



Achieving College Success (ACS) Learning Community at Skyline College

Mission Statement of ACS: We believe in a holistic approach to education, fostering academic excellence and success with a strong social component. Our mission is to improve beginning college experiences through academic achievement and creating a sense of community and connectedness to college; to increase student success and retention rates; and to provide a foundation upon which future academic and career goals are built.

ACS Student Learning Outcomes (SLOs):

Students will be able to...

- demonstrate a sense of what college requires
- be able to assess college responsibilities and make informed choices contributing to their college success
- apply the academic skills learned to their other courses
- identify specific career goals
- establish a connection with campus and community members and resources

ACS Program Objectives:

The ACS Program will...

- provide academic, personal, and professional assessment and direction
- provide a campus-wide climate of a 'students first' philosophy
- foster a positive student-faculty academic relationship
- provide a connection between students, campus, and community that fosters a sense of social responsibility
- collect data to follow retention and success rates and administer pre and post surveys to ACS students

STEP 1: ORIENTATION

Take Orientation course—[Career 410](#)
0.5 CR/NC free course, meets 8 hours

STEP 2: LEARNING COMMUNITY (launch date: Fall 2009)

Join a ACS learning community with a linked English and Counseling 100 class that best suits each student's academic needs and placement:

English 100: College Composition *AND* Counseling 100: College Success

English 846: Reading & Writing Connections *AND* Counseling 100: College Success

English 826: Basic Writing Skills *AND* Counseling 100: College Success

One class offering:

English 826: Basic Writing Skills *AND* Counseling 100: College Success
AND P.E. Class: Fitness and Wellness

English instructor and counselor meet one hour per week and receive an hourly special rate stipend for meeting time.

Required component of ACS Learning Communities:

Module in ACS English class: Campus Community Involvement Pod (CCI Pod)

At least one writing project will center on a campus/community project with the focus being on making local connections in the Bay Area. Proposed topics:

- (1) SUSTAINABLE LIVING: going green, environmental issues, recycling
- (2) ISSUES OF POVERTY: Feeding the community, homelessness
- (3) PUBLIC SAFETY: crime, personal safety, rape crisis
- (4) PERSONAL HEALTH AND WELLNESS: medical insurance, public health, inequalities in healthcare
- (5) CIVIL ENGAGEMENT: giving back, volunteering
- (6) CROSS-CULTURAL AWARENESS: connecting to local diverse groups and communities
- (7) GLOBALIZATION: local sweatshops, maquiladoras, food prices, act locally-think globally
- (8) POLITICAL INVOLVEMENT: connecting with local representatives/groups, being informed participants in democracy

Each English course will distribute the free report titled "Indicators for a Sustainable San Mateo County"

<http://www.sustainablesanmateo.org/> advocate@sustainablesanmateo.org 650-638-2323

Other possible components of ACS Learning Communities:

* Peer mentoring: working with Honors Transfer Program to facilitate the honors students working with/mentoring the ACS students as part of the honor's 16 hours of community service requirement.

* Possibly in the future: linked themes and/or selected reading in ACS English courses

* Lecture series for all ACS students in main theatre with inspiring speakers on relevant topics (could be connected with Campus-Community aspect of the program).

STEP 3: COUNSELING

* Counseling 100 instructor and English instructors also work together on Early Alert system for the students in the ACS learning communities. Employ a case management approach and follow up with students who are falling behind. When counseling hires a "Retention Counselor," connect this counselor with at risk ACS students as well.

* Continuity of Counseling—in last third of the semester: SEP update and academic progress check-in with Counseling 100 instructor. English teachers can also incorporate the SEP in their assignments.

* Counselor and English instructor meet 1 hour per week to discuss students, correlate assignments, etc.