Proposal Summary

Project Title: A Long-Term Analysis of the Accelerated Learning Program at Queensborough Community College

Participating Faculty:

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Abstract (200 words maximum): These researchers desire to examine the long-term performance of a large remedial-student cohort in the Accelerated Learning Program (ALP) from the Spring 2014 through the Fall 2016. In a small pilot investigation, that analyzed the results for one semester, it was determined that in contrast to traditional remedial-writing students, ALP students: a) were more likely to complete English 101 and English 102; b) earned significantly more college credits; c) achieved significantly higher GPAs; d) exhibited significant correlational relationships; and e) evidenced statistically similar grades in English 101 and English 102. We now wish to expand this research to assess its impact on a larger population at Queensborough. Thus, we will request that Institutional Technology generate an Excel file with all ALP participants’ ACT Reading scores, CATW scores, English 101 and 102 grades, GPAs, the number of credits earned, races/ethnicity, gender, age and first generation status. The same data will be generated for a control group that consists of developmental students in exit-level remedial writing courses during the same semesters. The data will be entered into SPSS and analyzed so that refereed journal articles and presentations can be pursued. Depending on the results, this study might be expanded throughout CUNY.