

PROGRAM:

Academic Summer Academies at Columbia Basin College (CBC)

OBJECTIVES:

Connect secondary students with higher education, while providing them academic support which will help prepare them for college admittance.

LOCATION:

College Campus

DESCRIPTION:

Need Was Identified: Fall of 2008, 26% of Columbia Basin College's (CBC) student population was made up of students of Hispanic origin. Additionally, the Pasco School District has had the highest percentage of Hispanic students among the region. Also, the Washington Assessment of Student Learning (WASL) 2008 score results for Pasco High's 10th grade students indicated that only 30.7% of students passed Math and 25.4% of students passed Science. This served as an indication that many students who wish to attend college will be under prepared.

Solution Was Identified: In 2002, the University of California education system began providing Summer Algebra Academies in rural and remote areas resulting in the significant increase of students academic achievement patterns in both algebra and geometry. CBC utilized this model and expanded it into an Academic Summer Academies program for middle and high school students. These academies were intended to support schools by providing students an opportunity to improve their academic skills in Science, Technology, Engineering & Mathematics (STEM), as well as expose them to other disciplines such as English and Art. The academies were conducted at CBC, in Pasco, and led by a staff or faculty member of the college.

Academic Summer Academies not only helped improve student success in middle and high school, but also served as a first step towards making college a realistic possibility for many students by bringing them to a college campus, refining their academic skills during the summer, and exposing them to what higher education represents.

College faculty and staff, who wished to lead an Academic Academy, submitted a budget proposal and academy description. Once all proposals were submitted, each proposal was evaluated and ranked based on: 1) the subject meeting the preferred discipline focus, 2) the anticipated community demand for each academy, and 3) the cost.

Academies were provided half-day, four times a week, during the last two weeks of June.

In the past, Academic Summer Academies included:

Art and Art Appreciation Across Cultures

Students were introduced to art history and art appreciation, then applied their new knowledge to their own art projects. There was a focus on the tradition of telling stories through art. Projects included creating a comic and an altered book sculpture, using a variety of materials and techniques.

Centro Bilingüe: Bilingual (Spanish/English)

Assisted students to be more successful in the diverse world in which we live and designed to teach the Spanish language and culture through fun and interactive methods.

Creative Writing Academy

Assisted students to develop an understanding and appreciation of literary writing. They read short works by writers representing a variety of cultural, ethnic, and racial backgrounds.

*Math/Science Academy**

Students discovered cool things about science, help run awesome experiments, and explore the world of engineering and mathematics emphasizing on fun activities.

Monkeys, Bones, and Genes: Biological Anthropology Laboratory

Middle-school students were introduced to the basic concepts of biological anthropology. Students were also introduced to: the concept of genes and genetic functions, different kinds of living primates, primate skeletons, and fossils associated with Homo sapiens. This was a hands-on and interactive, where students had the opportunity, through exercises and physical specimens, to see what biological anthropologists do.

Health Science Academy

Middle school students were exposed to various health care careers and skills through tours, hands-on activities, demonstrations, games, online career exploration, and guest speakers.

IMPLEMENTATION TIMELINE:

PREPARATION ACTIVITIES:

- In January or February, assign an Academic Summer Academy Coordinator.
- Distribute notices to college staff and announcing employment opportunity.
- Select academy instructors.
- Reserve rooms needed to accommodate instructors and other academy needs.
- Assign staff to provide support during academy and purchase supplies needed.

FOLLOW-UP ACTIVITIES:

- Program evaluation and reporting of results.

COSTS OR COST CONSIDERATIONS:

Academy Coordinator; Academy instructors and staff
Supplies; Any special facility needs or technical needs

CONTACT INFORMATION:

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RESOURCES:

Centro Bilingüe – Summer Academy at CBC