Accelerating Pathways with the Accelerated Learning Program (ALP)

Matt DelConte, Ph.D.
Onondaga Community College

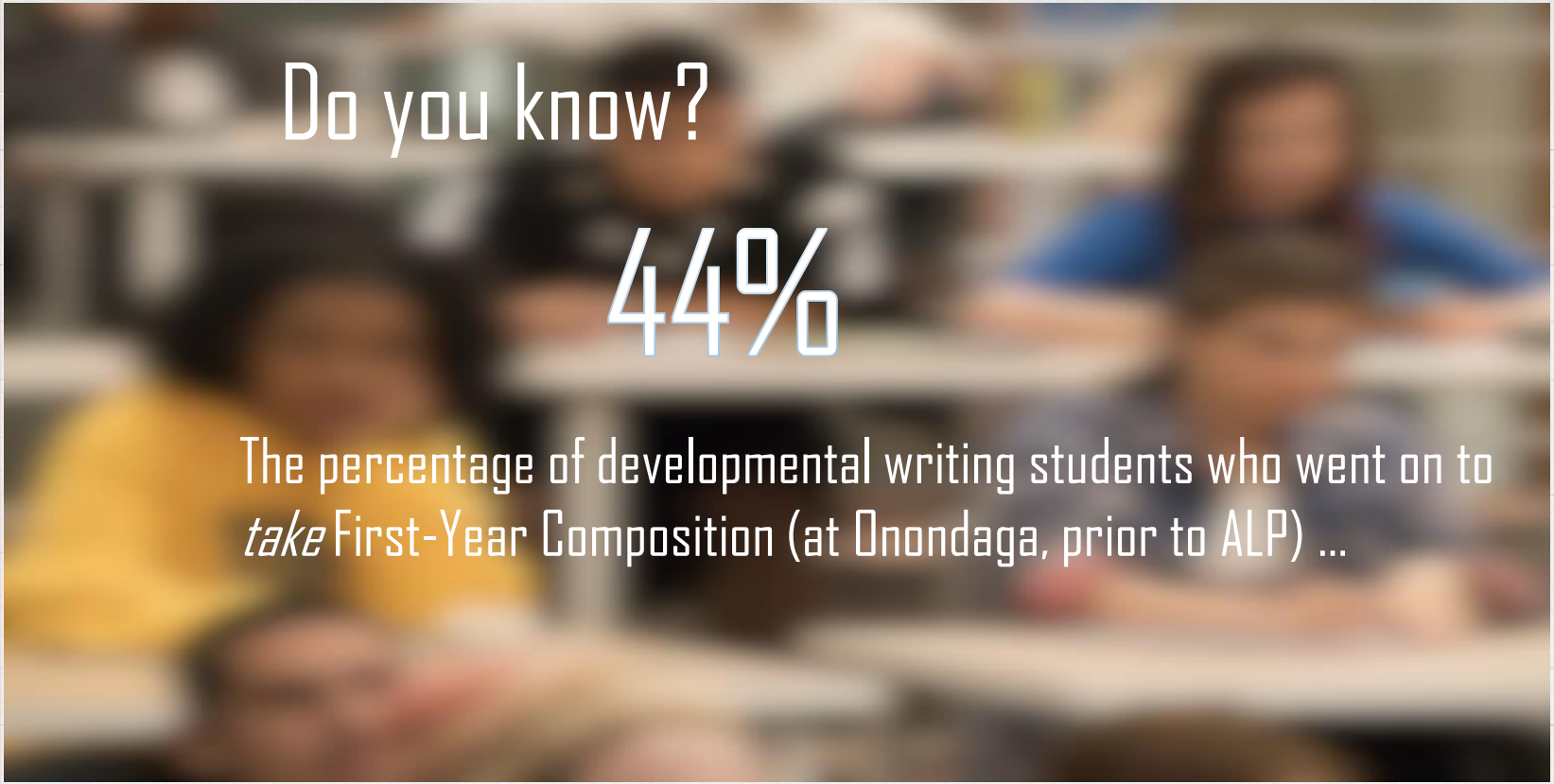
Do you know?

61%

"Everest by the Numbers."
http://www.alanarnette.com/blog/2017/12/17/everest-by-the-numbers-2018-edition/

The percentage of base-camp climbers who reached the summit of Mt. Everest in 2017 ...

Do you know?
98.8%
"NYC Marathon 2017: By the Numbers."
https://www.forbes.com/sites/kurtbadenhausen/2017/11/04/nyc-marathon-2017-by-the-numbers/#598bf48741a2
The percentage of runners who finished the 2017 NYC marathon.....



Do you know?

44%

The percentage of developmental writing students who went on to *take* First-Year Composition (at Onondaga, prior to ALP) …

Before ALP

(from Spring '14 to Spring '15)

1657 students enrolled in Developmental Writing....

Only 53% of those students passed Developmental Writing....

Only 44% of those students ever went on to take First-Year Composition…

Nearly 20% of the students who passed Dev Writing never went on to enroll in First-Year Composition....

Two Questions:

1. What can we do to **eliminate the exit point** between Developmental Writing and First-Year Composition?

2. How can we **improve the curriculum** of Developmental Writing to increase pass rates?

The Accelerated Learning Program: A Co-Requisite Model

Structural Aspects of ALP

Developmental Writing students

- Enroll concurrently in developmental writing & first-year composition
- Have the same instructor for both courses, which are back-to-back in their schedule
- Comprise half of the first-year comp class *(the other half are students who place directly into first-year comp)*

The Accelerated Learning Program: A Co-Requisite Model

Pedagogical Aspects of ALP

The Developmental Writing curriculum emphasizes…

- Backwards syllabus design
- Integrated Reading and Writing
- Explicit attention to Non-Cognitive Issues

Attention to Non-Cognitive Issues

Affective Issues

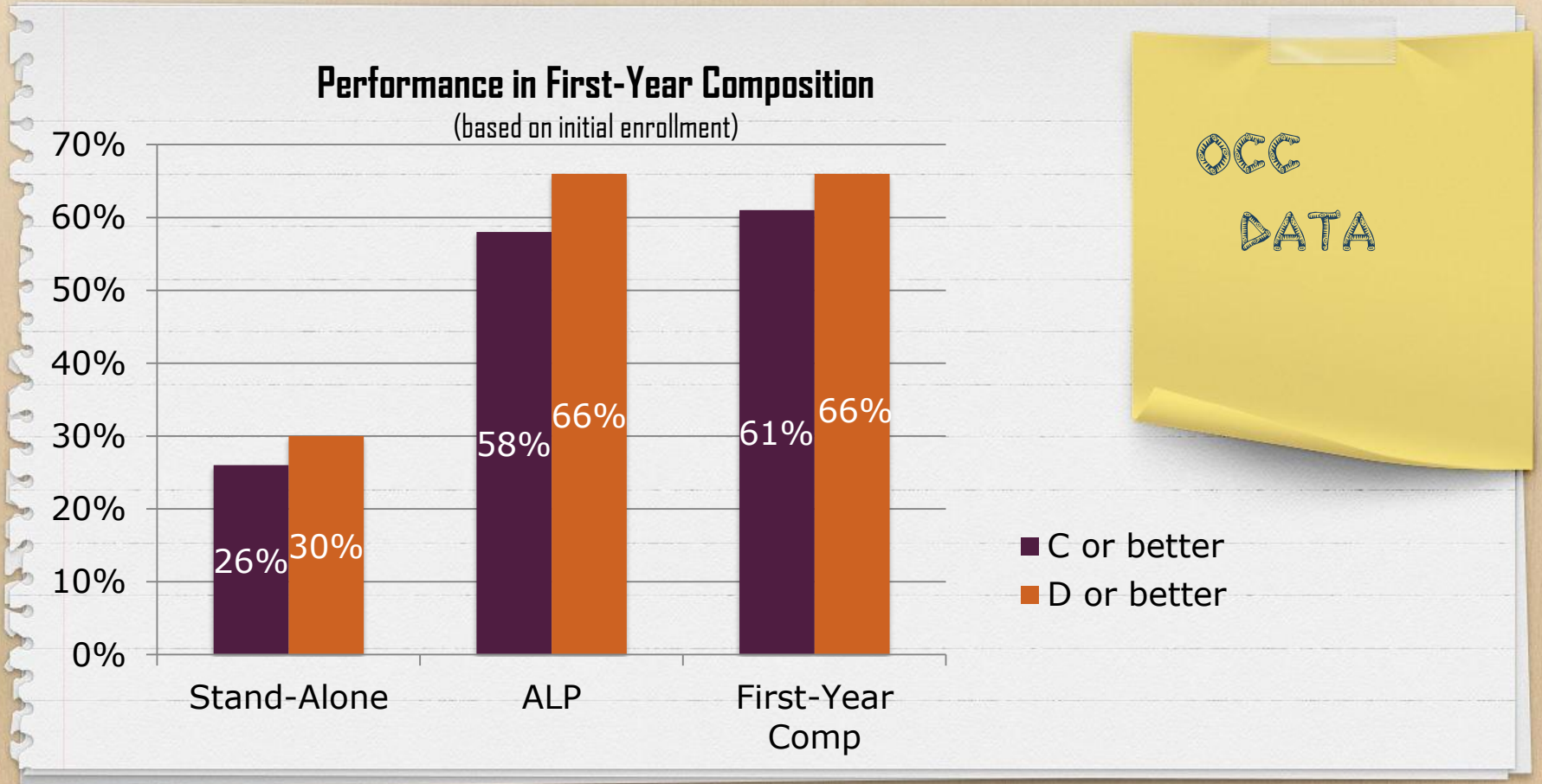
Anxiety
Academic Self-Image
Confidence
…

Life Issues

Transportation
Health
Relationships
…

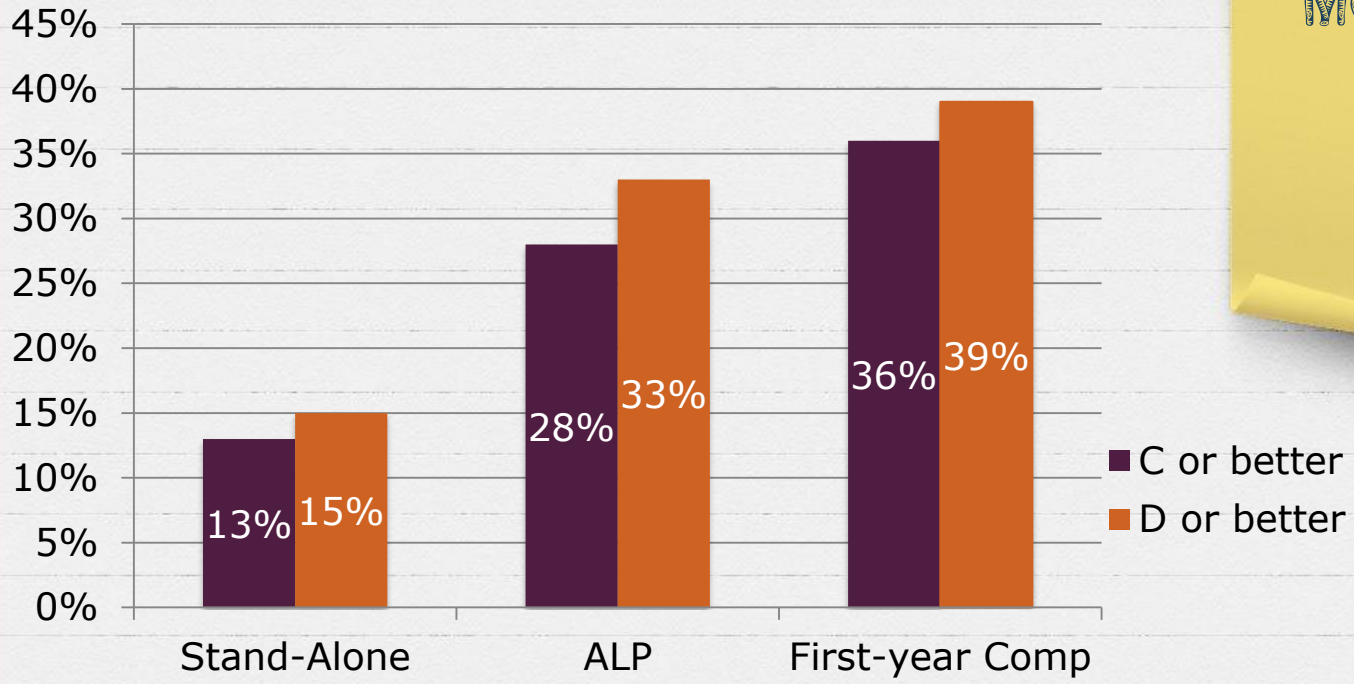
According to a 2001 College Teaching *survey, the second most-common reason why students attend class is "because the teacher cares when I am there" (behind only "I feel guilty when I miss").*

Friedman, Paul, Fred Rodriguez, and Joe McComb. "Why Students Do and Do Not Attend Classes: Myths and Realities." *College Teaching* 49:4 (Fall 2001): 124-33.

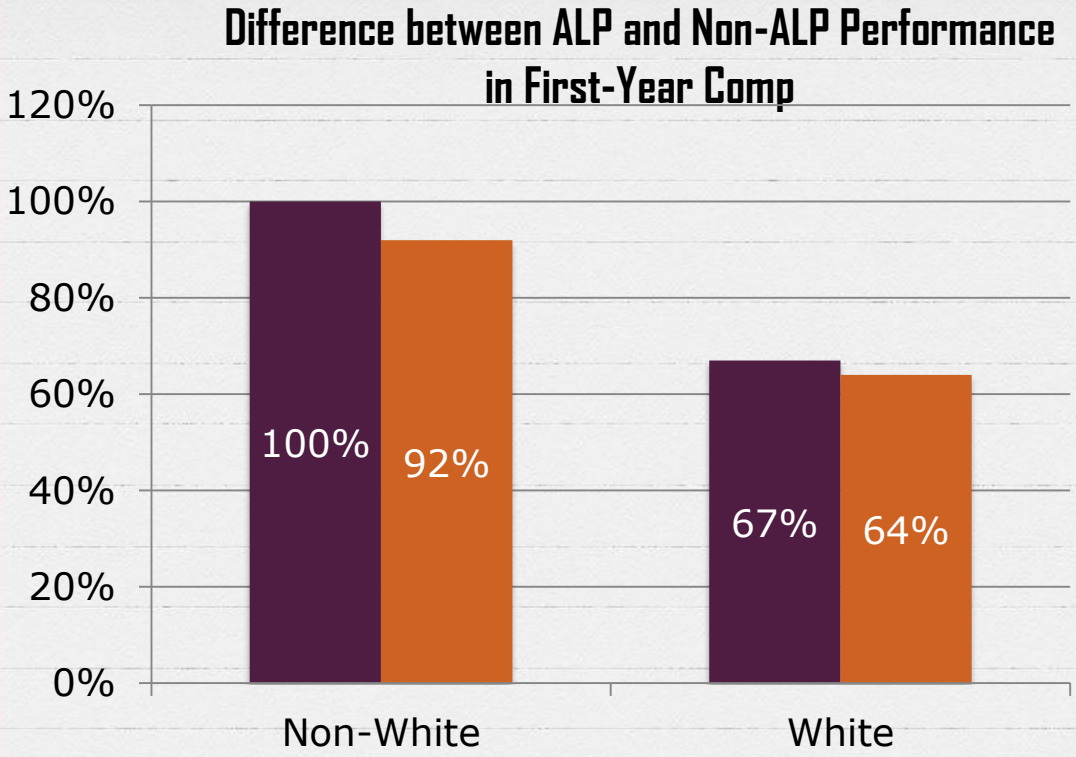

Performance in First-Year Composition
(based on initial enrollment)
70%
60%
50%
40%
30%
20%
10%
0%
26%
30%
58%
66%
61%
66%
Stand-Alone
ALP
First-Year Comp
C or better
D or better
OCC
DATA

Performance in Second-Term Composition

(based on initial enrollment)



MORE OCC DATA



EVEN MORE OCC DATA

SUNY's Developmental English Learning Community

- $622,000 Performance Improvement Fund award
- 2-year initiative
- Primary Goal: Grow Co-Requisite Developmental English Programs (such as ALP) across SUNY
- Focuses on Professional Development (central and regional convenings, webinars, site visits, WorkPlace exchanges)

Participating Schools