



The Accelerated Learning Program in Michigan

Fall 2016

The Accelerated Learning Program (ALP) is a form of mainstreaming for developmental writing students launched by the Community College of Baltimore County (CCBC) in 2007. ALP allows developmental writing students to enroll directly into college-level composition while simultaneously taking a companion course that provides extra academic support. This model, also known as a co-requisite approach, [has been shown to dramatically improve student success](#) simply by increasing the numbers of students eligible to enroll in college-level composition while providing them with targeted support in the companion course. The co-requisite approach has become a widely adopted form of acceleration in developmental education across the country. The table to the right shows the basic structure of ALP.

In 2012, CCBC received funding from The Kresge Foundation to bring ALP to Michigan. When CCBC initially approached the Michigan Center for Student Success (MCSS) their plan called for funding 4-8 colleges to pilot ALP. At a meeting to gauge statewide interest a total of 14 colleges stepped forward, and the number of colleges to be served with funding from CCBC was increased to ten. MCSS was able to redirect some of its own grant funding to allow the additional four colleges to participate. In 2013, additional funding became available from CCBC and five more colleges joined the Michigan ALP Network.



Source: [Alp-deved.org](#) (used with permission)

MCSS has used its experience with ALP to develop a model for providing technical assistance and evaluating the success of student success-focused interventions across multiple colleges in the state. The model includes modest funding for colleges, support for faculty development, and access to technical assistance from recognized experts. To evaluate the success of the intervention, MCSS tracks the scale of adoption across and within institutions, faculty and staff participation in technical assistance and training, and data on improvement in student outcomes related to the intervention.

Scale of Adoption

When they joined the Michigan ALP Network in 2012, colleges agreed to pilot at least 4 sections during the 2013 calendar year. Although six of the original 14 colleges began piloting ALP sections in the spring semester, the majority used the spring and summer to plan and began their implementation in the fall semester of 2013. Thirteen out of the fourteen round one colleges implemented the CCBC ALP model with college-level composition classes composed of roughly half ALP students and half “native” college-level students, with the same instructor leading the ALP section, while one college chose to experiment with a co-requisite model for students in two levels of developmental English.

From fall 2013 to fall 2015, the number of sections at the colleges grew from 58 to 92 while the number of colleges grew to 19. In early 2016, 16 colleges projected 83 sections for fall 2016. Seven colleges reported that they had fully scaled their ALP implementation, leaving no stand-alone sections of developmental writing running in parallel with ALP. An additional three indicated that ALP sections comprised 2/3 or more of their scheduled developmental writing courses that semester. Three of the original colleges were no longer running ALP and were experimenting with alternative interventions.

The implementation model for the Michigan ALP Network included one day “Nuts and Bolts” meetings, and a total of four two-day ALP Faculty Training events held between January 2013 and March 2015. The “Nuts and Bolts” meetings were attended by individuals who would serve as the main points of contact for ALP at the college and would be responsible for administering the program. Twenty colleges were represented at one of the three sessions. A total of 105 faculty from 20 colleges participated in one of four faculty training sessions led by Peter Adams and Susan Gabriel from CCBC. A “train the trainer” session was held in September 2014 and three Michigan faculty participated in the most recent training in 2015.

Student Outcomes

Although Michigan does not systematically collect statewide data of this nature, the ALP Network colleges agreed to report enrollment and pass rates for one baseline and two implementation years. Results in Michigan mirror the data from national studies indicating a dramatic increase in enrollment and success in college-level composition for ALP Students.

Two Years of Michigan ALP Student Data: 2013-2015

	Registered in Developmental Course	Passed Developmental Course	Registered in College-Level Course	Passed College-Level Course
Non-ALP Baseline 18 colleges	11,316	7,366 65.1%	3,401 30.1%	2,362 20.9%
2013-14 ALP 13 colleges	964	793 82.3%	964 100%	710 73.7%
2014-15 ALP 18 colleges	1,049	797 76%	1,048 99.9%	740 70.5%
2-year ALP Total	2,013	1590 79%	2,012 99.9%	1,450 72%

Looking Forward

ALP continues to be a game-changing initiative in Michigan. In a recent survey of developmental education and placement practices, 23 of Michigan’s 28 community colleges reported considering, piloting or implementing a co-requisite model for developmental composition. 15 colleges reported experimenting with co-requisite approaches for mathematics, and 11 reported experiments pairing developmental reading and college-level gateway courses. The 23 participating colleges in the Michigan Guided Pathways Institute are integrating accelerated developmental education practices into their program design and student support models. Six of these colleges have already fully scaled their ALP implementation and three others plan to be at scale by fall 2017. MCSS is exploring resources to provide additional faculty training through regional and campus-based approaches.

Resources

[The Accelerated Learning Program](#)

[New Evidence of Success for Community College Remedial English Students: Tracking the Outcomes of Students in the Accelerated Learning Program \(ALP\)](#)

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Michigan Center for Student Success

The Michigan Center for Student Success is an initiative of the Michigan Community College Association. Founded in 2011 with a generous grant from the The Kresge Foundation, MCSS provides state-level support to Michigan’s 28 community colleges by serving as a hub connecting leadership, administrators, faculty, and staff in their emerging and ongoing efforts to improve student outcomes, emphasizing linkages between practice, research, and policy. Visit our website at www.mcca.org for additional information.