

Academic Community for Educational Success Action Plan

After two years of study and dialogue regarding local, state, and national research and experience with basic skills and at-risk students, the Cabrillo Basic Skills Committee, now the ACES Advisory Committee, recommends creating a Program or Center dedicated to the increased retention and success of these students at Cabrillo College.

See Appendices A and B for a list of the premises culled from our research and the bibliography on which the committee's recommendations are founded. For more information on research conducted by the committee and the college Planning and Research Office, visit the ACES webpage at:
www.cabrillo.edu/associations/facultysenate/em.scholars.html.

Mission of the ACES Program: 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.

Who are these students?

The ACES Program provides enhanced educational experiences aimed at students who want additional engagement with the college to support their career or transfer goals, particularly at-risk students and academically inexperienced students.

What is the ACES Program?

A place at Cabrillo College that facilitates:

1. interdisciplinary learning communities and other pedagogically-rich environments for students;
2. recruitment of students into these programs, support for their success in and out of class, and guidance in meeting their degree, employment, and transfer goals;
3. a community of practice for faculty and staff to share innovations with curriculum and pedagogical alternatives to meet the needs of students as they prepare for baccalaureate level study and/or occupational certification; and
4. professional development for faculty and staff who want to meet the needs of these students.

What are the Program's day-to-day operations and outcomes?

FOR STUDENTS

- a. Learning communities and other class cohorts that help students build relationships while learning, for better success at college.¹
- b. Coordinated outreach at area high schools and adult schools (including alternative and continuation schools) and in community- and government-based organizations.
- c. A more individualized and consistent point-of-entry for new Cabrillo students least likely to feel comfortable in an academic setting, with an emphasis on staying in school.
- d. Referrals to college and community academic and social services.
- e. Increased personal follow-up with students whose attendance and registration wanes; consistent documentation of this follow-up.
- f. Expanded tutoring in cooperation with campus tutoring centers: Aptos Tutorials, Watsonville Integrated Learning Center, Writing Center, ESL Lab, Reading Center, Math Learning Center, Physics Learning Center, Computer Technology Center (Watsonville and Aptos), MESA (Watsonville and Aptos).
- g. Flexible class schedules and modes of delivery.
- h. Opportunities at every level of coursework to learn more about the benefits of advanced study and employment in students' fields of interest.
- i. More access to integrated field trips and other contextualized learning, including opportunities to visit universities and the local business community.
- j. Student internships and service- and work-based learning experiences
- k. Formal and informal mentoring relationships fostered among faculty, staff and students.
- l. Coordination with student government, clubs, and other organizations to promote student leadership and participation in college life.
- m. Social and cultural events that bring together faculty, staff, and students informally at school and in the community.

FOR FACULTY:

- a. Forums for identifying and disseminating best practices and for developing the ACES Program/Center teaching and learning community of practice.
- b. Increased communication and coordination among basic skills, occupational, and transfer faculty and staff at Cabrillo; staff from area schools and organizations; and members of the local business community, for a more integrated student experience.
- c. Data captured on all ACES Center students, sponsored courses, and learning communities to support on-going dialogue, research, evaluation, and innovation.
- d. Support for program chairs and division administrators involved in linked cross-divisional learning communities to coordinate faculty and course schedules, assignment of classrooms, and solicitation and assignment of coordination units.
- e. Activities around basic skills teaching, learning and curriculum design at Flex Week, local conferences and workshops, retreats, etc.
- f. Clearinghouse of resources for faculty and staff interested in pedagogical and curricular innovations and best practices in student support.
- g. Invited guest speakers in support of innovative teaching and learning in basic skills.
- h. Local conferences and Cabrillo representation at external conferences.
- i. New, improved, and expanded frameworks for successful teaching and learning.

Existing Cabrillo programs with affiliation could include: Puente, Digital Bridge Academy, Basic Skills Learning Communities, EOPS/CARE Summer Migrant Program, MESA—Math, Engineering, Science Achievement, and the Office Skills Academy. Successful past examples include Gateway and ACHIEVE; potential future cohorts could attract ESL,

CTE, and honors students as well as Guardian Scholars, Reentry Students, Cabrillo athletes, returning war veterans, and youth who drop out of high school or do not pass the California High School Exit Exam.

What is required to establish this Program?

Considerations for the design of the program will be informed by, if not fully adapted from, programs already existing on campus, e.g. EOPS student mentoring and follow-up; the Digital Bridge Program's enrollment application and research engine and student intern-led outreach, enrollment and mentoring procedures and IT support system; and Puente's enrollment application, relationship between instruction and counseling, mentoring, and theme-based instruction.

1. LOCATION: ACES will ideally be located in the 500 building space that currently houses the BELA Division Office and all classrooms East towards the Learning Resource Center. This will provide necessary office space for the ACES High-Engagement Enrollment process, the coordinator, counselor, faculty, staff, and student mentors, as well as gathering space for students for study groups, conferences, meetings, workshops, and social networking. Including Puente, DBA, and Basic Skills Learning Communities, the ACES will require at least six dedicated classrooms in Aptos, at least half of which should be computer and smart classrooms. This arrangement will best facilitate the scheduling of these and projected learning cohorts, some with alternative or intensive course schedules that conflict with typical college block scheduling. In Watsonville, the ACES will work with divisions to coordinate classrooms in existing facilities, including the new I-TECH Center.

2. PROJECTED STAFFING: Program Coordinator, Counselor, administrative support staff (including accounting support), student office assistant/interns, and student mentors/advisors.

DUTIES OF PROGRAM COORDINATOR:

Depending on which duties are required, this might be a full-time position or a part-time contract with high-level administrative support, especially with scheduling and accounting.

- Assist faculty in creating new curriculum to meet the changing needs of students, including learning communities.
- Oversee scheduling of cohorts and learning communities in consultation with instructional divisions.
- Oversee and administer the ACES High-Engagement Enrollment process.
- Coordinate with Assessment, Counseling, Admissions and Records, Learning Skills and DSPS, EOPS, tutorial programs, area high schools and adult schools, alternative and continuation high schools, county services, and community-based organizations in the development and implementation of Program programs and student recruitment.
- Participate in college Matriculation and High School Advisory Committees.

- Work in consultation with the campus Planning and Research Office and Information Technology offices to maintain a student application and research structure for assessing and analyzing ACES' success, retention, persistence, and progress towards their educational goals at Cabrillo. From data collected, develop and maintain a research plan.
- Support faculty and staff in planning local conferences and flex activities.
 - Hire, train, and supervise Program office staff, including student interns and assistants.
 - Administer the program day-to-day.

DUTIES OF COUNSELOR:

Depending on whether this is a part-time or full-time assignment, counselor may act more as a liaison with the Counseling department than a personal academic counselor for all students in Program programs.

- With Coordinator, recruit students into ACES programs; consult with Matriculation and Student Services in doing outreach to area high schools and adult schools, alternative and continuation high schools, county services, and community-based organizations.
- Conduct "in-reach" with students in learning communities and basic skills to help them in planning next steps and inform them of how to create education plans and communicate regularly with college counselors.
- Participate in the ACES High-Engagement Enrollment process.
- In consultation with faculty, follow-up with students who hit barriers to attendance and are otherwise struggling in school.
- Supervise training and coordination of peer mentors/advisors.

DUTIES OF ADMINISTRATIVE ASSISTANCE (job title, range and step TBA):

Class and Step level and hours/week may depend on whether Coordinator and Counselor have a part- or full-time commitment.

- Support Coordinator and Counselor in carrying out duties above.
- Assist Coordinator in inputting schedule for cross-division linked courses, including assignment of classrooms and coordination of teaching assignments, similar to duties performed by Division Coordinators.
- Facilitate the submission of new curriculum by ACES faculty.
- Assist faculty, staff and students in planning activities related to career exploration and research into transfer universities, as well as social/cultural opportunities (i.e. informal student/faculty socials, field trips to universities, job-shadowing and field trips to local businesses, guest speakers on campus, etc.).
- Refer students, staff and faculty to resources on- and off-campus when circumstances outside Cabrillo interfere with students' access and participation in school.
- With help from student interns, greet visitors, answer phones, and provide administrative support for the Coordinator, Counselor, and ACES faculty.
- Support the ACES High-Engagement Enrollment process.

DUTIES OF 50% ACCOUNTING SPECIALIST:

- Manage ACES income sources, including Cabrillo general funds, Basic Skills Initiative funds, and local and outside grants. This includes ongoing communication with the program Coordinator, Vice President of Instruction, and the college Business Office staff.
- Monitor all other expenses and budget activities, including budget transfers, journal entries, adjustments, and year-end reconciliation of accounts.
- Complete and submit purchase requisitions for ACES office and classroom orders--for

supplies, equipment, instructional materials, etc.

- Administer funds and process forms for faculty attending and hosting conferences, workshops, and other faculty development opportunities.
- Assist the Coordinator and ACES faculty in preparing and calculating requests for positions, equipment, and other resources through various Cabrillo College budget prioritization and augmentation processes.
- Process hiring and payroll paperwork for temporary/hourly staff, tutors, student interns, student mentors, and anyone else being funded out of ACES sources.
- Process payment requests for guest speakers, consultants, and others hired to provide one-time services through the ACES.

DUTIES OF ACES STUDENT OFFICE INTERN(S):

- Greet students and others inquiring into Program programs and services, answering basic questions and referring students to other services.
- Support the ACES High-Engagement Enrollment process.
- Take messages for other staff members in their absence.
- Provide light office work, including copying, filing, telephoning, posting announcements and flyers, word-processing, etc.
- Help in setting up for special ACES activities and events.
- Other duties as needed.

DUTIES OF ACES STUDENT MENTORS/ADVISORS:

- Participate in campus recruitment and enrollment events and activities.
- Accompany Counselor and Coordinator to recruitment activities off-campus and provide a student perspective.
- Lead organized campus tours for new and prospective students.
- Serve on panels and make other presentations at events designed to inform students and faculty regarding the student experience at Cabrillo College.
- Make classroom presentations to students about mentor services, workshops, and other Program events.
- Answer student questions regarding the navigation of college processes and policies, from outreach to completion.
- Support the ACES High-Engagement Enrollment process.
- Act as conduit between Program students and Student Activities and Government, providing information to both and encouraging Program students to participate in college-wide governance.

3. PROGRAM OPERATING BUDGET should also include funds for supplies, mileage, curriculum development, professional development, equipment and materials.

4. INITIAL SET-UP EXPENSES AND CONSIDERATION INCLUDE:

- Refining job descriptions and hiring staff.
- Ordering, and setting up furniture and hardware for offices and student gathering space.
- Training for faculty, staff and student employees to establish office procedures, delineate positions and where they overlap, and define reporting/supervisory structures clearly.

- Funding to develop student mentor/advisor program.

Timeline for implementation:

Spring 2006:

- Basic Skills Committee formed, initial meetings and interdisciplinary brainstorming.
- Initial research questions posed:
 - *What are our success and retention rates in 200- and 100-level courses in comparison with state averages?*
 - *What classes/programs are currently offered in basic skills at Cabrillo?*
 - *What is the breakdown of basic skills students by ethnicity at Cabrillo, including success and retention?*
 - *What is the impact of tutoring on student success in basic skills?*
- Learning Communities identified as successful current and past strategy
- Program to support students and faculty identified as the primary objective

Fall 2006:

- Three Cabrillo College faculty attended the Digital Bridge Academy Faculty Experiential Learning Program (Summer 2006)
- Further research into adult basic skills education and strategies generally; bibliography prepared.
- Basic skills redefined by committee as students in 200- AND 100-level courses.
- Follow-up research questions formed:
 - *What are the success and retention rates for students in Cabrillo learning communities versus general student population?*
 - *How many students in 200- and 100- level classes are part-time versus full-time and how has that impacted their retention, success, and completion rates?*
 - *What are other community colleges doing to anticipate the changing student demographic and increasing requirements for graduation?*
- Committee develops Program concept and formulates a proposal with further exploration into successful strategies and student and staff support necessary to grow or duplicate these strategies.
- Webpage created as a “home base” to provide access to research and documents related to the Program.
- Next steps and Program “phases” identified, including potential learning community(ies) in fall 2007.

Spring 2007:

- Spring Flex: solicit feedback on the Program and needs from faculty in all disciplines.
- Additional outreach to faculty, staff and administrators on-campus for feedback on Program design and functions, including instructors in career and transfer education.
- Identify areas of overlap with existing resources on-campus and meet with reps from these services to streamline and design supplemental resources for this student population.
- Research into what other California community colleges are doing, including campus visits when possible.
- Begin to identify financial resources, grants, etc. to initiate the Program.
- Re-shape Program proposal after broad input from faculty, staff, and administrators, including representative bodies (Faculty Senate, CCFT, SEIU, Instructional Council, etc.).
- Identify new or expanded learning communities and schedule for 2007-2008.

Fall 2007:

- 12 Cabrillo College faculty attended the Digital Bridge Academy Faculty Experiential Learning Program (Summer 2007)
- Fall Flex: another activity around the Program and/or learning communities open to all faculty. [Imagine: CMP and Title V, LRC open house, division presentations.]
- Clarify specifics around Program such as: daily operations, staffing and coordination, budget, etc.
- Begin to identify potential space for the program to exist in Aptos and Watsonville.
- Use updated proposal to apply for grants, state monies, and other funding resources. Research funded program models' grant designs/structure.
- Identify new or expanded learning communities and schedule for 2008-2009.
- Continue site visits to other programs in Southern California and San Francisco Bay Area.
- Participate in regional CCC Basic Skills Initiative workshop September 14, Monterey Peninsula College
- Solicit feedback on revised proposal on-campus: discussion forums, students groups, counselors, faculty, instructional and student services staff
- Ongoing research and design, including self-study campus survey.

Spring 2008:

- Spring Flex: ON-COURSE workshop at Cabrillo Wed/Thurs for 50 faculty and staff members.
- February meeting of campus-wide stakeholders, including report back from self-study survey and research.
- Continued faculty development.
- Continued allocation of tutoring and instructional materials one-time funding.
- Submission of action plan to CCC Chancellor's office.
- Follow up on grants and other funding proposals and requests. [*provide input/draft elements of Title V grant.*]
- Begin to design specifics of Program design: staffing, space needs, and budget.

Fall 2008-Spring 2009:

- Twelve Cabrillo College faculty attended the Digital Bridge Academy Faculty Experiential Learning Program (Summer 2008)
- Fall Flex: On Course I workshop at Cabrillo for twenty faculty and staff members.
- Fifteen Cabrillo College faculty attend the Digital Bridge Academy Faculty Experiential Learning Program (Winter 2009)
- Hone design details of the Program infrastructure, including staffing and job descriptions.
- Continue to pursue grant funding (Title V, TRIO)
- Working in consultation with the campus Planning and Research and Information Technology offices, develop a student application form and an initial research plan.
- Design and pilot a high-engagement student recruitment, enrollment, and support system that will guide students into Program courses and programs and towards their academic goals at Cabrillo for Fall 2009 enrollment.
- Design an enrollment application and outcomes-based research framework with PRO for the Fall 2009 enrollment.
- Include a reference to Program/Center and identified courses in the spring, 2008, fall 2009, and spring 2010 class schedules and catalog
- Research and contact community health, social, transportation, childcare, counseling services and coordinate for student referrals
- Move into/arrange physical space.
- Research and contact community health, social, transportation, childcare, counseling services and coordinate for student referrals.
- Plan opening events and activities for opening semester.
- Communicate with faculty in supporting course-related activities and student needs.

- Develop new learning communities and cohorts for 2009-2010.

Fall 2009-2010, 2010-2011, and 2011-2012

- Fifteen Cabrillo College faculty to attend the Digital Bridge Academy Faculty Experiential Learning Program (each Summer 2009, 2010 and 2011).
- Expand Learning Communities.
- Move into new space & order equipment, furniture, etc. for Program office and classroom spaces.
- Identify/hire ACES administrative and budget support staff.
- Design student mentor program.
- Monitor, assess, and adjust design and infrastructure of the Program.
- Evaluate sustainability of the Program in relation to grant funding.
- Evaluate success and retention of students, effectiveness of Program services and courses.