

# ACE Evaluation Results

BCC College



August 2013



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**#ACEaw1**



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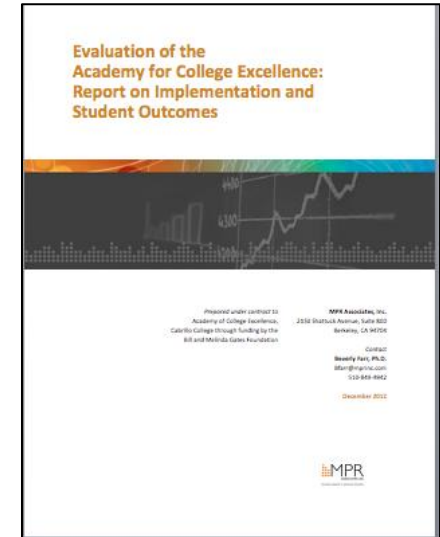


**www.my-ace.org**  
**info@my-ace.org**

# Academic Outcomes

## ACE students from BCC College, Fall 2010, Spring 2011, Fall 2011

<b>N</b>	<b>122*</b>	
<b>African American</b>	<b>56.1%</b>	<b>60</b>
<b>Latino</b>	<b>28.6%</b>	<b>30</b>
<b>Males</b>	<b>47.5</b>	<b>58</b>
<b>1 level below college-level in English</b>	<b>0.0%</b>	<b>0</b>
<b>2 or more below college-level in English</b>	<b>91.7%</b>	<b>66</b>
<b>Mean Age</b>	<b>23.8</b>	
<b>Completed GED</b>	<b>7.0 %</b>	<b>8</b>
<b>No HS Diploma</b>	<b>10.5%</b>	<b>12</b>
<b>* students with completed data included in compared analysis:</b>	<b>99</b>	

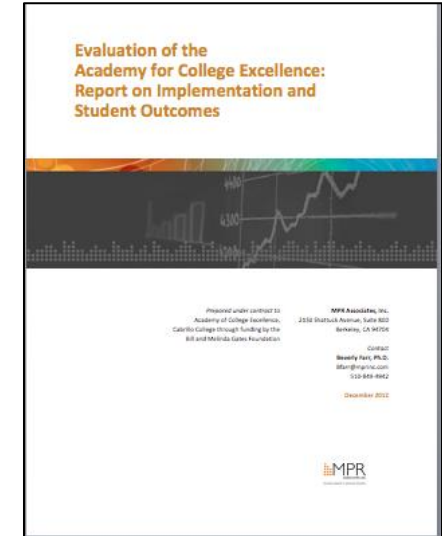


Evaluation of the Academy  
for College Excellence:  
Report on Implementation  
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MPR Associates  
December 2012

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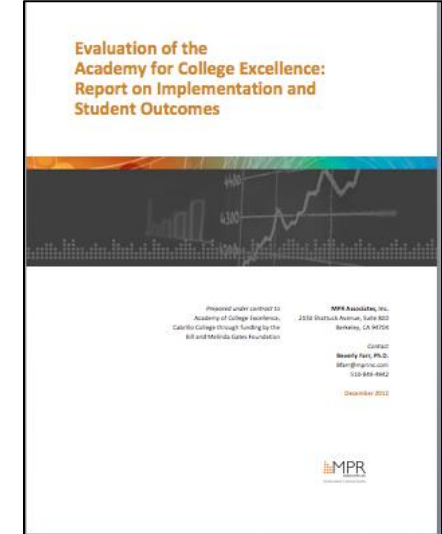


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**ACE students from BCC College,  
Fall 2010-SP12; n=43**

First Generation College	72%
Difficulty Learning	28%
Receives Government Benefits	42%
Unstable home	53%
Has been arrested	33%
Parent in Agriculture	9%
Has been on Probation	16%
Is a Parent with Dependent Children	35%
Working while in School	26%
Homeless	33%
Domestic Violence	26%
Gang Association	16%
Medical Condition	21%
<b>Risk Level</b>	
High Risk:	<b>81%</b>
At Risk	<b>19%</b>



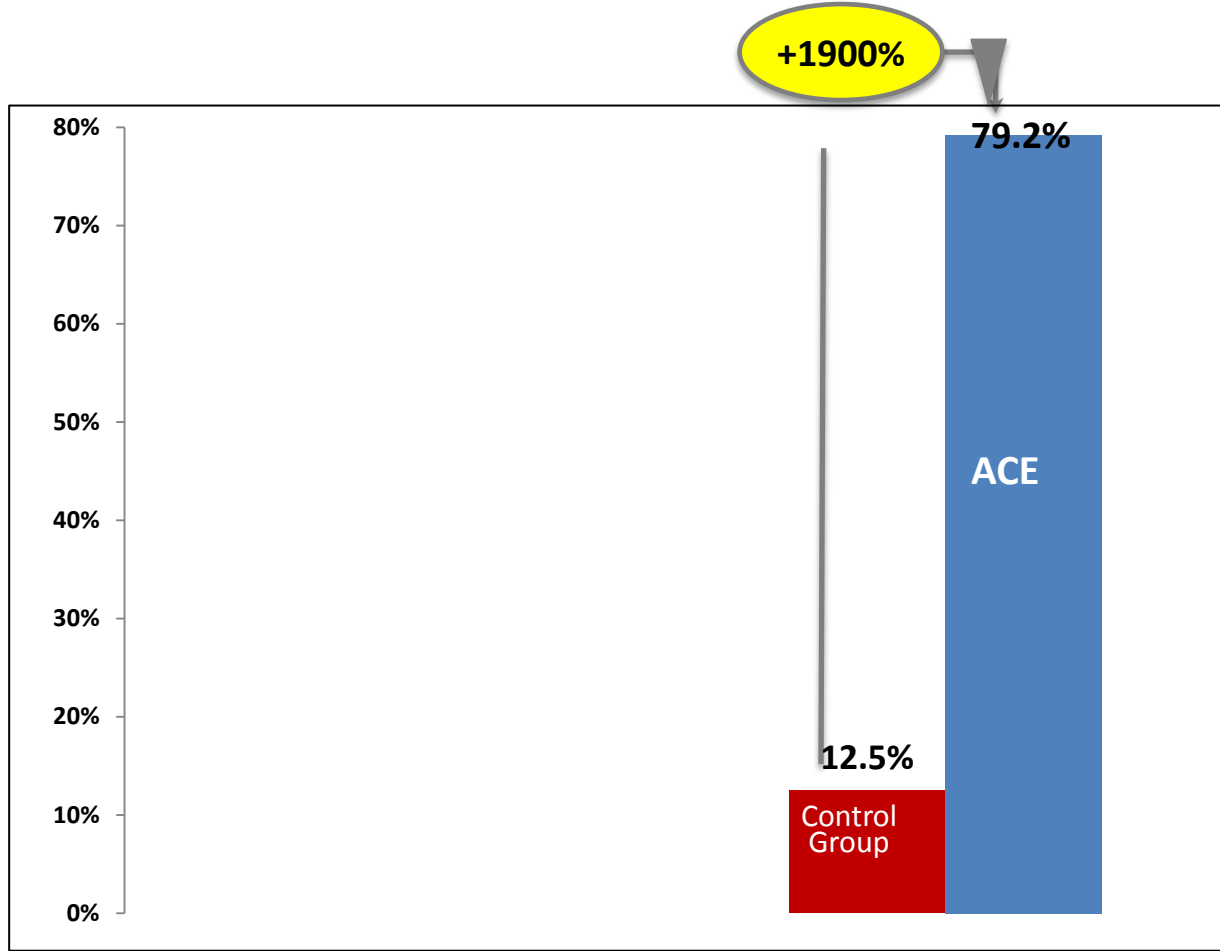
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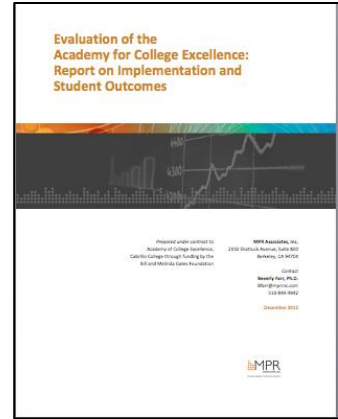
# Longitudinal Study of 99 Students BCC Transfer-Level English Completion

**ACE students are more likely to pass Transfer-Level ENGLISH by:**

Percentage of students who pass Transfer-Level English



**TWO semesters  
after attending ACE**



Source: MPR Associates  
December 2012

**KEY  
TO SUMMARY OF OUTCOMES**

- **Comparison Group**  
1:1 propensity score matching from 20,466 non-participants
- **Students in ACE BCC**  
Non-CTE  
n=99

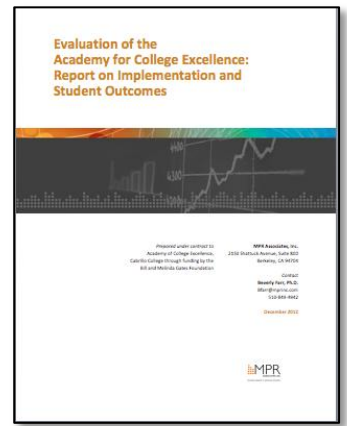
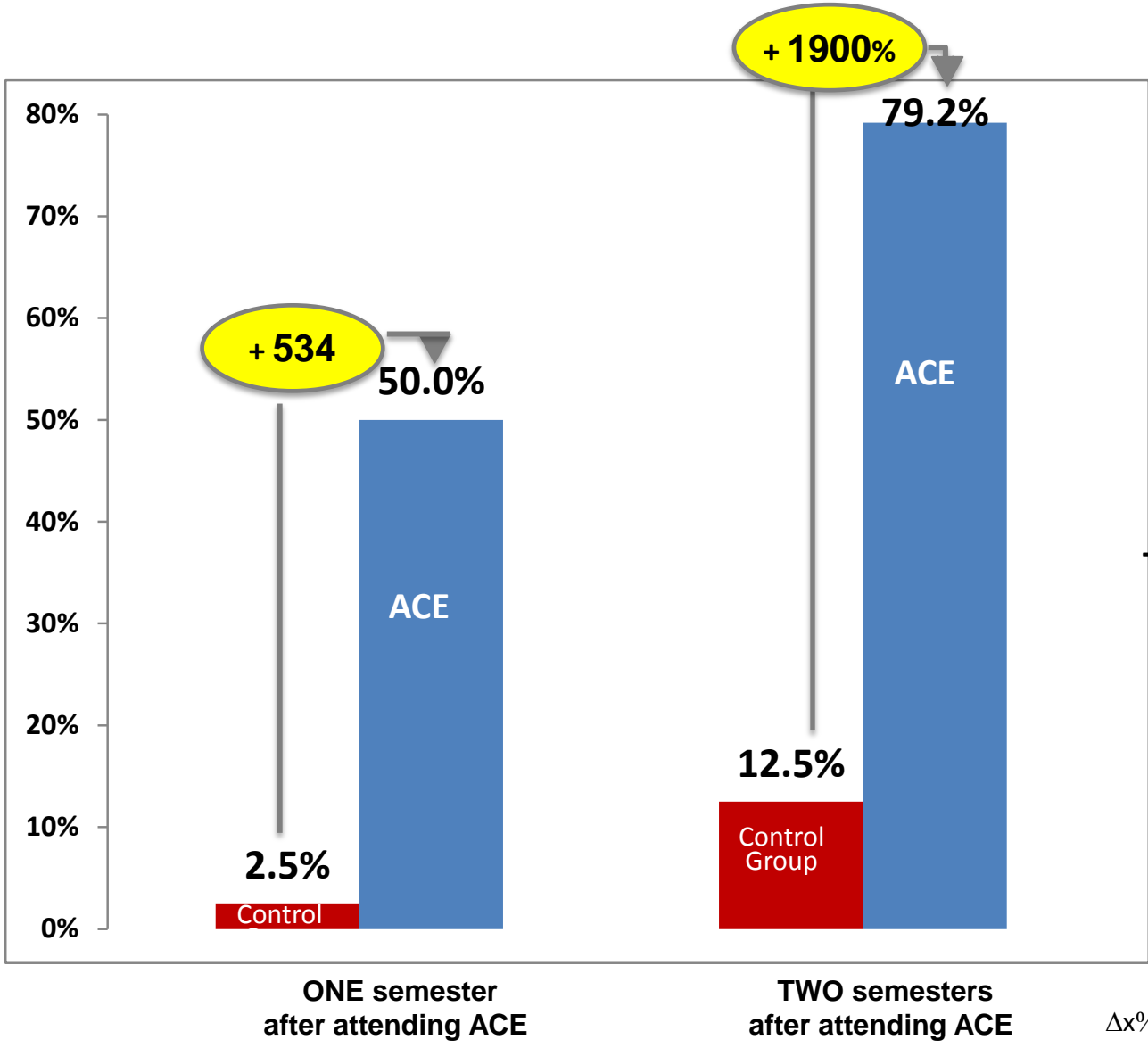
**statistical significance  
<.01 two-tailed test**

$$\Delta x\% = [(ACE - \text{Control}) \times 100] / \text{Control}$$

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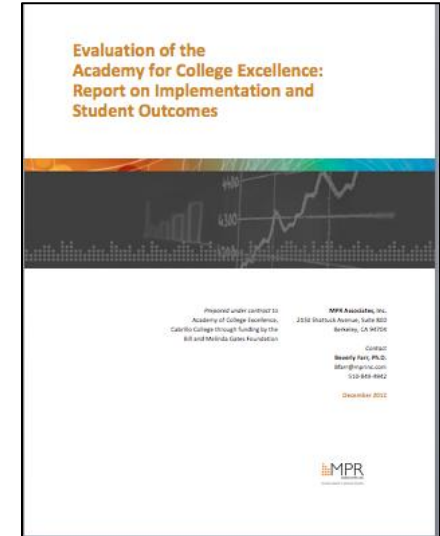
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# 4 College Longitudinal Study of 658 Students Demographics

**ACE students from** Cabrillo College, BCC College, Berkeley City College and Los Medanos College\*  
**Fall 2010, Spring 2011, Fall 2011**

N		<b>894</b>
<b>African American</b>	<b>12.9%</b>	<b>108</b>
<b>Latino</b>	<b>58.7%</b>	<b>493</b>
<b>Males</b>	<b>59.6%</b>	<b>533</b>
1 level below college-level in <b>English</b>	<b>40.4%</b>	<b>275</b>
2 or more below college-level in <b>English</b>	<b>49.7%</b>	<b>338</b>
2 or more levels below college-level in <b>Math*</b>	<b>85.9%</b>	*from LMC only <b>55 (n=74)</b>
Mean Age	<b>24</b>	
<b>Completed GED</b>	<b>13.4 %</b>	<b>115</b>
<b>No HS Diploma</b>	<b>10.9 %</b>	<b>94</b>
* students with completed data included in compared analysis:		<b>658</b>



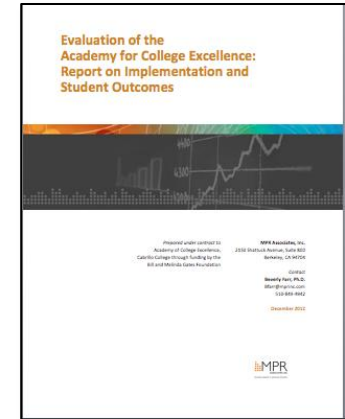
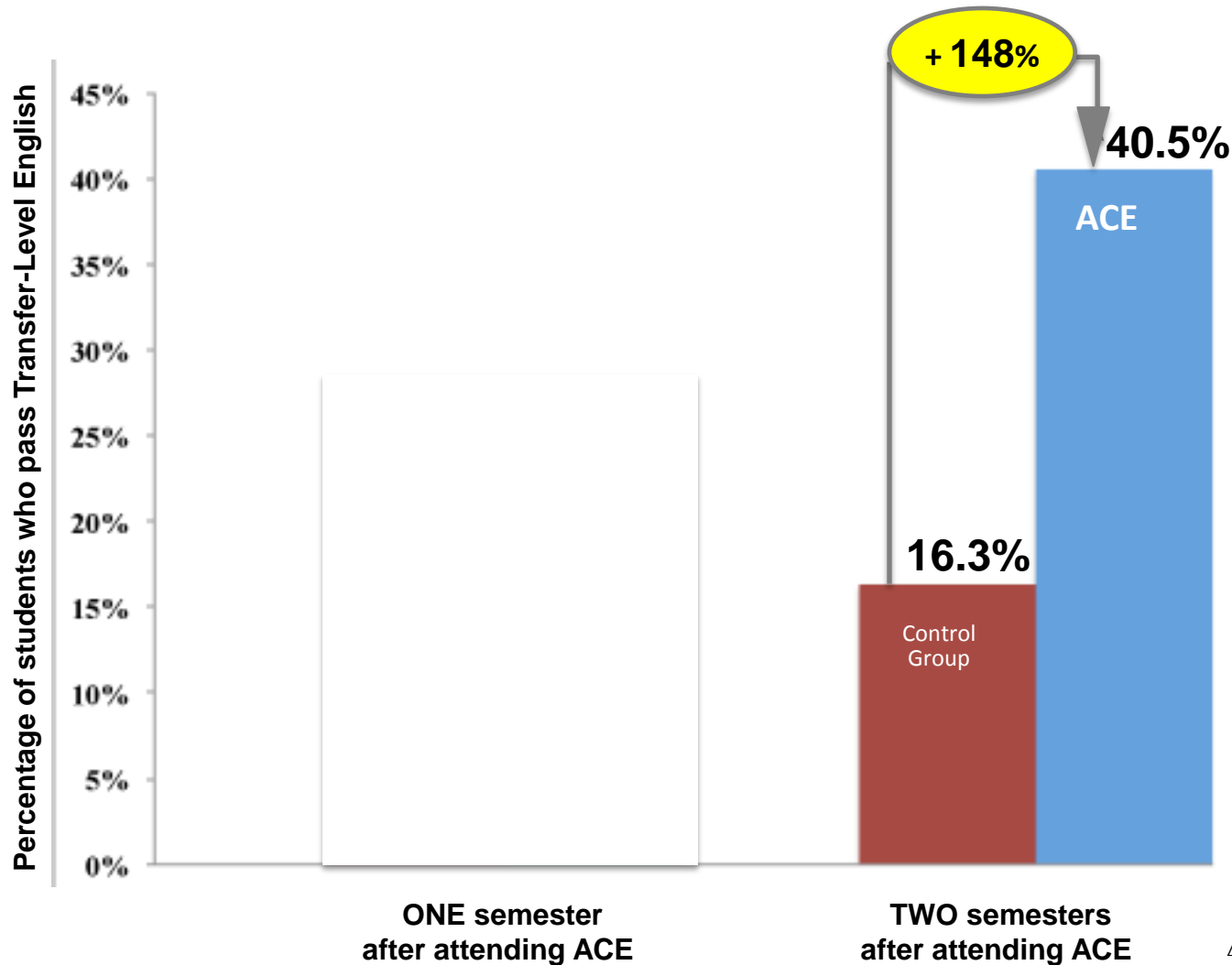
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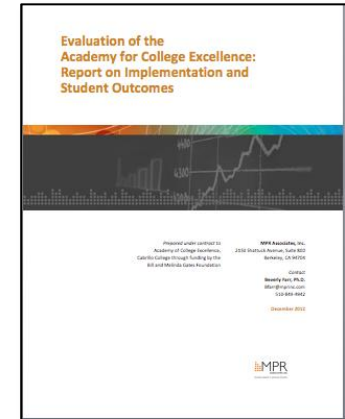
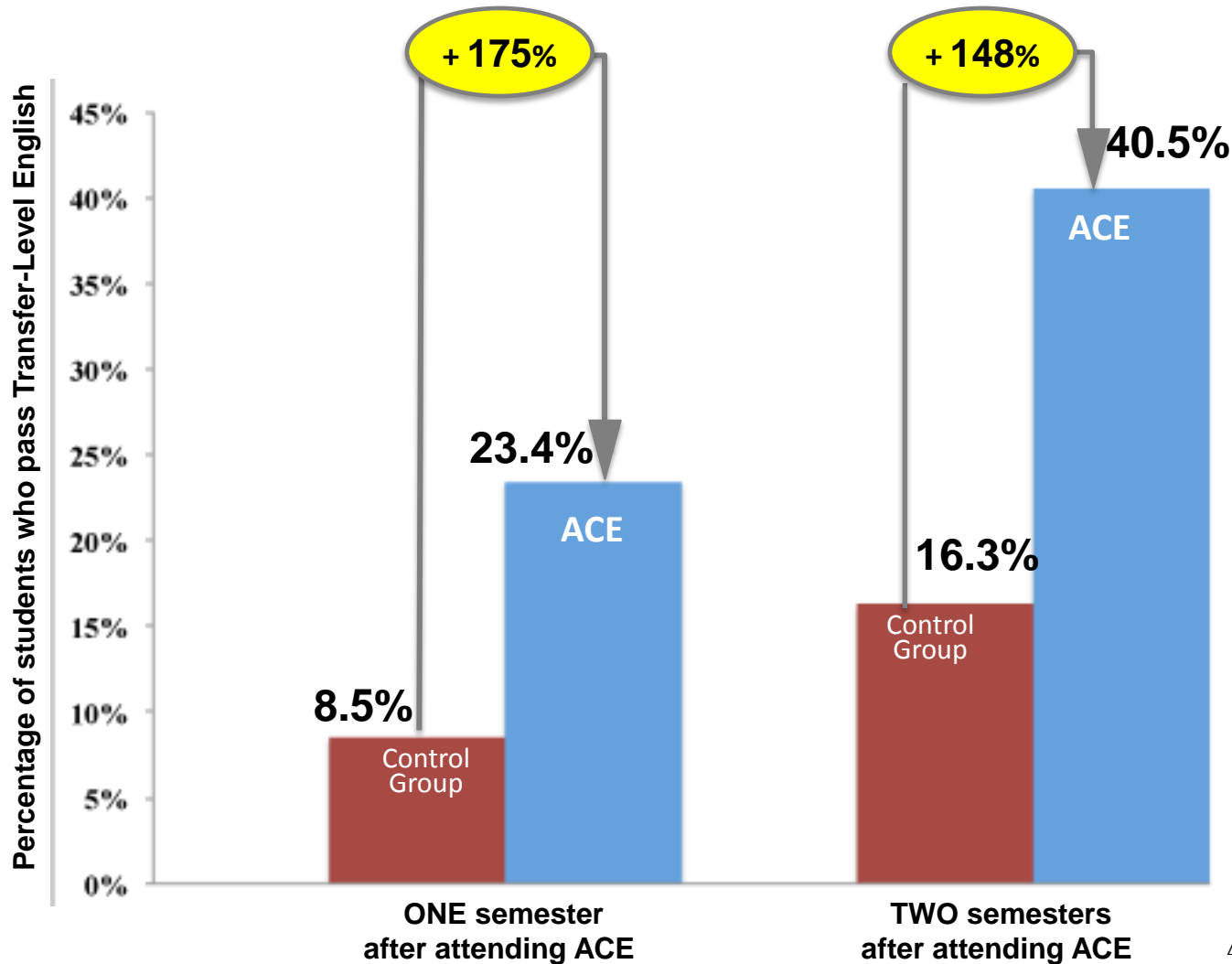
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matching from 123,631  
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- **Students in ACE**  
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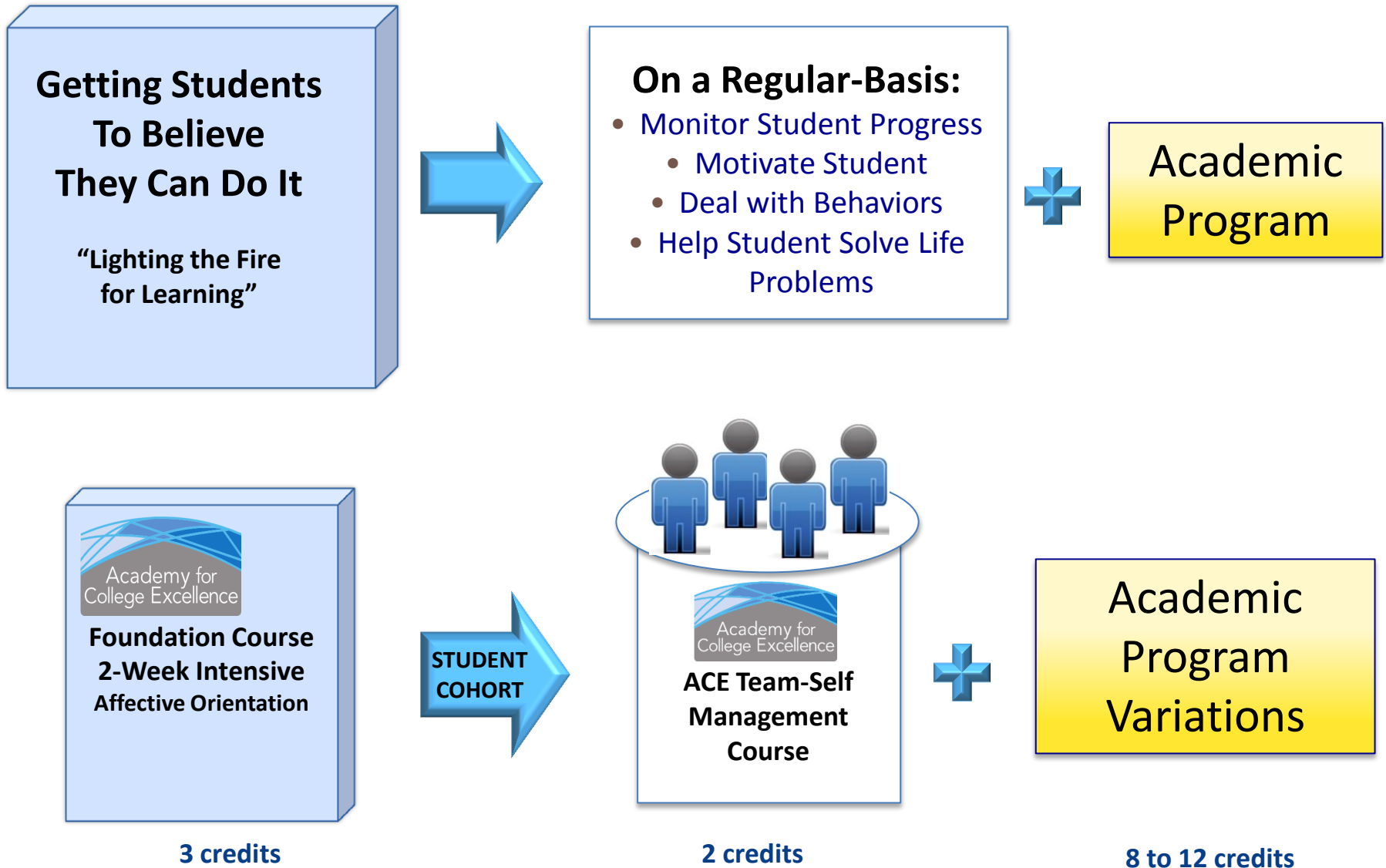
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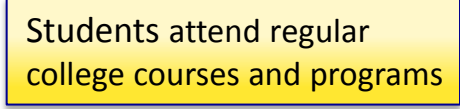
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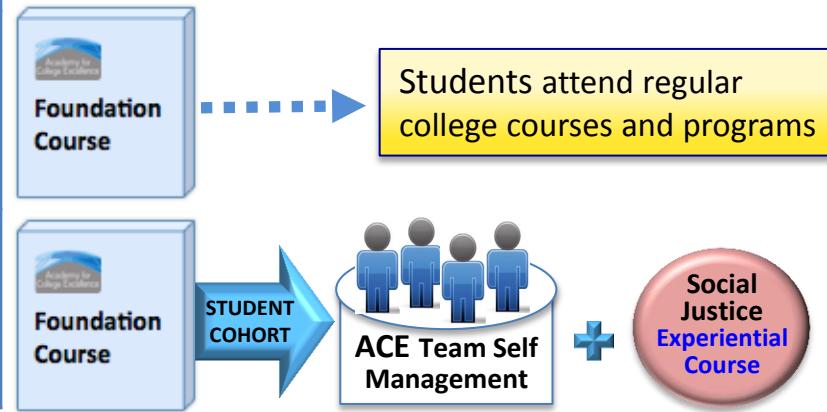
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Model	Target	Examples
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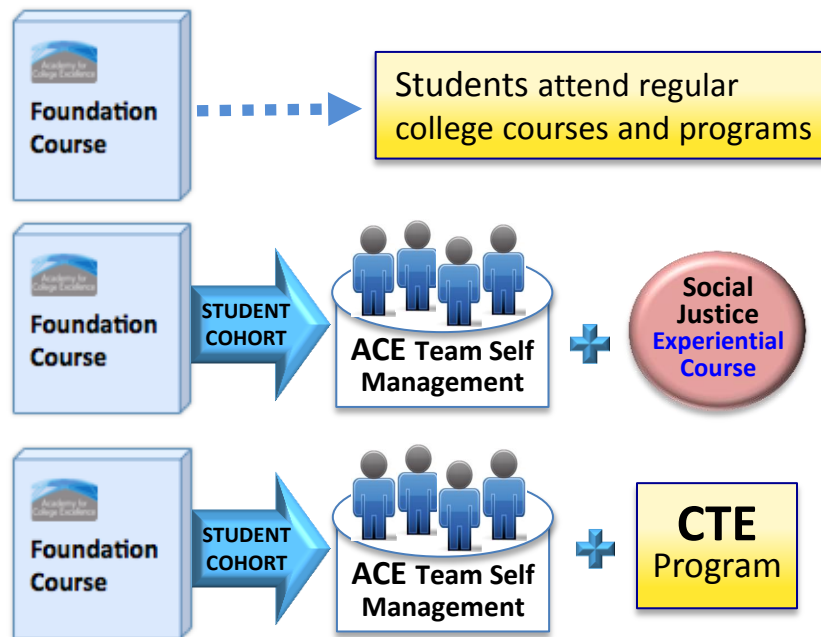
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# Adaptability of the ACE Engagement and Support Model

## How Colleges Adapt ACE to Meet Their Needs

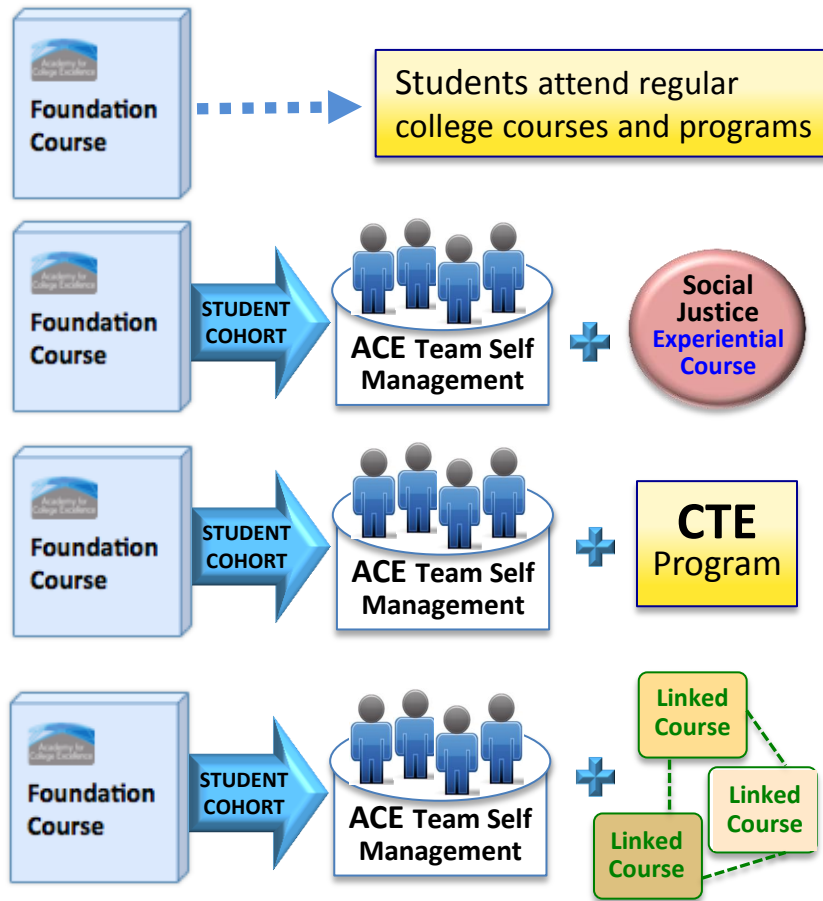
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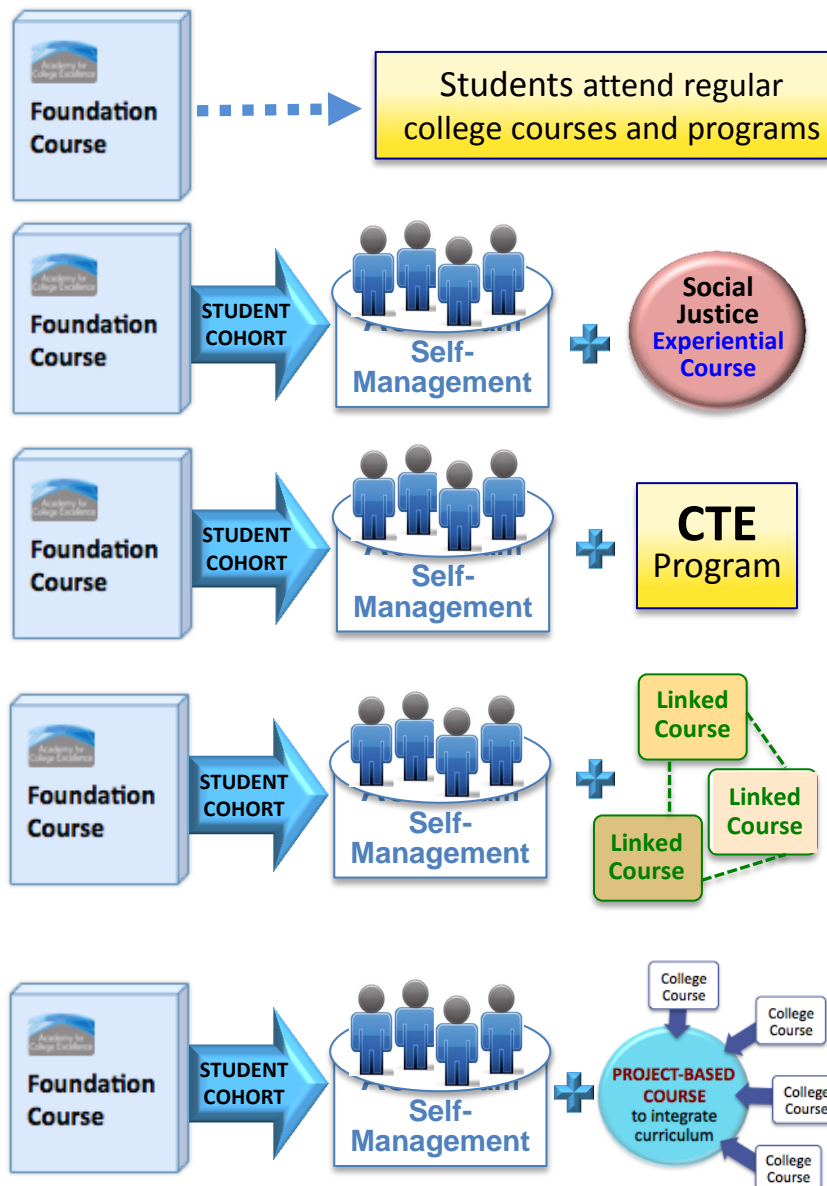
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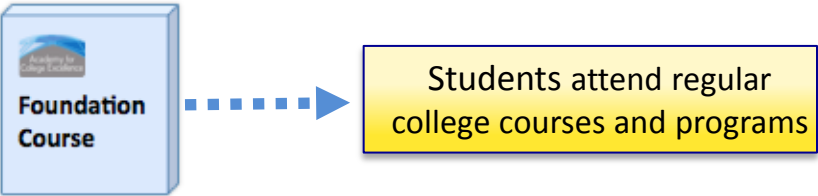




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6. <b>Accelerated Academic Learning</b>	Dev. Ed. Students CTE Students	Accelerated English and math, <b>Integrated Science</b> , <b>Career Technical Ed</b> using a project-based course around which to integrate curriculum





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## ACE Social Justice Primary Research Model

### Focus on Strengths:

- PhD in Social Injustice
- Students are Smart – Education needs to be relevant to their lives
- Statistics Acceleration
- English Acceleration
- Critical thinking
- Team Project Requiring Constant Interaction and Responsibility
- Project Grounded in Scientific Method

## 6. Accelerated Academic Learning Program Variations

Uses a project-based course to integrate curriculum



### Examples:

- Accelerated English
- Accelerated Math
- Accelerated Math and English
- Integrated Science Program
- Career Technical Training (CTE) such as Nursing, Green Sustainable Construction, Ag Diesel, and more