

# Benefits of ACE Partnership

March 2010, version 1

# Types of benefits

1. How ACE can benefit a Partner College
2. How ACE can benefit College Faculty
3. How ACE can benefit College Students

# 1 - How ACE can benefit a Partner College



# College-Level Benefits

The Columbia University study strongly suggests that the ACE program has the potential to increase **college retention rates** and **student outcomes**

ACE has demonstrated that it is a **cost-effective** solution that works well for the **kinds of students** typically served by our college (e.g., Latino, African American, Southeast Asian, lower income, unprepared, suburban students)

All colleges face increasing pressure to conduct rigorous & expensive data-based **studies of program effectiveness**; the cost & expertise required for ACE evaluation is provided by the Gates grant

# More College-Level Benefits

Colleges who adopt ACE will stand out as an **early adopter** of a program that has gained **national recognition**

- By participating in English & Math acceleration, our college will be seen helping to address the **national problem** of students failing to complete English/Math remediation
- The college will be **named in published evaluation studies** & may become a **demonstration site** visited by other colleges & policymakers

ACE helps build capability in the college by providing **professional development opportunities** for faculty, staff and administrators

# 2 - How ACE can benefit College Faculty



Faculty Professional Development  
Faculty Financial Benefits  
Faculty-Student Relationship

# Faculty Professional Development

- ACE sponsors professional development **workshops & learning communities**
- ACE Faculty will have **ACE training costs paid** by the Gates grant
- Many Faculty value the opportunity to **drive curriculum improvements & innovative curricular practices that gain national attention**
- For Faculty who participate in curriculum development & research activities
  - Funding for **curriculum development or release time**
  - Support for **professional development**, e.g., attending conferences & trainings
- Faculty who participate in research may receive **funding for research projects**
- Weekly ACE Faculty cohort meetings required to support students and synchronizing the curriculum promotes **increased collaboration between Faculty** members (at our college & other colleges), which many find enjoyable

# Faculty Financial Benefits

- As the ACE program grows, Faculty are **compensated** for leading ACE Faculty workshops which supports ACE expansion
  - Becoming a Master Mentor
  - Teaching ACE workshops
  - Teaching the ACE Faculty Experiential Learning Institute (FELI)
- Faculty who attend ACE trainings may be eligible to receive units to **move up the pay scale**
- Faculty who participate in portfolio reading for ACE research will be **compensated**

# Faculty-Student Relationship

- Many Faculty report that teaching ACE courses is highly rewarding because it fosters a **special bond** with students & results in greater student progress
- Faculty can expect improved student **retention** & student **evaluations** based on what they learn in the FELI workshop (per anecdotal faculty reports; currently being studied by a third-party evaluator)

# 3 - How ACE can benefit College Students



Promotes persistence to later semesters

Accelerates them through the remedial sequence to transfer-level courses

Helps them accumulate college & transfer-level credits faster

# Research indicating positive ACE Student Outcomes

All relevant research can be found at [www.my-ace.org](http://www.my-ace.org); research published before 2010 refers to Digital Bridge Academy, predecessor to the ACE program

- Jenkins, D., Hayward, C. (2009). Educational Outcomes of the Digital Bridge Academy: Findings from a Multivariate Analysis. Columbia University Community College Research Center
- N. Badway (2007). Watsonville Digital Bridge Academy: Report 2: Persistence and Achievement. Higher Education Evaluation and Research Group.
- N. Badway (2005). Watsonville Digital Bridge Academy: Report 1: Student Outcomes Evaluation Cohorts 1 & 2. Higher Education Evaluation and Research Group.

# Acceleration out of remediation

- The Columbia University study (Jenkins & Hayward, 2009) clearly showed that students in accelerated cohorts did significantly better than both non-accelerated ACE cohorts & the non-ACE comparison group. The improvement was significant for multiple measures (persistence, transfer-level English, college credits, and transfer credits)
- A 2009 study of English acceleration questioned the conventional wisdom of an extended remedial/developmental track: “We are losing such large numbers of students over the extended 101A-101B-1A [developmental] sequence that English 102 [accelerated] students are more than twice as likely to pass English 1A within two years. While all student groups have significantly lower persistence in the longer sequence, the numbers are particularly striking for African-American and Latino students, who are disproportionately more likely to disappear.” [Source: Tom DeWitt & Catie Hern, Chabot College]