Accelerating Pathways with the Accelerated Learning Program (ALP)

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Onondaga Community College
Do you know?

61%

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

“Everest by the Numbers.”
Do you know?

98.8%

“NYC Marathon 2017: By the Numbers.”

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

- 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)

Developmental Writing students
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

<table>
<thead>
<tr>
<th>Affective Issues</th>
<th>Life Issues</th>
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<tbody>
<tr>
<td>Anxiety</td>
<td>Transportation</td>
</tr>
<tr>
<td>Academic Self-Image Confidence</td>
<td>Health</td>
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<td>Relationships</td>
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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”).

Performance in First-Year Composition
(based on initial enrollment)

- Stand-Alone: 26% C or better, 30% D or better
- ALP: 58% C or better, 66% D or better
- First-Year Comp: 61% C or better, 66% D or better

C or better
D or better
Performance in Second-Term Composition
(based on initial enrollment)

- **Stand-Alone**: 13% (C or better) 15% (D or better)
- **ALP**: 28% (C or better) 33% (D or better)
- **First-year Comp**: 36% (C or better) 39% (D or better)
Difference between ALP and Non-ALP Performance in First-Year Comp

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<thead>
<tr>
<th></th>
<th>Non-White</th>
<th>White</th>
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<tbody>
<tr>
<td>C or better</td>
<td>100%</td>
<td>67%</td>
</tr>
<tr>
<td>D or better</td>
<td>92%</td>
<td>64%</td>
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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)