When College of the Canyons embraced the acceleration model, we thought we were designing a course. But once the curriculum was written and the course underway, we discovered the ripple effects that accelerated pedagogy had on many other issues facing the department and the college.

Acceleration concepts like backwards design and intentional support for affective issues were found so beneficial that they were adopted by faculty in other courses. This prompted the creation of professional development workshops to support instructors in implementing these effective strategies.

Data on acceleration course success rates initiated a conversation about the efficacy of our traditional composition course sequence. This discussion led the department to archive two developmental courses and create an alternate accelerated course. This decision prompted a meeting with our assessment coordinator and institutional research director which had a profound impact on our assessment and placement policies. The changes in cut scores on the placement exam led the department to consider alternative placement assessments which could facilitate access to our transfer level course including high school GPA and standardized test results.

Much like the children’s book “If You Give a Mouse a Cookie,” one change led to the next, which led to the next, and so on.