

<input type="checkbox"/>	Digital Bridge Academy -Accelerating Underprepared Students for College Success
<input type="checkbox"/>	
<input type="checkbox"/>	Grantmakers For Education Conference
<input type="checkbox"/>	
<input type="checkbox"/>	October 20, 2008
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	10/20/08

	<h2>Acceleration</h2>
	Full-time attendance
	Self-Knowledge
<input type="checkbox"/>	Behavioral learning
<input type="checkbox"/>	Culture of knowledge-work
<input type="checkbox"/>	Community
<input type="checkbox"/>	Academic abilities
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<h2 style="margin: 0;">Typical DBA Student</h2> <ul style="list-style-type: none"> ▪ 87% Latino and other minorities ▪ Ages: 17 – 63 years old ▪ 60% ESL backgrounds ▪ 53% from parents in migrant occupations □ ▪ 65% 1st in family to attend college □ □ ▪ 72% Two levels or more below transfer level in English & Reading <ul style="list-style-type: none"> □ • Two Levels Below in Reading □ • Two or more Levels Below in English ▪ 100% At-Risk; 50-83% High-Risk <p style="text-align: right; font-size: small;">Data summarizes Cohorts Fall 2003 thru Fall 2008 10/20/08</p>
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<h2 style="margin: 0;"><i>PTSD (Post Traumatic Stress Disorder)</i></h2> <ul style="list-style-type: none"> ▪ <i>Hyper-arousal,</i> ▪ <i>Loss of concentration,</i> □ ▪ <i>Emotional numbing,</i> □ ▪ <i>Intrusive thoughts,</i> □ ▪ <i>Immediate segue into bio-reaction on minor stimuli,</i> □ ▪ <i>Long term cellular changes from a highly traumatic single incident.</i> <p style="margin-top: 10px;"><i>Also adaptive but with long-term consequences – the message is: “Don’t EVER let this happen again!!!!!!!!”</i></p> <p style="text-align: right; font-size: x-small;">10/20/08</p>

Student Success Rate Comparison

When students enter the DBA program they assess at one, two or more levels below transfer course level (reading, writing, and math).

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- At Cabrillo College students who attempt a full-time semester (12+ credits), **and are not in the DBA**, succeed in completing the full-time semester at the following rates:
 - Two levels below transfer course level, ~32% success
 - One level below transfer course level, ~42% success

DBA students average full-time semester completion rate over 8 semesters is ~75%, which is double the college's rate.

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Independent Evaluation

National Science Foundation Evaluator Norena Badway's Study of Student Performance Outcomes

Analysis of student transcripts shows statistically significant improvement for Cohorts A and B

- 27 of the 48 DBA students attended Cabrillo College before joining the DBA semester
- Comparison of pre-Bridge Semester college performance to post-Bridge Semester performance
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- Outcome improvement following first DBA semester:
 - **Grade Point Average improvement – 1.7 to 3.0**
 - **Retention (Units Completed) improvement per semester – 5.8 to 10.2**
 - **Progress/Self-Efficacy (Letter Grade) improvement – 2.8 to 8.1**
 - **Persistence improvement – .28 to .51**
 - Ratio of number of terms students attempted coursework / number of consecutive terms

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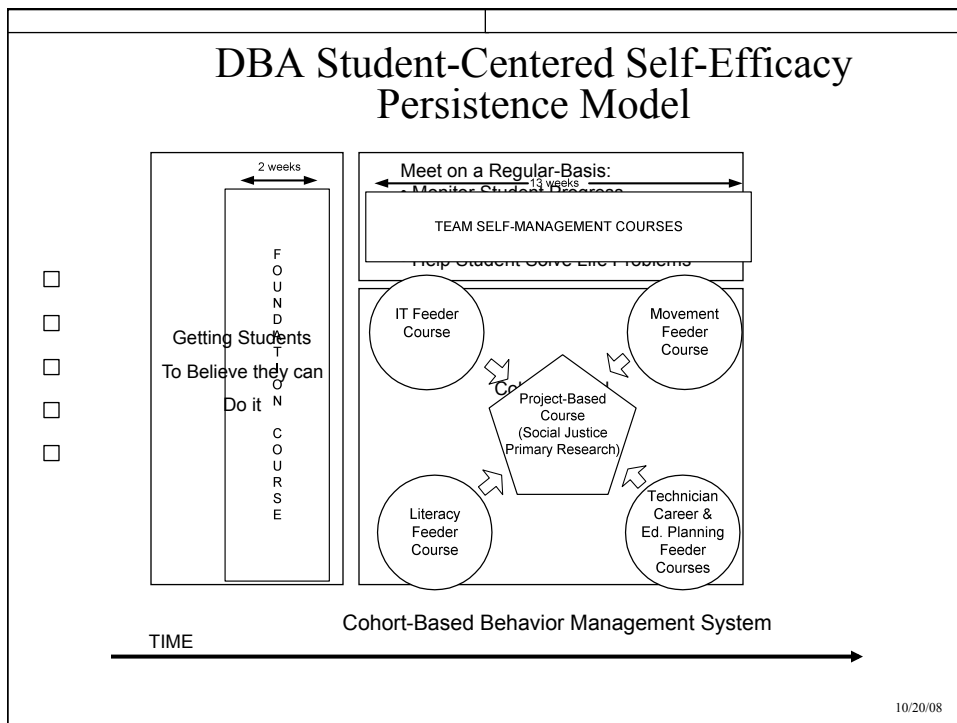
DBA Student-Centered Approach

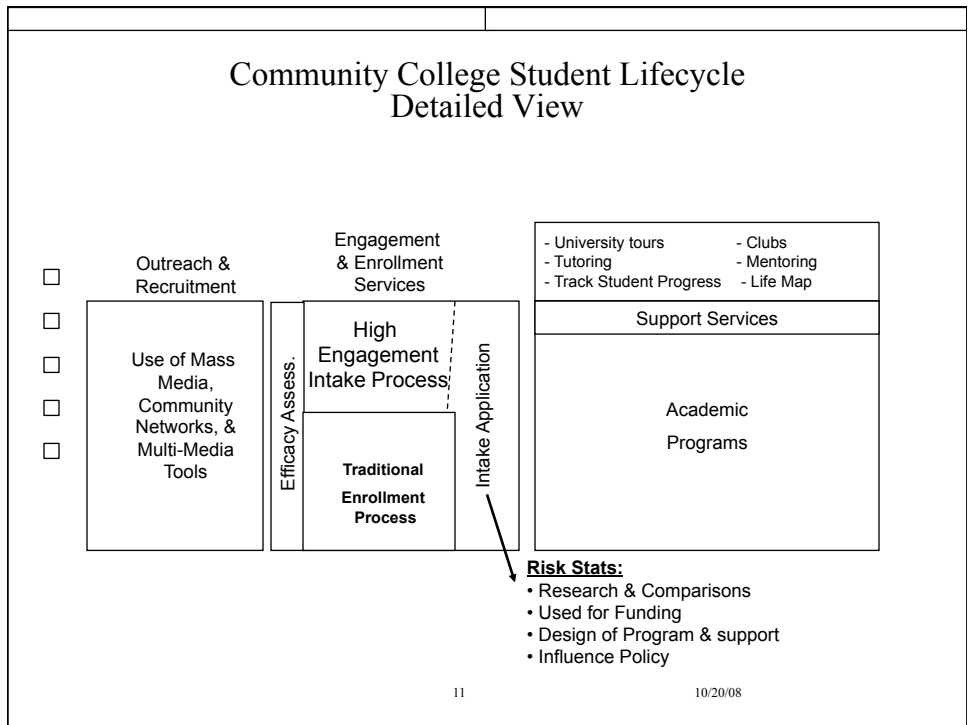
Intentional creation of cohort community
 High expectations – AA degree-level courses & 16.5 credit

- Acceleration through Survey Research on Community Issues
- Development of knowledge work skills
- Career and Education Planning
- Sustainable Approach
 - Use of student cohort as support structure
 - Classroom embedded support model
 - Behavior system

Theory-Based and Research Data Driven

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Piloted Dissemination of DBA Curriculum

Trained 100+ faculty from 20+ community colleges – Last three summers (Community College’s serving inner city Oakland, San Jose, Hartnell)

Evaluator’s findings:

- **Other Faculty Can Successfully Teach the Foundation Course**
- **Curriculum designed to serve a variety of students, including age, skill, and gender diversity in the classroom**
- **Curriculum was effective with students of all ethnicities (White, Latino, African-American, Asian) and in urban and suburban areas**
 - *“This went from good to great. You could not convince me that this would not work in other parts of the country.”* (Faculty trainee).

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Three Prong Replication Strategy

Meets Faculty Needs

- Strong interest in re-connecting with students
- Want to learn about experiential / project-based curriculum approaches

Returning to why they decided to teach at the community college

Meets Administrators Needs

- Low-cost & sustainable model for meeting needs of under-prepared and at-risk students
- Builds leadership capacity in institution
- Provides Institutional Research framework

Replication Capacity: Tools, Services, Support

- Sample curricula kits,
- Institutes & Workshops for Faculty & Administrators plus Mentoring
- Work Systems - Outreach & Enrollment, Scheduling
- Web-based Information Technology Infrastructure – Self-Efficacy Assessment, Application

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DBA Replication Capacity

	<u>Faculty</u>	<u>Administrator</u>	<u>College Infrastructure</u>
<input type="checkbox"/> Curriculum	✓	✓	
<input type="checkbox"/> Institutes & Workshops	✓	✓	
<input type="checkbox"/> Collaboration Support	✓	✓	
<input type="checkbox"/> Support Services	✓	✓	
<input type="checkbox"/> IT System	✓	✓	✓
Outreach & Enrollment		✓	✓
Scheduling Solutions		✓	✓

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