

ACE has been successful at accelerating student progress because of its unique features. It is an intensive, full-time program that immerses students in a new vision of what academic life entails and how they can succeed in higher education and professional careers.

A National Model

[ACE's] goal is to develop a national model for recruitment, preparation, retention, and acceleration of underprepared community college students. Centered on the belief that underprepared students, especially disadvantaged young adults, often enter community colleges with the desire to better their lives, but without the academic qualifications, professional skills, and personal attributes necessary to succeed, ACE has intentionally served a majority of students with multiple challenges related to poverty and discrimination. For all participating students—some with fewer risk factors than others—the goal is to develop professional career skills and the ability to navigate the professional work culture that includes the organizational and study skills, motivation and self-confidence, and academic skills needed for college success. It is also designed to help students learn how to be proactive and action-oriented, collaborate in a team, and develop servant-leadership qualities.

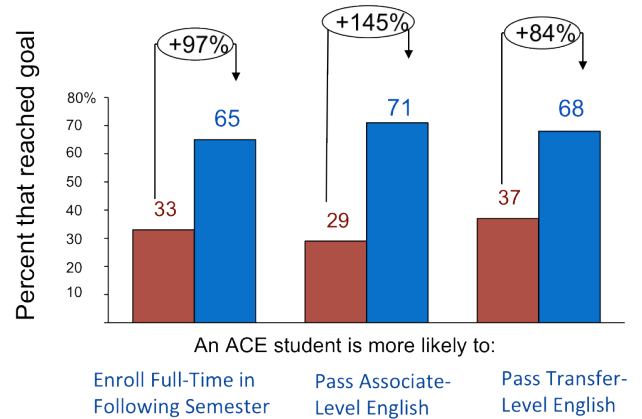
ACE Effectiveness

Community College Research Center (CCRC) at Columbia University Teachers College conducted a longitudinal study comparing DBA [ACE] students at Cabrillo College with a group of 11,578 non-ACE Cabrillo College students enrolled between 2003 and 2007. The ACE students were separated into two groups: students who took an accelerated English class as part of their ACE Semester that was one-level-below transfer English, and students who took a reading lab course. For cohorts that did not take accelerated English, it was determined that the California Educational Code prohibited entrance into a more advanced course than was indicated by students' assessments. The reading lab course was not articulated to the English sequence, therefore those ACE students lost one semester of English progression, yet they still progressed in English just as well as non-ACE students.

The evaluators noted, "To the extent that the DBA [ACE] students in the sample were substantially more disadvantaged than other students, it may be that the estimates produced through this analysis understate the effect of participating in DBA [ACE]."

Student Outcomes Analysis	Cabrillo College Comparison Group	Accelerated (ACE) Cohorts	Non-Accelerated (ACE) Cohorts
College Credits Earned	28	49	37
Transfer Credits Earned	21	25	23
Chance of Persisting 1 Semester	80%	95%	88%
Chance of Persisting 2 Semesters	63%	82%	74%
Chance of Enrolling Full-Time in Second Semester	33%	65%	59%
Chance of Passing 1 Level Below Transfer English	29%	71%	26%
Passing Transfer-Level English	37%	68%	31%

■ Cabrillo College Comparison Group ■ ACE Cohort Students



On average, ACE students also earned an estimated 21 more credits than those in the comparison group

A study in 2005 by the **Higher Education Evaluation and Research Group (HEERG)** showed statistically significant improvements for DBA [ACE] students:

Grade Point Average (GPA) Improvement:

1.7 to 3.0

Retention Improvement:

5.8 to 10.2 Units Completed

Progress/Self-Efficacy Improvement:

2.8 to 8.1

Persistence Improvement:

.28 to .51 Based on ratio of number of terms student attempted coursework divided by number of consecutive terms

The 2007 **HEERG** evaluation showed "The lowest performing [ACE] cohort surpassed other Cabrillo students in successfully passing courses by 10%....The [remaining ACE] cohorts surpassed other Cabrillo students in passing courses by 30% or more."