the students’ best samples of writing over the course of the semester. These portfolios are evaluated by the classroom teacher and also that teacher’s portfolio “mentor.” Portfolio mentors are full time faculty and part of the college’s Portfolio Committee who partner with adjunct faculty to provide ongoing support with all facets of teaching and writing assessment.

Every developmental writing student at Camden County College is evaluated through our portfolio assessment program. Each student writer works on both revised and timed essays throughout the semester. At midterm, the student produces a midterm portfolio which is evaluated by the classroom teacher and other teachers who serve as portfolio mentors. The midterm portfolio provides the student with early feedback regarding his/her writing skills so that students know if they need additional reinforcement to improve their writing prior to the end of the semester. At the end of the semester, students prepare their final portfolios. The final portfolios include samples of the students’ best timed and revised essays and a cover letter explaining why the student chose the particular essays in the portfolio. The final portfolio is graded by both the classroom teacher and by the portfolio mentor.

Portfolio assessment has positively impacted both teachers and students in the Reading/Writing Department of Camden County College by increasing the reliability of department standards, fostering collaboration between teachers and by providing students with an opportunity to showcase their best writing of the semester.