

How Effective is the ACE Model?



Longitudinal Evaluation



Educational Outcomes of the Academy for College Excellence: Findings from a Multivariate Analysis

Jenkins, D., Hayward, C. (2009)

Compared educational outcomes of the first nine cohorts of ACE (DBA) students with over 11,500 students at Cabrillo who did not participate in the program. This study found significant positive effects for participation in both the accelerated and non-accelerated versions of the ACE (DBA).

Columbia University Community College Research Center

Funded by The James Irvine Foundation and The William and Flora Hewlett Foundation

Demographics of Comparison Groups

	Assessment Cohort	Basic Skills	ACE	Accelerated ACE
N	11578	7336	208	66
Low Income Zip	27%	36%	87%	85%
Latino	32%	44%	83%	83%
Female	50%	49%	49%	53%
ESL Student	4%	6%	7%	8%
Prior College Credits	18	16	6	11
Mean Age	21	21	23	23
No HS Diploma	12%	13%	21%	15%

Source: Jenkins, Davis, Zeidenberg, Matthew, and Wachen, John, "Educational Outcomes of Cabrillo College's Digital Bridge Academy*": Findings from a Multivariate Analysis," Community College Research Center, Teacher's College, Columbia University, 2009.

*At the time of this study, ACE was called Digital Bridge Academy

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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

Source: Jenkins, Davis, Zeidenberg, Matthew, and Wachen, John, "Educational Outcomes of Cabrillo College's Digital Bridge Academy*: Findings from a Multivariate Analysis," Community College Research Center, Teacher's College, Columbia University, 2009.

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Student Outcomes Analysis	Cabrillo College Comparison Group	Accelerated ACE Cohorts	Non-Accelerated ACE Cohorts
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%

Source: Jenkins, Davis, Zeidenberg, Matthew, and Wachen, John, "Educational Outcomes of Cabrillo College's Digital Bridge Academy*: Findings from a Multivariate Analysis," Community College Research Center, Teacher's College, Columbia University, 2009.

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Student Outcomes Analysis	Cabrillo College Comparison Group	Accelerated ACE Cohorts	Non-Accelerated ACE Cohorts
Chance of Passing 1 Level Below Transfer English	29%	71%	26%
Passing Transfer-Level English	37%	68%	31%

Source: Jenkins, Davis, Zeidenberg, Matthew, and Wachen, John, "Educational Outcomes of Cabrillo College's Digital Bridge Academy*: Findings from a Multivariate Analysis," Community College Research Center, Teacher's College, Columbia University, 2009.

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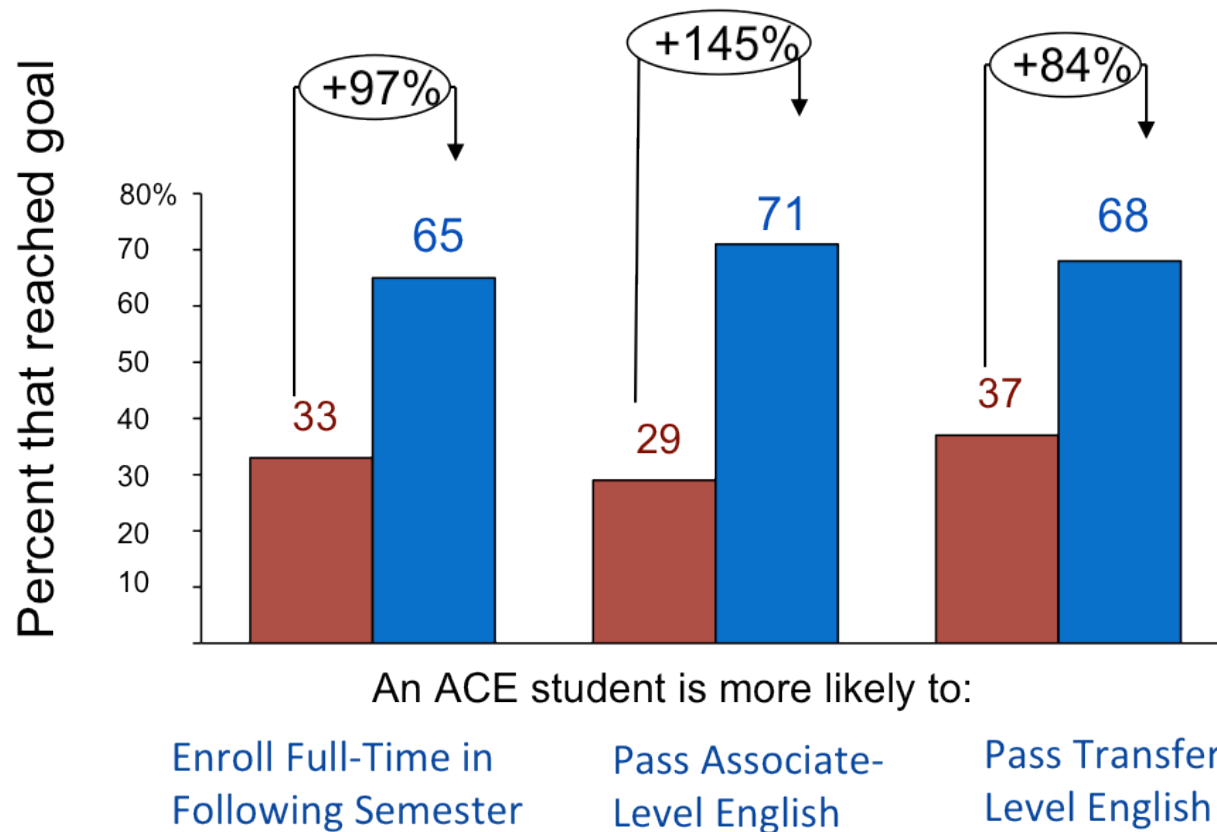
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Proven Success in Developmental Education

Columbia University Community College Research Center Summary of Outcomes



ACE Cohort Students

Cabrillo College Comparison Group



Source: Jenkins, Davis, Zeidenberg, Matthew, and Wachen, John, "Educational Outcomes of Cabrillo College's Digital Bridge Academy: Findings from a Multivariate Analysis," Community College Research Center, Teacher's College, Columbia University, 2009.

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



Columbia University Conclusion

“While participants in the non-accelerated version of the program generally had significantly better outcomes on most measures than did students who did not participate in ACE (DBA), the estimated effects for the accelerated version were in most cases higher...

“To the extent that colleges are seeking strategies for increasing the rate at which academically underprepared students complete “gatekeeper” courses such as college-level English and earn college credits, the accelerated version of the ACE program seems to hold particular promise...

“ACE students are very likely to be more at-risk than Cabrillo students with similar levels of academic preparation, although comparable risk statistics are not available for non-participating Cabrillo students. To the extent that the 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 ACE.**”