

**Subject Matter Expert Review
TAACCCT Grant – Round 1
Findings & Report**

Course: **ENG 051(ALP)**

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36 years teaching developmental writing at CCBC
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Synopsis of Findings: It was a pleasure to review these extensive and thoughtful materials developed at DTCC to support its adaption of the ALP model. It is clear that the team at DTCC has intelligently and creatively created a set of materials that will be extremely helpful as the college moves forward to scale this program up.

I was particularly impressed with the extremely effective materials addressing “getting started,” the “toolbox,” and the many lesson plans, handouts, and activities that will be extremely helpful as ALP is scaled up and new faculty take over the teaching of the course.

ENG 051 Accelerated Learning Program Review

1. COURSE OVERVIEW AND OBJECTIVES	The overall design and purpose of the course is made clear to the student.
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<i>Specific Review Standard</i>	Accomplished	Satisfactory	Not
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			satisfactory
1.1 The goals and purpose of the course are clearly stated.		<input type="checkbox"/>	
1.2 Expectations for student communication and behavior are clearly stated.		<input type="checkbox"/>	
1.3 Prerequisites and/or any required competencies are clearly stated.		<input type="checkbox"/>	
1.4 The course learning objectives describe outcomes that are measurable.	<input type="checkbox"/>		
1.5 The learning objectives are appropriately designed for the level of the course.	<input type="checkbox"/>		

Comments: The syllabus and welcome letter explicitly lay out the goals, expectations, prerequisites, and objectives for the course. However, it would be great if while still making sure the expectations are clear, these documents, especially the greeting letter, could be written in language that is friendlier and that avoids terminology that students new to higher education may find difficult to comprehend, language like “expository essays,” “fundamental bibliographic techniques,” and “instructor directed resources.” In an understandable effort to spell out what the rules are and what the consequences of violating the rules are, I fear that the documents, as written, may be intimidating to students who are attending college with considerable question about whether they “belong.”

2. RELEVANCY	Course materials clearly relate to the college-level companion course.
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<i>Specific Review Standard</i>	Accomplished	Satisfactory	Not satisfactory
2.1 Learning objectives mirror those of the college-level course.	<input type="checkbox"/>		
2.2 Activities and assignments provide clarification, practice, and/or scaffolding for college level assignments.	<input type="checkbox"/>		
2.3 Course sequencing coordinates with the college-level course.	<input type="checkbox"/>		

Comments: The 051 course schedule is carefully coordinated with the 121 schedule. This is particularly well done considering the extremely diverse set of genres required—emails, business letters, reports, research papers, summaries, analyses, and oral presentations.



3. RESOURCES AND MATERIALS	Instructional materials are sufficiently comprehensive to achieve stated course objectives and learning outcomes.
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<i>Specific Review Standard</i>	Accomplished	Satisfactory	Not satisfactory
3.1 The instructional materials contribute to the achievement of the stated course learning objectives.	☐		
3.2 The purpose of instructional materials is clearly explained.	☐		
3.3 The instructional materials present a variety of perspectives and approaches on the course content.	☐		
3.4 The instructional materials are appropriately designed for the level of the course.	☐		

Comments: The instructional materials included are thoughtful and creative. The “Reading Critically” handout is an excellent approach to getting students to become more thoughtful readers. More emphasis in the course on reading critically would be great, although that is not one of the college’s objectives. Similarly, the “Source Evaluation” activity is an excellent example of active learning, more of which would improve students’ engagement in the course. The “Supplemental Activities for the Observation Assignment” were also impressive.

4. ASSESSMENT AND MEASUREMENT	Assessment strategies use established ways to measure effective learning, evaluate student progress by reference to stated learning objectives, and are designed to be integral to the learning process.
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<i>Specific Review Standard</i>	Accomplished	Satisfactory	Not satisfactory
4.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.	☐		
4.2 The course grading policy is stated clearly.	☐		
4.3 Specific and descriptive criteria are provided for the evaluation of students’ work and participation and are tied to	☐		



the course grading policy.			
4.4 The assessment instruments selected are sequenced, varied, and appropriate to the content being assessed.	□		
4.5 Students have multiple opportunities to measure their own learning progress.	□		

Comments: Grading policies are clear consistent with the courses goals, although it seemed to me there was a little more emphasis on format and conformity to convention and a little less on critical thinking than I have found to be appropriate.

5. ADHERENCE TO ALP PRINCIPLES *	The course structure, materials, and methodology reflect the core principles of Accelerated Learning.
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<i>Specific Review Standard</i>	Accomplished	Satisfactory	Not satisfactory
5.1 ALP students are mainstreamed into the credit-level course.	□		
5.2 The pipeline through which ALP students pass is shortened by one semester.	□		
5.3 ALP students form a small cohort of students within the credit-level course.	□		
5.4 ALP students meet as a group separately from the credit-level course.	□		
5.5 ALP students experience a meaningful context for their developmental course.	□		
5.6 ALP students receive individualized attention from their instructor.	□		
5.7 Affective and life issues form part of the ALP experience.	□		
5.8 The same instructor teaches both the ALP course and the college-level course.	□		

Comments: DTCC has done an excellent job of adapting the ALP model to the local context while still reflecting the core principles of ALP.



*adapted from "The ALP Start-Up Manual" (2012, June 6) Community College of Baltimore County.



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