Program-Level SLOs for *Achieving College Excellence (ACE)*

Achieving College Excellence (ACE) **Mission Statement:**

The mission of the *Achieving College Excellence (ACE)* program is to improve access and success for first-year Latino students and others who enter Glendale Community College underprepared for college-level work.

Program Goals and Outcomes:

ACE Program Goals	*Performance Outcomes*	*Assessment Method*	*Schedule*
Students engage in the learning process and develop the know-how and motivation to continue their college education	*ACE* students participate in counseling, tutoring, and student service programs designed to inform them about educational opportunities, improve retention, and enhance academic success	Measure utilization of tutoring, counseling, and student service programs designed to promote retention and academic success; compare to utilization statistics for previous *ACE* cohorts to assess progress toward goal of increasing utilization	End of term
	ACE students exhibit a high level of student engagement	Measure student engagement by means of a survey during summer bridge program; compare to scores from previous summers	Summer (before college)
		Measure engagement of *ACE* students through *Community College Survey of Student Engagement (CCSSE)*; compare to *CCSSE* scores for entire GCC student body	Spring semester
	ACE students report that participation in *ACE* has positively affected their adjustment to college and their learning	Measure students' perception of the motivational and learning impacts of *ACE* through brief survey administered after students' first full year at GCC	Summer (after one year in *ACE*)
	All *ACE* students complete Student Development 100 or 101 during their first year	Measure percentage of ACE students successfully completing Student Development during first year; compare to previous *ACE* cohorts to assess progress toward goal of 100% completion	End of term

Students prepare for success in college-level math and English courses	*ACE* students demonstrate knowledge and skills required for entry into college-level courses in math and English	Measure completion rates in *ACE* developmental math and English courses; compare to rates for non-*ACE* sections	End of term
Students develop critical thinking, information competency, and self-efficacy	*ACE* students score higher on assessments of critical thinking, information competency, and self-efficacy than comparable non-*ACE* students	Compile data from assessments by professors teaching core courses for both *ACE* and non-*ACE* students	End of term
Students complete the requirements for transfer to a four-year university	*ACE* students show progress toward transfer-ready status at a higher rate than comparable non-*ACE* students	Measure retention rate, units completed, transferable units completed, transfer preparedness, and transfer readiness for *ACE* students; compare to similar non-*ACE* students	End of term