



The guidelines below suggest a plan for collecting data that will allow you to compare the success rate of students in your ALP program to the success rate of students in traditional stand-alone developmental writing classes. We recommend you ask your IR office to produce the data outlined below each summer or fall at some point after grades are recorded for the previous spring semester and before grades are recorded for the following fall semester.

Year 0 (the year before you offer your first sections of ALP)

Cohort 1. Start with the collection of baseline data on all students who took the traditional developmental writing course the year before you offered your first sections of ALP. If you have more than one level of basic writing, Cohort 1 should be just those students enrolled in the upper-level basic writing course. Cohort 1 will be your comparison group, the group with whom you compare your ALP students in subsequent years.

The data you want to collect for this cohort is the following:

- number of students who registered for the upper-level developmental course
- number of students who passed the upper-level developmental course
- number of students who enrolled in the first-semester comp course
- number of students who passed the first-semester comp course

Year 1 (the year you offer your first sections of ALP)

Cohort 2. In the summer or fall following the first year you offer ALP sections, you should collect the following data on the students who took your ALP classes in the preceding fall and spring. You will be asking for a little more data than you did for Cohort 1:

- number of students who registered for the ALP developmental course
- number of students who passed the ALP developmental course
- number of ALP students who enrolled in the first-semester comp course
- number of ALP students who passed the first-semester comp course
- number of ALP students who enrolled in the second-semester comp course if your school offers one
- number of ALP students who passed the second-semester comp course (if your school offers one)

In the summer or fall following Year 1, you will also want to collect a second round of data on Cohort 1, the same students you requested data for during Year 0. This time you will want to know how they have done after two years. In addition to the data on developmental writing and first-semester comp, you will want data on how they are doing in second-semester comp if your school offers it.

- number of students who originally registered for the developmental course
- number of students who have passed the developmental course after two years
- number of students who have enrolled in the first-semester comp course after two years
- number of students who passed the first-semester comp course after two years
- number of students who enrolled in the second-semester comp course (if your school offers one) after two years
- number of students who passed the second-semester comp course (if your school offers one after two years)

At this point, the original comparison group will have had two years to make progress. You will compare their success rates at this point with the success rates of the first ALP cohort at the end of Year 1, when the ALP students will have had two years.

Year 2 (the second year you offer sections of ALP)

At the end of this year, you will collect data on three cohorts of students: Cohort 1, who took the traditional developmental course in Year 0, Cohort 2, students who took ALP during Year 1, and Cohort 3, students who took ALP during Year 2. From this point on, you will be collecting the same seven items of data each year:

- number of students who originally registered for the developmental course
- number of students who have passed the developmental course after two years
- number of students who have enrolled in the first-semester comp course after two years
- number of students who passed the first-semester comp course after two years
- number of students who enrolled in the second-semester comp course (if your school offers one) after two years
- number of students who passed the second-semester comp course (if your school offers one) after two years

In later years, as you scale up ALP and your number of students become greater, we recommend you begin some additional analyses.

First, it is advantageous to evaluate whether improvements in success that are accomplished while the students are in developmental course are continued after the students move on into their credit courses. For these purposes, the most obvious data to collect is success rates for the baseline cohort and the ALP cohorts in terms of retention, credits earned, and/or GPA after one year and after two years, and, eventually, after three years.

A second analysis to explore as the number of students who have completed ALP grows is to study subgroups of your cohorts. The most obvious data to look at is the difference between success rates for white students and students of color. Evidence that your ALP courses are “closing the gap” will be very important.

You may also want to disaggregate your data by gender, by age, by full- and part-time status, and, if possible, by such variables as numbers of hours students work each week.