BOARD STUDY SESSION: BASIC SKILLS
MONDAY, MARCH 22, 2010
PRESENTERS

RENEE KILMER, VICE PRESIDENT OF INSTRUCTION

CRAIG HAYWARD, DIRECTOR OF PLANNING AND RESEARCH

VICTORIA BANALES, INSTRUCTOR OF ENGLISH AND COORDINATOR OF BSI

RACHEL MAYO, DEAN OF EDUCATION CENTERS AND TITLE V DIRECTOR

DIEGO NAVARRO, DBA INSTRUCTOR AND DIRECTOR
BOARD STUDY SESSION: BASIC SKILLS
MONDAY, MARCH 22, 2010
AGENDA

PART I: CABRILLO DATA

PART II: STATEWIDE DATA

PART III: LEARNING COMMUNITIES
- ACES: ACADEMIC COMMUNITY FOR EDUCATIONAL SUCCESS
- STARS: STUDENTS TRANSITIONING IN ACADEMICS: REINFORCING SUCCESS
- DBA: DIGITAL BRIDGE ACADEMY
CABRILLO DATA

PRESENTER: RENEE KILMER

- BASIC SKILLS DEFINITION
- CABRILLO COURSE SEQUENCES AND STATS
- ASSESSMENTS
- STUDENT DEMOGRAPHICS
Basic Skills refers to coursework that is pre-collegiate level.
The state-wide Basic Skills Initiative restricts the term basic skills to English, ESL, Reading, Math and Learning Skills.
Pre-collegiate courses in the above five disciplines must be coded as basic skills in the MIS system:
- Students are assessed in these disciplines
- ARCC data derives from this coding
- Basic Skills funding is apportioned on the basis of this data
- Math 152, Math 154, Read 100 and English 100 are considered degree-applicable, not coded as basic skills
ENGLISH 100: ELEMENTS OF WRITING
(1 course below transfer)

ENGLISH 255: BASIC ENGLISH
(2 courses below transfer: no prerequisite)
CABRILLO BASIC SKILLS LEVELS AND COURSES SEQUENCE: MATH

◆ MATH 152: Intermediate Algebra
  (1 course below transfer)

◆ MATH 154: Elementary Algebra
  (2 courses below transfer)

◆ MATH 254: Essential Math
  (3 courses below transfer)
READING 100: College Reading

READING 205: Introduction to College (no prerequisite)

READING 255: Basic Reading (no prerequisite)
CABRILLO BASIC SKILLS LEVELS AND COURSES : ESL

- ESL 201: Beginning English Development
- ESL 202: Low Intermediate English Development
- ESL 203: High Intermediate English Development
- ESL 204: Advanced English Development
COURSE STATISTICS

◆ 200 Level Math, English, ESL, & Reading*
  ▪ 234 Sections per academic year
  ▪ 494 FTES per academic year

◆ 100 Level Math, English, ESL, & Reading*
  ▪ 313 Sections per academic year
  ▪ 1007 FTES per academic year

* based on a 3–year average
ASSESSMENTS: ALL STUDENTS

ENGLISH

24% - ENGL 255
40% - ENGL 100
34% - ENGL 1A (transfer English)

MATH

31% - MATH 254
25% - MATH 154
24% - MATH 152
11% - Transfer math

READING

23% - READ 205 or 255
23% - READ 100
54% - Transfer Reading
ASSESSMENTS: COUNTY HIGH SCHOOL STUDENTS

ENGLISH

28% - ENGL 255
45% - ENGL 100
27% - ENGL 1A (transfer English)

MATH

32% - MATH 254
19% - MATH 154
37% - MATH 152
13% - Transfer math
# Students Enrolled in Basic Skills Courses

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>All College</th>
<th>100 Level Courses</th>
<th>200 Level Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>3.4%</td>
<td>3%</td>
<td>4.7%</td>
</tr>
<tr>
<td>African American</td>
<td>1.5%</td>
<td>1.4%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>59.4%</td>
<td>69%</td>
<td>40%</td>
</tr>
<tr>
<td>Filipino</td>
<td>1.3%</td>
<td>1.5%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>26.1%</td>
<td>20%</td>
<td>46%</td>
</tr>
<tr>
<td>Native American</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Not Disclosed</td>
<td>7.4%</td>
<td>4%</td>
<td>4%</td>
</tr>
</tbody>
</table>
## STUDENTS ENROLLED IN BASIC SKILLS COURSES

<table>
<thead>
<tr>
<th>ENGLISH, MATH, READING</th>
<th>200 LEVEL COURSES</th>
<th>100 LEVEL COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>FULL-TIME AT ENTRY</td>
<td>38%</td>
<td>52%</td>
</tr>
<tr>
<td>ENROLLED FOLLOWING FALL</td>
<td>59%</td>
<td>61%</td>
</tr>
<tr>
<td>RECEIVED A DEGREE/AWARD*</td>
<td>12%</td>
<td>20%</td>
</tr>
<tr>
<td>TRANSFERRED TO UNIVERSITY*</td>
<td>12%</td>
<td>33%</td>
</tr>
</tbody>
</table>

*within 6 years of first enrollment
<table>
<thead>
<tr>
<th></th>
<th>ENGL 200</th>
<th>ENGL 100</th>
<th>READ 200</th>
<th>READ 100</th>
<th>MATH 200</th>
<th>MATH 100</th>
<th>ESL</th>
</tr>
</thead>
<tbody>
<tr>
<td>FULLTIME AT ENTRY</td>
<td>40%</td>
<td>52%</td>
<td>41%</td>
<td>55%</td>
<td>40%</td>
<td>58%</td>
<td>17%</td>
</tr>
<tr>
<td>RECEIVED DEGREE*</td>
<td>10%</td>
<td>20%</td>
<td>12%</td>
<td>17%</td>
<td>13%</td>
<td>23%</td>
<td>3%</td>
</tr>
<tr>
<td>TRANSFERRED*</td>
<td>8%</td>
<td>27%</td>
<td>10%</td>
<td>21%</td>
<td>12%</td>
<td>34%</td>
<td>2%</td>
</tr>
</tbody>
</table>

*within 6 years of first enrollment
<table>
<thead>
<tr>
<th></th>
<th>ENGL 200</th>
<th>ENGL 100</th>
<th>READ 200</th>
<th>READ 100</th>
<th>MATH 200</th>
<th>MATH 100</th>
<th>ESL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RETENTION</strong></td>
<td>79%</td>
<td>76%</td>
<td>78%</td>
<td>69%</td>
<td>78%</td>
<td>75%</td>
<td>83%</td>
</tr>
<tr>
<td><strong>SUCCESS</strong></td>
<td>59%</td>
<td>65%</td>
<td>55%</td>
<td>42%</td>
<td>57%</td>
<td>56%</td>
<td>67%</td>
</tr>
<tr>
<td>STUDENTS ENROLLED IN  BASIC SKILLS COURSES BY DISCIPLINE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ENROLLED IN ANY TRANSFER COURSE</strong>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 200</td>
<td>ENGL 100</td>
<td>READ 200</td>
<td>READ 100</td>
<td>MATH 200</td>
<td>MATH 100</td>
<td>ESL</td>
<td></td>
</tr>
<tr>
<td>81%</td>
<td>93%</td>
<td>83%</td>
<td>94%</td>
<td>88%</td>
<td>95%</td>
<td>55%</td>
<td></td>
</tr>
<tr>
<td><strong>RETENTION (in transfer course)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 200</td>
<td>ENGL 100</td>
<td>READ 200</td>
<td>READ 100</td>
<td>MATH 200</td>
<td>MATH 100</td>
<td>ESL</td>
<td></td>
</tr>
<tr>
<td>82%</td>
<td>83%</td>
<td>82%</td>
<td>80%</td>
<td>80%</td>
<td>84%</td>
<td>89%</td>
<td></td>
</tr>
<tr>
<td><strong>SUCCESS (in transfer course)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 200</td>
<td>ENGL 100</td>
<td>READ 200</td>
<td>READ 100</td>
<td>MATH 200</td>
<td>MATH 100</td>
<td>ESL</td>
<td></td>
</tr>
<tr>
<td>65%</td>
<td>69%</td>
<td>65%</td>
<td>64%</td>
<td>64%</td>
<td>71%</td>
<td>75%</td>
<td></td>
</tr>
</tbody>
</table>

*within 3 years of first enrollment
# Students Enrolled in Basic Skills Courses by Discipline

<table>
<thead>
<tr>
<th></th>
<th>ENGL 200</th>
<th>ENGL 100</th>
<th>READ 200</th>
<th>READ 100</th>
<th>MATH 200</th>
<th>MATH 100</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Next Course in Sequence</strong></td>
<td>54%</td>
<td>56%</td>
<td>11%</td>
<td>47%</td>
<td>48%</td>
<td>44%</td>
</tr>
<tr>
<td><strong>Retention (in next course)</strong></td>
<td>79%</td>
<td>81%</td>
<td>76%</td>
<td>90%</td>
<td>72%</td>
<td>73%</td>
</tr>
<tr>
<td><strong>Success (in next course)</strong></td>
<td>65%</td>
<td>71%</td>
<td>54%</td>
<td>69%</td>
<td>49%</td>
<td>57%</td>
</tr>
</tbody>
</table>

*within 3 years of first enrollment*
PRESENTER: CRAIG HAYWARD

- ARCC DATA
- CMP GOALS REGARDING BASIC SKILLS
GOAL A – Objective A5: Increase recruitment, enrollment, retention and persistence of basic skills students.

GOAL B – Objective B1: Increase access to educational resources and support services and strengthen basic skills to ensure student success and persistence.

GOAL C – Objective C2: Provide students with literacy, numeracy, communication skills, knowledge and abilities necessary for success in basic skills, CTE and transfer.
# Learning Communities: Alignment of Programs

<table>
<thead>
<tr>
<th>Element</th>
<th>Title V</th>
<th>DBA¹</th>
<th>ACES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic objective/purpose</td>
<td>Strengthen institution to improve student success in Basic skills, learning communities, in addition to other activities</td>
<td>Expand and institutionalize the DBA’s basic skills learning community acceleration model at Cabrillo College, conduct a five year longitudinal evaluation, develop effective adoption tools and processes</td>
<td>Support the needs of basic skills students, including strengthening of programs, learning communities, and improving student persistence</td>
</tr>
<tr>
<td>Where is the intersection?</td>
<td>- Basic skills learning communities</td>
<td>DBA Bridge Semester model, accelerated English and math in the same semester, institutionalize DBA recruiting/intake capability and scheduling at Cabrillo College</td>
<td>Support learning communities and other programs that serve the needs of BS students; provide opportunities for faculty/staff professional development</td>
</tr>
<tr>
<td>Key activity components</td>
<td>Summer Bridge, FYE, SI, Faculty Inquiry, smart classrooms/lab, leisure reading selection, info kiosk/welcome center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Target population</td>
<td>Basic skills students + common interest: Y1 Health &amp; Human Services, Y2 ECE &amp; ESL transitioning from Adult Ed, Y3 Teaching, Y4 general transfer</td>
<td>All basic skills students and those with common interest in CTE areas (themes are open)</td>
<td>Basic skills students</td>
</tr>
<tr>
<td>Where is the intersection?</td>
<td>- Basic Skills Learning communities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcomes/recruitment activities</td>
<td>Develop “feeder/receiver” system at high schools and adult ed</td>
<td>Institutionalize at Cabrillo by customizing the already implemented DBA outreach/recruitment to multiple sites: HS, adult ed, CBOs, County agencies, etc.</td>
<td>Goal is to institutionalize “High Engagement” process so that outreach/recruitment for BS students is widespread throughout the campus (assessment, counselling, program divisions, etc.); one primary goal is to effectively recruit BS students into learning communities</td>
</tr>
</tbody>
</table>

¹ The Gates Foundation grant covers goals other than Learning Communities at Cabrillo College, e.g. evaluation of the DBA’s Faculty Institutes and the effect on individual faculty retention of students in their non-DBA courses, etc. The items in this list under DBA are the parts of the grant that are pertinent to Cabrillo’s Learning Communities.
# Learning Communities: Alignment of Programs

## Where is the intersection?

- Each program is concerned about recruitment and outreach.
- How do we merge forces and support our efforts?
- How do we engage other programs at the Cabrillo that focus on our student population – Puente, EOPS?

## Enrollment processes

| TBD | Institutionalized at Cabrillo by customizing the already implemented high engagement enrollment process with student ambassadors and IT support system |

## Where is the intersection?

- Help students enroll in the learning communities
- During enrollment need to collect assessment data on students before program begins

## No. of cohorts/participants

| 4 cohorts/20 students each per year (80 annually) | Starting fall 2010 – 10 cohorts / 29 students each (CTE and other approaches) | 17 learning communities — including, DBA (10), Title V (4), Puente (1), and English/Reading (2) |

## Where is the intersection?

- All three programs are increasing the number of learning communities at Cabrillo

## Staff

| 50% Project Director (admin.) & assistant (classif.) |
| 100% Activity Director & First Year Experience Specialist (both faculty) |
| Data Tracking Assistant (classif. starts Y2) | The role and responsibilities of these positions change over the life of the grant from more Cabrillo-centric to more replication-centric: 1.5 FTE Program Coordinators (Antonio & Natalia) 1.0 Program Manager (Beth) 1.0 Program Specialist (Carena) 10 TUs Faculty Liaison Math/English (Geneva & Dave/Jennifer) Designing and documenting curriculum (to be shared with all DBA partner colleges) | ACES Coordinator (50%) ACES Counselor (50%) ACES Financial Aid Counselor (25%) |

## Institutionalization requirements

| First Year Experience Specialist & Data Tracking Assistant (25% Y3, 50% Y4, 75% Y5). Institutionalization of FYE is goal, but not required. No penalty or payoff of funds is stipulated if institutionalization not accomplished |

- It is unclear what the resource requirements will be for the following two areas, it all depends on how we decide to implement. The institutionalization goals are:
  1. Fill 10 cohorts per semester through Recruiting / Outreach, Intake and scheduling. Year 1 (2009-2010) goal: Design the transition plan; Year 2 (2010-2011) goal: implement the transition plan shifting responsibilities to Cabrillo.
  2. Provide support services envisioned in ACES and currently provided by ACES and other programs like Puente/EOPS (e.g. university tours, place to congregate with peers, tutoring, monitoring progress post-DBA enrollment, etc.) |

## Where is the intersection?

- All three programs have at least one of the following: directors, managers, coordinators, counselors or specialists.
- How do we utilize all of our resources to successfully implement the goals of each of the programs? Especially in the face of drastic ACES budget reduction (ACES may lose most of its "staff" by next year).

## Primary funding restrictions

| Funds development, not operations (operations can only be funded in pilots). Building the infrastructure (operations) that the college will then institutionalize (and eventually pay for) is part of the grant. |
| Funds to be used for specific activities identified in the grant: expansion, adoption, evaluation, curriculum development, etc. |
| Funds can be used for programs/projects related to basic skills only and cannot be used to supplant existing/former programs; one important point: our funds have been drastically reduced over the years, and it is unclear whether or not... |
**LEARNING COMMUNITIES:**
**ALIGNMENT OF PROGRAMS**

<table>
<thead>
<tr>
<th>Where is the intersection?</th>
<th>• Adding cohorts, outreach, enrollment, scheduling.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation procedures</td>
<td>Outside evaluator annual visit &amp; report; annual activity objectives, Interim &amp; Annual Performance Reports</td>
</tr>
<tr>
<td>Perform evaluation over 5 years (Sp2010-2015). Internal researcher to collect outcome data from all DBA partner colleges; External evaluator to perform interviews and produce annual student outcome reports</td>
<td></td>
</tr>
<tr>
<td>Chancellor’s Office collects Action and Expenditure Plans every year to evaluate our program’s aims and use of funds</td>
<td></td>
</tr>
<tr>
<td>Where is the intersection?</td>
<td>• Each program evaluates its plans and outcomes</td>
</tr>
<tr>
<td>• Cabrillo’s PRO is involved in the evaluation of each of these programs</td>
<td></td>
</tr>
<tr>
<td>Measures of success</td>
<td>10 percentage point increase in success, retention, persistence</td>
</tr>
<tr>
<td>Outcome measures have been defined however the targets have not been agreed to yet. The goal will be to approximate the results of the Columbia University study which in some cases is a 100% increase over the college’s outcomes</td>
<td></td>
</tr>
<tr>
<td>Increased student retention and persistence; increased faculty training, professional development, participation, and awareness of BS.</td>
<td></td>
</tr>
<tr>
<td>Where is the intersection?</td>
<td>• Each program is focused on increasing basic skill student success</td>
</tr>
<tr>
<td>Tangible outcomes</td>
<td>See above, + faculty inquiry system, expanded reading selection in library, 9 new smart classrooms, 1 new classroom lab, electronic info kiosk at Welcome Center, redesigned curriculum, Supplemental Instruction model implemented in Watsonville, FYE program institutionalized, at least 16 faculty with higher level of professional development</td>
</tr>
<tr>
<td>Recruitment feeder system would be part of institutionalized FYE program.</td>
<td></td>
</tr>
<tr>
<td>Student outcomes for unprepared students are improved significantly.</td>
<td></td>
</tr>
<tr>
<td>The institutionalization of the DBA such that 10 cohorts are efficiently recruited, enrolled, and scheduled, and ACES/DBA students receive support like other students in Puente/EOPS, (i.e. university tours, place to congregate with computers, clubs, mentoring, tutoring, monitoring progress post-enrollment in program, etc.)</td>
<td></td>
</tr>
<tr>
<td>Where is the intersection?</td>
<td>• Adding cohorts, outreach, enrollment, scheduling, evaluation</td>
</tr>
</tbody>
</table>
# Learning Communities:
**Alignment of Programs**

<table>
<thead>
<tr>
<th>Where is the intersection?</th>
<th>• Adding cohorts, outreach, enrollment, scheduling, evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Questions</td>
<td>To determine measures of success above</td>
</tr>
<tr>
<td></td>
<td>What math and English approaches combined with the DBA model produces accelerated results?</td>
</tr>
<tr>
<td></td>
<td>What approaches to adoption is the most effective and efficient to the replication of the DBA model?</td>
</tr>
<tr>
<td></td>
<td>How can we better serve the needs of basic skill students? How can we increase student persistence?</td>
</tr>
<tr>
<td>Where is the intersection?</td>
<td>• Promoting educational programs and models that impact student success</td>
</tr>
<tr>
<td>Random assignment possible?</td>
<td>Yes, if more students are recruited than the program has space for, and then participants are randomly selected (i.e. lottery) so others can be control group</td>
</tr>
<tr>
<td></td>
<td>Not necessary, however the evaluation must tease out and understand the selection bias if it exists</td>
</tr>
<tr>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Where is the intersection?</td>
<td>• Need over enrollment for each of the programs to have a control group to compare. How do we do this if we are increasing the number of students in learning communities?</td>
</tr>
<tr>
<td>Resources available for collaboration</td>
<td>Outreach regarding T-V can include information on other learning communities</td>
</tr>
<tr>
<td></td>
<td>Research done to establish baseline for I-V measures can also yield information useful to other LCs</td>
</tr>
<tr>
<td></td>
<td>25% of FYE specialist time in Y3, 50% in Y4 and 75% in Y5 can be directed to support other LCs at the college (this is institutionalization process)</td>
</tr>
<tr>
<td></td>
<td>25% of Data Tracking Assistant’s time in Y3, 50% in Y4 and 75% in Y5 can be directed to track other LCs through PRO</td>
</tr>
<tr>
<td></td>
<td>T-V newsletter can include info on other LCs at college</td>
</tr>
<tr>
<td></td>
<td>Other students could enroll in Summer Bridge, as long as STARS cohorts are served – students may decide to enter other LCs in fall</td>
</tr>
<tr>
<td>Other considerations?</td>
<td>Prior and during the transfer of the institutionalization responsibilities to Cabrillo in 2010-2011 we can collaborate with the:</td>
</tr>
<tr>
<td></td>
<td>DBA’s recruitment/intake capacity</td>
</tr>
<tr>
<td></td>
<td>DBA’s scheduling capability</td>
</tr>
<tr>
<td></td>
<td>DBA’s first semester of a first year experience</td>
</tr>
<tr>
<td></td>
<td>DBA’s Foundation Course can be used in a summer bridge program as an in-depth orientation to college life and skills needed for success</td>
</tr>
<tr>
<td>Where is the intersection overall?</td>
<td>ACES can collaborate on presentations to promote our learning communities; create a glossy brochure that includes all LCs; steering committee can be a strong body/voice to help advocate &amp; support our various programs’ needs</td>
</tr>
<tr>
<td></td>
<td>• How can we combine forces so that we are actively working with each other, recruiting successfully, and not competing for the same students?</td>
</tr>
</tbody>
</table>
LEARNING COMMUNITIES

PRESENTER: VICTORIA BANALES
- ACES: ACADEMIC COMMUNITY FOR EDUCATIONAL SUCCESS

PRESENTER: RACHEL MAYO
- STARS: STUDENTS TRANSITIONING IN ACADEMICS: REINFORCING SUCCESS

PRESENTER: DIEGO NAVARRO
- DBA: DIGITAL BRIDGE ACADEMY
Academic Community for Educational Success (ACES)

Dr. Victoria Bañales,
ACES Coordinator
“To provide students a community in a pedagogically rich environment to enhance the skills they need to be successful in college courses required for their career and/or transfer goals. To provide faculty and staff a community of practice that studies and experiments with pedagogies and curricula that are successful in meeting the needs of these students.”
• ACES was born out of the California Basic Skills Initiative (BSI)

• ACES provides enhanced educational experiences for students who access into basic skills, pre-transfer level courses

• These may be students who assess into 100 and 200 course levels in ESL, English, Reading, and/or Math
ACES

Staff/Faculty Professional Development

- On Course I
- On Course II
- Faculty Experiential Learning Inst (FELI)
- National Summer Inst on Learning Communities
- Flex
- BSI Workshops/Conferences
ACES

Learning Communities

PUENTE

DBA

STARS

EOPS/SMP

English/Reading Learning Community
Many students new to community college do not complete all their classes successfully the first year and end up dropping out or delaying their career.

First Year Experience programs give students the support that comes with cohort groups and extra resources to be successful students (study skills, tutoring, etc.)
2. 2011 - 2012: ESL & ECE (English language learners)
3. 2012 - 2013: STEM fields (Science, Technology, Engineering, Mathematics) and Education
4. 2013 – 2014: General Transfer (focus may be redefined before this cohort begins)

STARS students will receive extra support in math classes through Supplemental Instruction.
<table>
<thead>
<tr>
<th>Time</th>
<th>Group A (25-30 students)</th>
<th>Group B (25-30 students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 – 10am</td>
<td>Math Study Skills (LS 200)</td>
<td>Intro to College (CG 51), 8:30 – 10am</td>
</tr>
<tr>
<td></td>
<td>(Dominguez, E)</td>
<td>Dominguez, E</td>
</tr>
<tr>
<td>10:00-10:20</td>
<td><strong>Break</strong></td>
<td><strong>Break</strong></td>
</tr>
<tr>
<td>10:20-11:50am</td>
<td>Intro to College (CG 51) (Dominguez, E)</td>
<td>College Reading 106/206, 10:20am-12:30pm</td>
</tr>
<tr>
<td></td>
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<td>Holt, H</td>
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<td>11:50-12:40</td>
<td><strong>Lunch</strong></td>
<td><strong>Lunch</strong></td>
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<tr>
<td>12:40-2:50pm</td>
<td>College Reading 106/206 (Holt, H)</td>
<td>Math Study Skills (LS 200), 1:20-2:50pm</td>
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<tr>
<td>E</td>
<td>Mon</td>
<td>Tue</td>
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<tr>
<td>8:30</td>
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</tr>
<tr>
<td>9 am</td>
<td></td>
<td>Engl 255</td>
</tr>
<tr>
<td>10 am</td>
<td>Read 255</td>
<td>9-11:05</td>
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<tr>
<td></td>
<td>9:30-11</td>
<td>9:30-11</td>
</tr>
<tr>
<td></td>
<td>Hanks, J.</td>
<td>Donatelli-Sordo,G.</td>
</tr>
<tr>
<td>12 PM</td>
<td>Lobato, A.</td>
<td>Lobato, A.</td>
</tr>
</tbody>
</table>
Cabrillo’s Title V Grant – Strengthening the College to Serve Basic Skills Students Better

• First Year Experience & Supplemental Instruction
• Equip “smart” rooms & computer classroom for basic skills classes
• New or redesigned basic skills curriculum
• Faculty Inquiry System to measure and improve success in basic skills classes
• Library resources for basic skills readers
• Endowment to help support institutionalization of successful practices
Academy for College Excellence (ACE)

Formerly known as the Digital Bridge Academy (DBA)
The ACE Model
ACE Model

- Under-Prepared Students
- Under-Served Students / Students from Poverty
- College Ready Students
- Students with Multiple Risk Factors

Community College Attendance

Academy for College Excellence

Traditional Community College Courses

Transfer to 4 Year University

Prepare for Knowledge-Based Career Tracks

For example:
- IT / Engineering
- Business/Management
- Allied Health majors
- Lab technician careers
- Criminal Justice
- Teaching
- Precision Agriculture
- Green Construction

3/26/2010
ACE bridge to Cabrillo College

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
<th>Third Semester</th>
<th>Fourth Semester</th>
<th>Fifth Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACE Bridge Semester Cohort Themes</td>
<td>Optional ACE Seminars (1.5 Units)</td>
<td>ACE Second Semester Cohort</td>
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<tr>
<td>• Social Justice Literacy/Numeracy</td>
<td></td>
<td>• NSF-Funded Science/Math Intensive</td>
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<tr>
<td>• Contextualized Math CTE</td>
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<tr>
<td>• Linked Read/Engl</td>
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</tbody>
</table>

Other Courses Towards their Major at Cabrillo College (10.5 – 14.5 units/semester)

3/26/2010
ACE Vital Components

Help them believe they can do it

Maintain motivation

Accelerate through college level work
ACE Curriculum-Centered Persistence Model

Getting Students To Believe they can Do it
ACE Curriculum-Centered Persistence Model

On a Regular-Basis:
• Monitor Student Progress
• Motivate Student
• Deal with Behaviors
• Help Student Solve Life Problems

Getting Students To Believe they can Do it
ACE Curriculum-Centered Persistence Model

On a Regular-Basis:
- Monitor Student Progress
- Motivate Student
- Deal with Behaviors
- Help Student Solve Life Problems

Cohort-Based Academic Program

Getting Students To Believe they can Do it

TIME

3/26/2010
ACE Curriculum-Centered Persistence Model

Getting Students To Believe they can Do it

Foundation Course
3 Credits
56 hours for 2 weeks

On a Regular-Basis:
• Monitor Student Progress
• Motivate Student
• Deal with Behaviors
• Help Student Solve Life Problems

Cohort-Based Academic Program

TIME

3/26/2010
ACE Curriculum-Centered Persistence Model

GETTING STUDENTS
TO BELIEVE THEY CAN
DO IT

FOUNDATION COURSE
3 CREDITS
56 HOURS FOR 2 WEEKS

TIME

On a Regular-Basis:
• Monitor Student Progress
• Motivate Student
• Deal with Behaviors
• Help Student Solve Life Problems

TEAM SELF-MANAGEMENT COURSE
2 CREDITS

COHORT-BASED
ACADEMIC
PROGRAM

3/26/2010

Getting Students To Believe they can Do it

Foundation Course 3 Credits 56 hours for 2 weeks

On a Regular-Basis:
• Monitor Student Progress
• Motivate Student
• Deal with Behaviors
• Help Student Solve Life Problems

Team Self-Management Course 2 Credits

Cohort-Based Academic Program

3/26/2010
ACE Curriculum-Centered Persistence Model

Getting Students To Believe they can Do it

On a Regular-Basis:
- Monitor Student Progress
- Motivate Student
- Deal with Behaviors
- Help Student Solve Life Problems

Team Self-Management Course
2 Credits

Foundation Course
3 Credits
56 hours for 2 weeks

Project-Based Course (Social Justice Primary Research)

English
Math
Computer Skills
Career Planning
Movement

TIME

3/26/2010
How ACE Works
How ACE works

Recuperative Strategies
How ACE Works

First Semester Bridge
ACE is Transformational

Positive Change
How ACE Works

Virtual Dorm
How ACE Works

Repair the damage done by past educational experiences
How ACE Works

Utilize Strength of Student: Social Justice Focus
How ACE Works

Academic Acceleration
How ACE Works

To Apply Student’s Ability to Persist to the Academic Environment
QUESTIONS AND COMMENTS