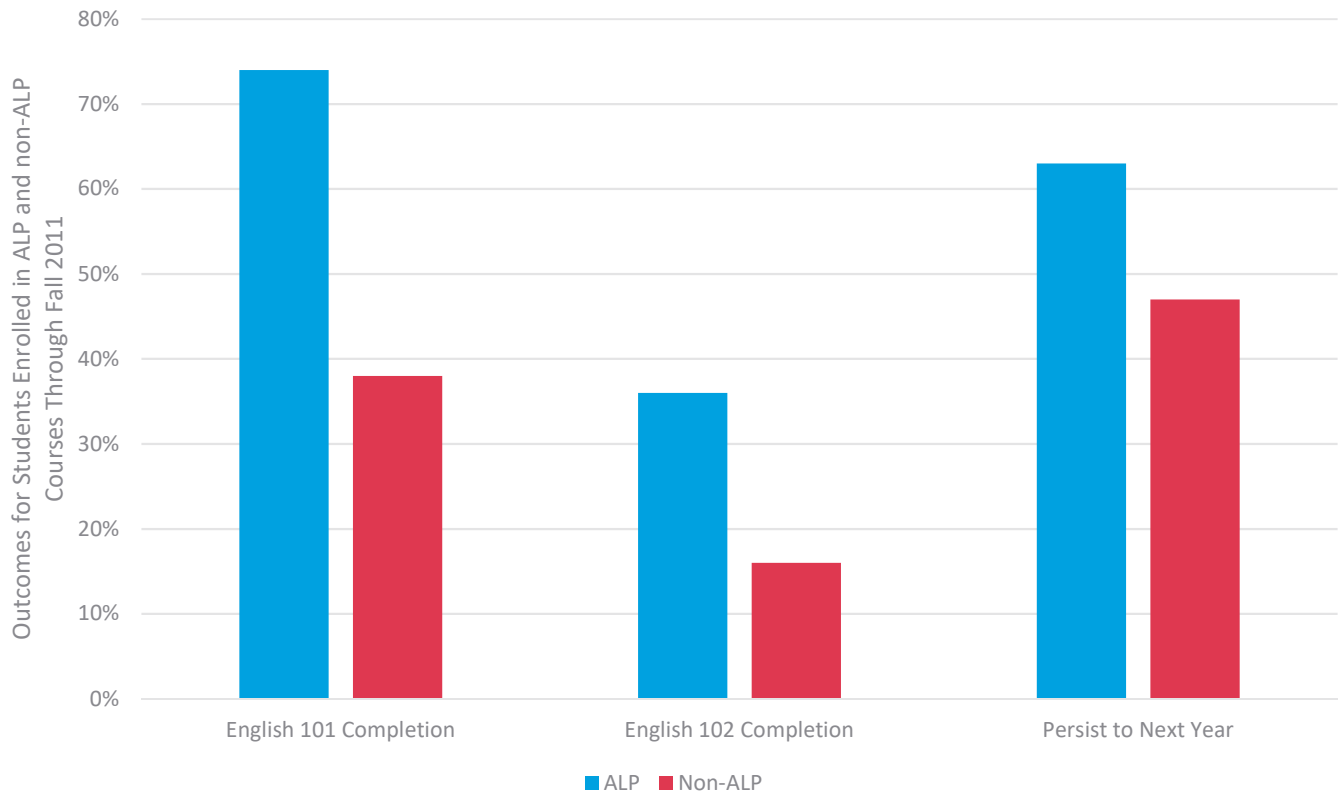


# Accelerating Improved Outcomes

*A co-requisite English model increases course completion and persistence*



Source: Cho, S., Kopko E., Jenkins, D., & Jagers, S.S. (2012). [New evidence of success for community college remedial English students: Tracking the outcomes of students in the accelerated learning program \(ALP\)](#). CCRD Working Paper No. 58. New York, NY: Columbia University, Teachers College, Community College Research Center.

Note: The graph is replicated from Figure 1 in the article.

The call for better outcomes in developmental and college-level English courses prompted the creation of the Accelerated Learning Program (ALP) at the Community College of Baltimore (CCB) in 2007. In the ALP model, students are placed into gateway English courses (English 101) and concurrently enroll into a three-credit companion course with the same instructor.

As presented in the graph above, a 2012 study of the ALP program shows that learners enrolled in ALP complete English 101 and English 102 at almost double the rate of learners who enroll the pre-requisite developmental model. Also, students who successfully completed an ALP course persisted to the next year at higher rates than their peers in the traditional model. This Points of Interest highlights that employing the ALP model improves course completion and student persistence rates as compared to pre-requisite models.

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