

Program Review - Academic - American College English Latest Version

Overview

Program Review - Collaborators : Version by Babayan, Diana on 01/11/2020 04:07

Collaborators
Diana Babayan

Program Review Overview - Organizational Chart : Version by Babayan, Diana on 01/11/2020 04:07

Please insert the organizational chart for this program or service area.

See AHSS Division Org chart. I do not see a reason to reproduce here what is easily available elsewhere.

Program Review Overview - Award Programs : Version by Babayan, Diana on 01/11/2020 04:07

Effective Fall 2019, ACE students can now earn a Certificate of Achievement which enables them to document a high-intermediate level of English language fluency.

Award Programs
American College English/ESL, CA

Program Review Overview - Course Offerings: Unique Courses : Version by Babayan, Diana on 01/11/2020 04:07

ACE has six courses. The core courses are 052, 102 and 116; the others are optional but strongly advised.

ACE 052 + 053

ACE 102 + 093

ACE 116

ACE N81

Unique Courses in 2014-2015	Unique Courses in 2015-2016	Unique Courses in 2016-2017	Unique Courses in 2017-2018
6	6	6	6
			2018-2019 = 6

Program Review Overview - Course Offerings - Number of Sections Offered : Version by Babayan, Diana on 01/11/2020 04:07

Number of Sections Offered	2014-2015	2015-2016	2016-2017	2017-2018
	6	6	8	10
				2018-2019 = 11

Program Review Overview - Course Offerings - Total Enrollment : Version by Babayan, Diana on 01/11/2020 04:07

Total Enrollment (Seats Filled)	2014-2015	2015-2016	2016-2017	2017-2018
These numbers are totaled from the Success/Retention data, not from the Enrollment section because that section does not include International student or nonresident enrollments.	144	117	151	143
				2018-2019 = 185

Program Review Overview - Course Offerings - Students per Offered Section : Version by Babayan, Diana on 01/11/2020 04:07

Students per Section	2014-2015	2015-2016	2016-2017	2017-2018
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Students per Section	2014-2015	2015-2016	2016-2017	2017-2018
Credit ACE--These are from the Success/Retention section for the same reason indicated above.	052/053 not offered; 093 = 22, 16; 102 = 27, 25; 116 = 33, 21	052 = 18, 0; 053 = 17, 0; 093 = 0, 15; 102 = 0, 23; 116 = 25, 19	052 = 14, 0; 053 = 11, 0; 093 = 14, 20; 102 = 21, 21; 116 = 22 28	052 = 15, 12; 053 = 13, 12; 093 = 15, 7; 102 = 17, 16; 116 = 20, 16
Noncredit ESL				2018-2019: 052 = 19, 9; 053 = 18, 0; 093 = 15, 13; 102 = 19, 28; 116 = 22, 19; N81 = 13, 10

Program Review Overview - Faculty Workload LHE : Version by Babayan, Diana on 01/11/2020 04:07

I have no idea if the numbers above are the ones you want. My notes from one of the training sessions in December indicated that for this section, you wanted the numbers for 2018-2019 only.

Full-time LHE #	Full-time LHE %	Part-time LHE #	Part-time LHE %	Overload LHE #	Overload LHE %	Total LHE #	Total LHE %
30	62.24%	12	24.90%	6.2	12.86%	48.2	100%
All numbers are from 2018-2019.							

Program Review Overview - Faculty Workload Faculty Headcount : Version by Babayan, Diana on 01/11/2020 04:07

ACE has one full-time faculty member plus 3 adjunct in fall 2019 and 2 adjunct in spring 2020. With the implementation of AB 705, the full-timer has decided to delay retirement until the testing/placement of ESL students is determined. At some point, however, said retirement WILL occur and prior to that, ACE will request a tenure-track replacement position.

Full-time Faculty Headcount	Part-time Faculty Headcount	Overload Faculty Headcount	Total Faculty Headcount
1	2	1	2

Program Review Overview - Faculty Workload LHE per Faculty : Version by Babayan, Diana on 01/11/2020 04:07

Because these data are related to the enrollment numbers (which exclude international and nonresident students) and not to the success/retention numbers, there are probably several inaccuracies in the above, but it is copied exactly from the data provided by the Office of Institutional Effectiveness.

It is also important to understand that, except for ACE 116, all of our courses are combined with noncredit courses, which means we serve more students than these numbers show. Each noncredit co-enrolled course has a history of enrolling at least 5, usually between 8-10, and in a couple of cases, 13 to 18 students. (This latter occurred as a result of a glitch in how noncredit registrations were limited and monitored. Datatel kept resetting the class limit to 999. By the time we caught this, students had already enrolled, and it would not have been productive to tell the later registrants that they could not attend because of a computer error.)

Full-time LHE per Faculty	Part-time LHE per Faculty	Overload LHE per Faculty	Total LHE per Faculty
30.0 (2018-2019)	12.2 (2018-2019)	6.2 (2018-2019)	16.07 (2018-2019)
30.0 (2017-2018)	6.00 (2017-2018)	6.00 (2017-2018)	21.00 (2017-2018)
28.4 (2016-2017)	4.0 (2016-2017)	4.10 (2016-2017)	18.25 (2016-2017)
24.8 (2015-2016)	X	3.5 (2015-2016)	28.3 (2015-2016)
22.0 (2014-2015)	X	6.9 (2014-2015)	28.9 (2014-2015)

Program Review Overview - Faculty Workload FTEF (LHE/30) : Version by Babayan, Diana on 01/11/2020 04:07

Same note as above.

Full-time FTEF	Part-time FTEF	Overload FTEF	Total FTEF
1.00 (2018-2019)	0.40 (2018-2019)	0.21 (2018-2019)	1.61 (2018-2019)
1.00 (2017-2018)	0.20 (2017-2018)	0.20 (2017-2018)	1.40 (2017-2018)
0.95 (2016-2017)	0.13 (2016-2017)	0.14 (2016-2017)	1.22 (2016-2017)
0.83 (2015-2016)	X	0.12 (2015-2016)	0.94 (2015-2016)
0.73 (2014-2015)	X	0.23 (2014 -2015)	0.96 (2014-2015)

Program Review Overview - Faculty Workload FTES and Efficiency : Version by Babayan, Diana on 01/11/2020 04:07

It is not likely that we can accurately offer any analysis here because the data do not include the bulk of the ACE student population, which is international and nonresident students. Additionally, because we co-enroll with several noncredit sections, I know that the numbers above do not reflect ACE + ESL efficiency.

Total FTES	Overall Efficiency (FTES/FTEF)
10.02 (2018-2019)	6.24 (2018-2019)
12.52 (2017-2018)	8.94 (2017-2018)
14.45 (2016-2017)	11.88 (2016-2017)
9.48 (2015-2016)	10.05 (2015-2016)
15.05 (2014-2015)	15.63 (2014-2015)

Goals and Objectives

Program Review Goals & Objectives - Process and Mission Statement Alignment : Version by Babayan, Diana on 01/11/2020 04:07

What processes does your program/service area follow to create, evaluate, and update annual plan goals?

The department chair reviews the ACE APR and SLO assessment information to determine which DPP goals need to be revised, which have been achieved, and what needs to be added to or removed from the document. The chair then sends the document to department members for review and revision. ACE has been predominantly a one-person department because the two faculty who were full-time members were fully released to be Academic Success Center coordinators or to work with Title III or Title V grants. Both of these faculty retired several years ago, the last in December 2015. For the past five years, all ACE faculty have reviewed the DPP goals and activities at department meetings, and all are welcome to offer ideas and comments.

How is SCC's mission statement (<https://www.sccollege.edu/About/Pages/CollegeMissionStatement.aspx>) reflected in your goals?

Our department's mission and vision statements and supporting goals clearly reflect the college mission statement. ACE provides an "effective, challenging and vibrant curriculum aimed at developing the English skills necessary for academic success and personal fulfillment" and "The courses in the ACE department develop greater fluency in English as a second language so that [students] can succeed in their academic, career and personal pursuits."

The ACE DPP contains 4 goals:

1. Increase student success in ACE courses.
2. Examine placement and pathway options.
3. Market the ACE program and department.
4. Strengthen faculty development [in ACE].

Of particular note this year (2019-2020), ACE now offers a Certificate of Achievement, which reflects a student's demonstration of high-intermediate English language fluency.

College Mission Statement

Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth. Our purpose is to foster student success and to help students achieve these core outcomes: to learn, to act, to communicate and to think critically. We are committed to maintaining standards of excellence and providing the following to our diverse community: courses, certificates, and degrees that are accessible, applicable, and engaging.
(Approved by RSCCD Board of Trustees, 12-04-17)

Program Review Goals & Objectives - Annual Plan Goals Not Aligned with EMP Goals : Version by Babayan, Diana on 01/11/2020 04:07

Annual Plan Goal
Each ACE goal aligns with one or more of the EMP goals.

Data Analysis

Program Review Data Analysis - 1 to 4 : Version by Babayan, Diana on 01/11/2020 04:07

What is the successful course completion rate (grades of A, B, C, Credit or Pass) for courses within the program and how does this compare to the institution-set standard for successful course completion of 63%?

Success rates in the ACE courses have risen from **66.7%** in 2014-2015 to **78.9%** in 2018-2019--well above the SCC standard of 63%.

What is the successful course completion rate in basic skills courses (grades of A, B, C, Credit or Pass) within the program?

ACE has only one course which has been coded as basic skills, ACE N81, Improving Pronunciation. It had not been offered regularly due to low enrollment, but we offered it in 2018-2019: Success rate was 91%.

What is the course retention rate (any grade except W) for courses within the program?

Retention rates in ACE are amazing: from **84%** in 2014-2015 with steady overall improvement to **92.4%** in 2018-2019.

What is the course retention rate in basic skills courses (any grade except W) within the program?

The ACE N81 had **100%** retention in 2018-2019--the first semester it had been offered in several years.

Program Review Data Analysis - 5 : Version by Babayan, Diana on 01/11/2020 04:07

The ACE Certificate of Achievement became effective in Fall 2019; therefore, it has not yet been awarded to any students.

Number of Awards in the Following Programs:	2014-2015	2015-2016	2016-2017	2017-2018

Program Review Data Analysis - 6 to 13 : Version by Babayan, Diana on 01/11/2020 04:07

Are there any patterns, trends, or anomalies in the Student Demographic Data (Ethnicity, Age, Gender, Veteran Status, etc.)?

Three significant changes appear in the data:

- Gender:** There has been a 20% decrease in the number of female students since 2014-2015 and a corresponding increase of a little over 15% in the number of male students. Also of note is that 3.3% of ACE students marked "Unknown," something that would never have occurred among ESL students years ago and which we view as healthy self-awareness and perhaps access to freedoms afforded some students here, which they might not enjoy in their native countries, where disclosure in some of these categories can lead to prison or death sentences.
- Age:** In the same span of time, ACE has seen a nearly 15% increase in the number of younger students, 18-21 and a notable decrease in the 30-39 age group from 17.6% to only 5.1%.
- Ethnicity:** In 2014-2015, ACE had the same ratio of Asian and Latino students, 32.2%. In 2018-2019, the number of Asian students grew to 52.2%--a full 20 percentage point increase. The number of Multi-ethnic students decreased from a high of 27% in 2016-2017 to an all-time low of 5.4% in 2018-2019. Students from the Middle East often identify as Multi-ethnic or White. Most of these changes are due to the growth of our international student population, most of whom come from China.

Labor market trends and needs: Review the labor market data on the [California Employment Development Department \(http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011\)](http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011) website for jobs related to your program.

- What occupations are related to your program?
- What are the occupational projections for employment?
- How do these projections affect planning for your program?

The focus of the ACE program is English language fluency, particularly in production skills of writing and speaking. As such, the program relates to all occupations which require the use of English in some way, and there are obviously no specific occupational projections.

Please provide comment on the rates of progress through the basic skills course sequence within your program using the California Community College Chancellor's Office Data Mart [Basic Skills Progress Tracker \(http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx\)](http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx).

ACE has only one course which is coded as basic skills (N81), so it makes more sense to use the Student Success Scorecard data, although that, too, is not an accurate picture of overall ACE student success. It does, however, show that ACE student success in Freshman Composition is on par with or a bit better than its Orange County credit ESL counterparts. These are the 2018 "scores":

- | | |
|------------------|-------|
| 1. SCC (ACE) | 48.8% |
| 2. SAC (EMLS) | 34.1% |
| 3. Irvine Valley | 23.6% |
| 4. Saddleback | 17.6% |
| 5. Orange Coast | 45.4% |
| 6. Coastline | 24.6% |
| 7. Golden West | 28.4% |
| 8. Fullerton | 50.7% |
| 9. Cypress | 59.1% |

Please provide comment on student survey results administered by the program, if any.

In spring 2018, we asked students to evaluate the following aspects of their ACE experience:

- overall satisfaction with their experiences in the program (average 95% = very satisfied or satisfied)
- whether they feel that their writing skills have improved (average 87% = strong or satisfactory improvement)
- whether they feel that their speaking skills have improved (average 83% = strong or satisfactory improvement)
- whether they feel that their understanding of and control of grammar have improved (average = 96% strong or satisfactory improvement)

Many of the comments students made indicated that they felt they had not put in as much effort or time as they should have, and as a result, their grades were not what they had hoped. Nonetheless, they still felt like they learned a lot and made notable progress.

Please provide comment on program exit exams or other assessments of graduating students, if any.

No exit exams or other end-of-program assessments are given. However, with the new ACE Certificate, we will ask recipients to evaluate their progress and experiences in the program. Please provide the number of students who take and pass external license examinations, if relevant to the program.

Not applicable.

Please provide data on former students' post-SCC experiences (e.g. transfer success, career advances, post-graduation surveys), if any.

No data available.

Please provide data pertaining to the instruction or delivery of service, if any.

I have no idea what this question is requesting.

Outcomes Assessment

Program Review Outcomes Assessment - Course and Section Count : Version by Babayan, Diana on 01/11/2020 04:07

Courses	Section Count
ACE052 - Expanding Academic Writing and Reading	2
ACE052 - Expanding Academic Writing and Reading	1
ACE053 - Expanding Academic Speaking Skills	2
ACE093 - Refining Academic Speaking Skills	2
ACE093 - Refining Academic Speaking Skills	1
ACE102 - Refining Academic Writing and Reading	2
ACE102 - Refining Academic Writing and Reading	1
ACE116 - Introduction to Academic Composition	2
ACE116 - Introduction to Academic Composition	1

Courses	Section Count
ACEN81 - Improving Pronunciation	1
ACEN81 - Improving Pronunciation	1
Not sure why the section count is so low--you can see from the data above that we have offered far more than these numbers indicate.	

Program Review Outcomes Assessment - CSLOs : Version by Babayan, Diana on 01/11/2020 04:07

Student Learning Outcomes	CSLO Count	CSLOs Measured
ACE052 - Expanding Academic Writing and Reading		
Demonstrate reading comprehension skills at an intermediate level.		
Demonstrate increasing fluency in academic writing which includes control of basic English grammar, mechanics, sentence combining strategies and vocabulary typical at an intermediate level.		
ACE093 - Refining Academic Speaking Skills		
Demonstrate listening comprehension skills at a high intermediate level.		
Demonstrate speaking skills which include control of English pronunciation, grammar and vocabulary.		
ACE102 - Refining Academic Writing and Reading		
Demonstrate the ability to summarize reading passages accurately, using correct source information, word forms and targeted vocabulary.		
Express a main idea, develop it effectively and control grammar and mechanics.		
ACE116 - Introduction to Academic Composition		
Demonstrate control of targeted concepts in grammar, punctuation and mechanics.		
Create short essays which develop a main idea through relevant, effective and sufficient support.		
ACEN81 - Improving Pronunciation		
Recognize, describe and correctly produce patterns of American English words stress and sentence-level intonation.		
Demonstrate achievement of their specific targeted pronunciation and spelling goals.		

Program Review Outcomes Assessment - PSLOs : Version by Babayan, Diana on 01/11/2020 04:07

Program Student Learning Outcomes	PSLO Count	PSLOs Measured
American College English*		
PSLO		

Program Review Outcomes Assessment - Assessment of CSLOs and PSLOs : Version by Babayan, Diana on 01/11/2020 04:07

How does the program/service area systematically assess student learning outcomes and/or service area outcomes using specific and measurable performance criteria?

We used to assess each outcome for each course every semester. However, because the results have been nearly the same each time, it now makes more sense to assess the outcomes just annually, except for ACE 116. Because some students placew directly nto this course, which is the capstone ACE course, they will not have been in earlier ACE courses, so we still assess the ACE 116 CSLOs each semester. Most of our other ACE students will spend two to three semesters in ACE, which means they will participate in the annual assessment at some point.

We use specific test questions where this makes sense, but for writing and speaking in particular, we use performance--final exam essays or presentations which are then scored against a rubric, which students receive prior to the assessment. Our baseline is 70% or C-.

What is your assessment cycle, how are assessments carried out, and who is involved in the assessment process?

The cycle is annual, except for ACE 116, as explained above.

Each instructor chooses the class session in which the assessment(s) will occur. At the beginning of the semester, instructors receive a list of three or four possible assessments they can use.

Upon review of *course student learning outcome assessment data*, give at least one specific example of:

1. A *course student learning outcome* which students have definitely met and why you think students were successful.
 2. A *course student learning outcome* which students have definitely **not** met and why you think students were unsuccessful. What changes have you considered making?
1. NOT MET: 2016-17 ACE 102: The SLO is to create an accurate summary of a short article, and 63% achieved the baseline of 65%. This was not met probably because 3 people were absent on the day of the assessment.
 2. MET: 2017-18 ACE 116: Essay--78% met the SLO. In the course survey, 78% marked "strong" or "very strong" improvement in their writing. This was a very energetic group of students who were focused and rarely missed class or lab. While many of them ended up with grades of C and several with D, they remained positive throughout the semester.

What changes has the program **already** made based on its assessment of *course student learning outcomes*? Give specific examples and describe how you know if the changes have increased success?

In several survey comment sections, students indicated that they felt too much time is spent in lab (3 hours per week with lecture another 3 hours). With this in mind, in the Fall 2019 curriculum actions, ACE chose to reduce lab by one hour and increase lecture by one hour. This raises the unit load from 4.0 to 4.5 and adds cost, but it is still less than what SAC and other colleges have chosen to do. This change impacts ACE 052, 102 and 116 and will be effective Fall 2020.

Upon review of *program student learning outcome assessment data*, what patterns, trends, or anomalies did your program identify?

The ACE PSLO will be evaluated for the first time in Spring 2020 now that we have a certificate.

Curriculum and Program Management

Program Review - Curriculum and Program Management : Version by Babayan, Diana on 01/11/2020 04:07

With **SCC's Mission Statement** in mind, explain how your program/service area meets the academic, developmental, and vocational needs of SCC's diverse student population?

College Mission Statement

Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth. Our purpose is to foster student success and to help students achieve these core outcomes: to learn, to act, to communicate and to think critically. We are committed to maintaining standards of excellence and providing the following to our diverse community: courses, certificates, and degrees that are accessible, applicable, and engaging.

INNOVATIVE: Compared to other colleges' ESL programs, ACE has always been quite lean in terms of the number of levels prior to English 101; in fact, it can be considered an accelerated program. Unlike many ESL programs, ACE also combines certain courses with our non-credit counterpart courses, offering the opportunity for students to take a non-credit ESL course side by side with ACE students on the SCC campus. This has been quite popular with non-credit students who live nearby. Other colleges have contacted us with questions about the logistics of combining credit and non-credit courses, so it seems we are meeting a need which is now being identified elsewhere. With the passage of AB 705 and as a way of creating a more equitable transfer opportunity for ACE students, the program plans to place its 100-level courses into the various transfer plans as language options, similar to Spanish, French, ASL, and so on. This is an outgrowth of the 2019 State Chancellor's office stating unequivocally that ESL is not remedial or basic skills; rather, it is foreign language instruction. A further example of innovation in ACE is that the program is considering creating a Freshman Composition ESL course--something which the State Chancellor's office has suggested and which other colleges have already or are currently in the process of implementing. Finally, the program now has a Certificate of Achievement in ESL--one of very few such awards statewide, effective Fall 2019.

FOSTER STUDENT SUCCESS: ACE courses are demanding and are not in any way remedial. The ACE 116 students who take English 101 have actually succeeded quite well, as the Scorecard data above indicate. Those data, however, do not tell the full story of ACE student success in Freshman Composition because the data track students who first enrolled in the lower levels of ACE, not the two most heavily enrolled levels, which are transfer levels (102 and 116). As a result, while our current "score" is shown as 48.8%, it should actually be higher because students who start the ACE program in these two levels are not included in the Scorecard data.

Everyone is concerned about how the new student placement protocols will impact student success. We do not know yet if the state will allow credit ESL programs to use placement tests; we have been told that guidance and decisions are forthcoming. This leaves us in limbo as to what registration, placement and student success will look like in Fall 2019. Additionally, ESL students have the right to place themselves directly into SCC's English 100 or 101 even if they are not prepared. The next couple of years may be a bit bumpy as we cope with late-arriving decisions from the state and students who will be fully aware of their options.

THE ILOs: ACE helps students meet the ILOs by preparing them to perform competitively in their general education courses, including English 101 and now English 100. ACE students engage in a variety of activities involving critical thinking at all levels, writing of various types but mostly related to general education topics, and individual work with instructors in the lab component of each core course. Our focus is on the production skills of writing and speaking so that students may more fully engage with others in classes and at work. Many of our noncredit students, who tend to be in the 30-50 age range, have strong reading and listening (reception skills) but come to ACE specifically to overcome the fear of conversing in English and the frustration of writing in this second language. In this pursuit, they are quite open about how much stronger they feel after their ACE experience has come to a close.

Does your program/service area offer sufficient courses, workshops or other services, with sufficient frequency, at appropriate times, and through appropriate delivery modes to meet the major requirements, transfer goals, and general education, co-curricular, and elective needs of the student body? If not, list what changes would help accomplish this. The situation has improved since our last APR. We have been able to rather consistently make our lowest level, ACE 052/053, each fall and spring for over a year now, due in large part to our dean's willingness to support it. Dean Vakil has also been supportive of allowing ACE classes to have the first two weeks to make, since many of our students arrive, place, and register quite late. We might need to add a section of ACE 102 because we have so much demand for its companion ESL course, ESL 601. Our students attend from 8:30 A.M. until 2:00 P.M., and this seems sufficient.

Based on trends we have seen and some of the changes wrought by AB 705 and the pathways initiative, we need to

1. develop the ESL pathway with noncredit to better clarify classroom, lab and section needs
2. make ACE 052 a transfer-level course (done at CIC in Dec. 2019)
3. add transfer-level ACE courses to the transfer plans to create more opportunities for ACE students
4. consider adding an ACE Freshman Composition course
5. consider adding DE addenda to ACE 052, 102 and 116 so that the lab portions can be done and managed online

Does your program/service area offer learning opportunities that extend beyond the traditional classroom experience?

Not in any programmatic fashion. However, students are encouraged to make use of the Writing Center and to attend events on campus such as music and theater performances, the reading and writing seminars in the Writing Center, speakers' presentations, etc. ACE students attended "Spring Awakening"; Jane Elliott, Tim Rice and Peggy McIntosh presentations; and have enjoyed various music, dance and athletic events.

How do program/service area faculty and/or staff **review the processes** it uses to manage the curriculum and program, including the process of introducing new courses and/or workshops and services, the process of conducting quadrennial reviews for instruction, and the process of creating new programs and services?

There is no real need to review the processes as they are determined by need and existing protocols for curriculum and budget request development. As long as we receive sufficient advance notice of needs, we are able to discuss within the department how to respond to issues and/or requests. Usually, however, the department chair ends up making the best determination possible with available information and within the established time frame. The processes in a one-person department, processes are quite easily managed.

How do program/service area faculty and/or staff coordinate activities with other college programs and services, including the Library? How do program/service area faculty and/or staff maintain their knowledge of other programs and services offered at SCC? If applicable, what contact does the program/service area have with outside advisory groups?

1. We coordinate with other college offices/services as necessary. For example, we have brought in speakers from the Career Counseling area to do presentations about their services. When we have struggling students, we refer them to the appropriate office(s) for assistance.
2. ACE 116 students become familiar with the library's services when they begin their research project; they particularly enjoy the "Help" videos on MLA format.
3. We are in constant contact with the International Student Office and share information with them about particular students who may be struggling and in need of additional support.
4. As ACE student edge closer to moving into ACE 116 and above, we strongly encourage them to meet with counselors regarding their Ed plans. In addition, we direct them to the Transfer Center for additional assistance.

In short, ACE faculty stay well informed of college services and offices and regularly advise students to take advantage of them.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

I reiterate numbers 1 through 5: Based on trends we have seen and some of the changes wrought by AB 705 and the pathways initiative, we need to

1. develop the ESL pathway with noncredit to better clarify classroom, lab and section needs
2. make ACE 052 a transfer-level course (done at CIC in Dec. 2019)
3. add transfer-level ACE courses to the transfer plans to create more equitable opportunities for ACE students
4. consider adding an ACE Freshman Composition course
5. consider adding DE addenda to ACE 052, 102 and 116 so that the lab portions can be done and managed online
6. finalize the guided self-placement protocol
7. with SAC, determine what (if any) placement tests SCC can use from the state's as-yet undetermined options (as of 1-9-2020)
8. approach CTE to discuss possible ESL needs of their students and determine future steps
9. modify ACE curricula to incorporate more explicit instruction in American and world cultures through significantly more specific reading activities (in order to achieve goal #3 in this list)
10. Expand the amount of speaking and writing which students engage in during class time

Resources

Program Review Resources - Facilities Exclusive to Program/Service Area : Version by Babayan, Diana on 01/11/2020

04:07

Classrooms	Labs	Offices	Storerooms	Conference Rooms
0	0	0	0	0

Program Review Resources - Facilities Shared with Other Programs/Service Areas : Version by Babayan, Diana on

01/11/2020 04:07

Nearly all ACE sections are scheduled for lecture in H-235 with their accompanying lab portions (if any) occur across the hall in H-229. Other departments also use the classroom, and the Modern Languages Department, of course, uses the lab, both H-229 and H-230. To avoid conflicts in lab usage between ACE and Modern Languages, ACE labs meet on Mondays and Tuesdays in the smaller side of the lab; most Languages and ASL labs are scheduled later in the week or in the larger side of the lab room space.

The department chair shares an office with a psychology faculty member.

Classrooms	Labs	Offices	Storerooms	Conference Rooms
1	1	1	0	0

Program Review Resources - Specialized Equipment and Resources : Version by Babayan, Diana on 01/11/2020 04:07

Software, CDs and DVDs in the ACE folder in the lab and on the instructor station in H-235. The CDs and DVDs accompany our texts; the software supports the grammar, speaking and pronunciation courses or portions of courses.

Equipment/Resource	Description
undefined	undefined

Program Review Resources - Funding Sources : Version by Babayan, Diana on 01/11/2020 04:07

ESL is a state-specified activity and funding area in both BSI and Student Equity, so when we have proposals that require funding, these are the two sources to which we would send funding requests. BSI has always been able to assist us; we have not made any requests to Student Equity yet and probably will not this year because all the funds in both have already been spent or earmarked, per announcements given in the first or second Student Success and Equity Committee and BSI Task Force meetings of Fall 2019.

Funding Source	Description
undefined	undefined

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How well do the facilities used by the program/service area meet its needs? Do facilities and equipment meet appropriate safety criteria?

The facilities which ACE uses meet the program's current needs and meet safety criteria.

How sufficient are the program/service area's equipment, supplies, and materials? Does the program/service area have a budget and timeline for the purchase of needed equipment and supplies?

Everything is sufficient. ACE does not have a budget. The timeline is the same for ACE as for all other AHSS departments.

How well do technology resources (i.e., computers, software, media and presentation equipment) meet the needs of the program/service area?

Once or twice a semester, we have difficulty accessing our programs in the language lab and on the instructor station in H-235, often because of an update or other action which IT has taken. We have sufficient numbers of student and instructor stations as long as our enrollments stay at 24 total. If this is the case, we "fit" perfectly into the H-229 side of the language lab. If we have more than 24 enrolled, we can use the H-230 side of the lab as long as there are no foreign language or ASL classes there for their own lab hours. ACE schedules its labs early in the week because ASL and Modern Languages prefers to hold its labs later in the week. So far, this careful scheduling has been successful.

How well do technology resources (i.e., computers and software), training, and technical support meet the administrative needs of the program/service area?

As mentioned above, we generally have no problems. Occasionally, we are unable to access certain kprograms, but IT has always been quick to assist us in solving any problems.

Additionally, when we need new CDs or DVDs added to the computers, IT is very responsive to our requests.

How adequate is staff support (provided by administrative assistants, lab assistants, learning facilitators, and instructional assistants, and other classified staff) to meet the instructional and operational needs of the program/service area?

Staffing is sufficient, personable and knowledgeable.

Does your program/service area receive any categorical (Basic Skills, Student Equity, SSSP, Strong Workforce Program) and/or grant funding? If so, what major activities or resources has the funding allowed for? What impact has this had on your program/service area (address both positive and negative impacts)? If the college were to sustain these activities, which are critical to your program/service area and what would be required to institutionalize them?

In the past, we have received some BSI funding to attend conferences such as On Course and to develop the lab manuals for the three core courses. The lab manuals have been very helpful in giving students more challenging grammar and sentence combining exercises than are typical in most ESL texts. With the intent of AB 705 limiting a student's ESL path to only three years, the most important challenge facing us is to revise the lab manuals to incorporate more speaking and writing activities which can be managed within a class (lab) session.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

1. With SAC, determine what (if any) placement tests SCC can use from the state's as-yet undetermined options (as of 1-9-2020)
2. Modify ACE curricula to incorporate more explicit instruction in American and world cultures through significantly more specific reading activities (in order to achieve goal #3 in this list)
3. Expand the amount of speaking and writing which students engage in during class time
4. Hire a full-time credit ACE faculty person to replace Diana Babayan, who will be retiring
5. Develop the ESL pathway with noncredit to better clarify classroom, lab and section needs
6. Add transfer-level ACE courses to the transfer plans to create more equitable opportunities for ACE students
7. Consider adding an ACE Freshman Composition course

Human Resources

Program Review Human Resources - Support Staff : Version by Babayan, Diana on 01/11/2020 04:07

Alma Sura assists ACE students in the lab portions of their classes.

Title of Position	Count	Full-time or Part-time	Months per Year	Funding Source
Instructional Center Technician	1	Full time	12	General--Modern Languages

Program Review Human Resources : Version by Babayan, Diana on 01/11/2020 04:07

What are faculty, staff, and administrators doing to remain current in knowledge of learning theory, counseling and student development theory, maintenance and operations practices, instructional strategies, and content? In which professional organizations and conferences do faculty, staff, and administrators participate?

ACE faculty have taken courses in second language theory, instruction and the like. Other courses have included neuroscience and foreign language instruction--Italian, to be specific--in order to remind ourselves of how challenging it is to learn another language as adults. The department chair has attended several On Course National Conferences and has completed On Course I and II, which are week-long training experiences in which faculty learn strategies to help students change behaviors to achieve more success. The chair has also attended several local one-day sessions on AB 705 issues and implementation.

How do faculty, staff, and administrators participate in college-wide programs, shared governance bodies, and leadership activities? In what ways do faculty, staff, and administrators serve as resources for the community?

1. The department chair is a member of the Student Success and Equity Committee.
2. The chair is also a member of the Basic Skills Task Force.
3. The chair is the former ACE/Reading CIC representative.
4. The chair often receives calls requesting information about both credit and noncredit ESL programs and has been able to guide callers to the appropriate office.
5. The chair has been asked by several colleges in Southern California to explain various aspects of ACE--the rationale for the name change from ESL, the reason we have so few levels, how we manage our noncredit co-enrolled courses, the texts we use, how we developed our guided self-placement document, and how we are responding to the intent of AB 705, especially the ongoing issue of testing/placement. Because ACE has actually been "AB 705" compliant for over a decade, it's been pleasant to be able to help other colleges looking into ways to help students achieve their language goals more rapidly.

Are adequate numbers of qualified faculty, staff, and administrators available to teach and/or implement all components within a program/service area's offerings or services?

Yes.

Are adequate and appropriate mentoring and professional development opportunities available and do department faculty, staff, and administrators regularly utilize these opportunities?

Yes.

To what extent are adjunct faculty, part-time staff, and interim administrators knowledgeable about the program/service area's practices and standards? What opportunities are provided for adjunct faculty, part-time staff, and interim administrators to become engaged in program/service area activities and communication?

ACE adjunct faculty receive emails monthly, sometimes more frequently, from the department chair, and they know that if they wish to meet individually with the chair, she is always available on Friday mornings. The AHSS division has had more than its fair share of deans--interim and otherwise--and in each case, the chair has been careful to explain the uniqueness

of the ACE program, particularly regarding registration and our international student population. The lab staff interact almost daily with the chair, keeping the department informed of issues related to the computers, software and/or student behavior. Adjunct faculty also interact regularly with the lab staff and on an as-needed basis with division office staff. Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years? The only essential issue is to replace Diana Babayan, who will be retiring. However, this decision should follow discussion about whether or not a full-time position is warranted based on the numbers of ACE and ESL students. If the college wishes to continue having an International Student Program, then it is probably committing itself to supporting a full-time replacement position. Not only does ACE support these students' in their quest to become capable enough in English to handle the college demands of their other courses, it also serves as a conduit for noncredit students to enter the college credit pathway. ACE, like English, Math and Reading, must also respond to the often confounding whims of the state legislature.

Internal and External Communication

Program Review Internal & External Communication : Version by Babayan, Diana on 01/11/2020 04:07

When were the program/service area's catalog entries last updated to ensure currency and accuracy?

Fall 2019

When was the program/service area's Annual Plan (formerly called DPP) last updated to ensure currency and accuracy?

Summer 2019

How does the program/service area keep its website comprehensive and current? Does the website contain the program/service area's mission? Does the website contain current contact information (telephone numbers, email addresses, and office hours and locations) for program/service area faculty and/or staff? Are program/service area outcomes posted? Are outcome assessment results posted?

The department chair updates the ACE web pages annually or whenever there is a significant change that requires more immediate attention. This was done prior to Fall 2019 and will need to occur again prior to Spring 2020 because of AB 705 changes and because there will be some curriculum adjustments (effective Fall 2020).

Currently, the ACE mission statement and outcomes information is not posted, but we do try to keep the public informed about ACE success rates in comparison to other local colleges ESL programs. We will also be working with noncredit to clarify the noncredit-to-credit ESL pathway, so this is an additional item that needs to be added to the ACE pages.

How does the program/service area keep instructional faculty, counselors, advisors, and/or service area personnel informed about course offerings, trainings, workshops, and related practices?

In general, the department chair calls and/or emails affected departments and offices with relevant information and usually provides a student-oriented information page which office staff and counselors can give to faculty and students.

How well do faculty and staff communicate about and coordinate the work of the program/service area?

Quite well.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

1. Update ACE web pages.
2. Coordinate with noncredit to create the visual for the ESL pathway/ contact Mary Law for assistance

Planning Agenda

Program Review Planning Agenda : Version by Babayan, Diana on 01/11/2020 04:07

Actions for 2019-2022	Supporting Data	Resources Needed	Estimated Cost
Hire tenure-track ACE retirement replacement	Currently one full-time ACE faculty + 2 to 3 adjunct; slowly growing enrollment	Hiring committee	FARSCCD contract salary schedule

Summary Report

Program Review Summary Report - What is and is not working : Version by Babayan, Diana on 01/11/2020 04:07

Briefly describe and explain what is working well in your program/service area.

1. With our lab hours, we are able to work with students individually and in small groups while the rest of the class is occupied with lab tasks.
2. Students do a lot of writing in each level and receive a great deal of feedback, both on grammar and clarity of expression and idiomatic expression. A lot of the writing is done as homework.
3. In the speaking/listening courses, students have many opportunities to improve their skills both in class and outside. ACE faculty keep students interested and focused, as evidenced by retention numbers.
4. ACE already meets the criteria established by AB 705.
5. ACE has a positive connection with noncredit and works with ESL faculty at OEC on a regular basis.
6. The ACE web pages are informative and kept pretty much up to date.
7. The ACE curriculum has apparently become a starting point for several other colleges in the state which need to shorten their ESL sequences in light of AB 705.

Briefly describe and explain what is not working well or needs attention in your program/service area.

1. NOT WORKING WELL: Students need more in-class writing experiences and more direct instruction in and practice with set phrases often used in writing and speaking. They also need more specific information related to cultural diversity. They need to be made more accountable for getting all assignments done and submitted on time. The program needs a thorough curricular review to better mesh the outcomes for each level with the specific activities.
2. NEEDS ATTENTION: We want to add the 100-level ACE courses to Plans A and B, so this means specifying culture content in the CORs. We need to update the ACE web pages to reflect these changes. We will be working with noncredit to create ESL noncredit courses designed to link with credit ACE courses to build a clear pathway between the two programs.

Program Review Summary Report - Resources

Facilities	Technology	Equipment	Personnel
undefined	undefined	undefined	undefined

Program Review Summary Report - Initiatives and Other Findings : Version by Babayan, Diana on 01/11/2020 04:07

What campus-wide initiatives intersect with your program's activities, operations and/or plans? (Please provide a hyperlink and a list of initiatives)

I will not be providing links or lists of initiatives.

1. Student Success and Equity
2. Basic Skills Task Force
3. Guided Pathways (Although ACE is not specifically named as a participant, we have met with noncredit ESL and have chosen to create our own pathway outside the strictures of the GP effort.)

Summarize any other findings from your program/service area review and planning process that you would like to share with the college community.

This review has shown that ACE is in fairly good shape but is also at a transition point. We have had our current curricular arrangement since 2005 or 2006 and have made minor modifications, some internally and others requested by administration. It is time, especially if we aim to place our courses in Plans A and B, to make some significant curriculum adjustments in each course. Like all other credit ESL programs in the state, we are so pleased that the CCCCO has finally recognized and stated publicly that credit ESL is foreign language instruction--not remedial, not basic skills. This opens many doors for ACE, one of which we walked through in Fall 2019 by making our current ACE 052 a transfer-level course, beginning in Fall 2020.

In addition, the original ACE curriculum for each course was designed for our local, generally Spanish-speaking population, which in 2005-06 comprised the majority of ACE students. This is no longer the case. Most of our students are in the International Student program, most are from China, and most plan to transfer, so this puts more pressure on ACE instructors to "grow" these students' language fluency very quickly. It also places a lot more pressure on our Chinese students because their language has no commonalities with English, so their task is monumental. We would like our instructional colleagues to be aware of the linguistic and cultural mountain that these students have chosen to climb.

Finally, when Diana Babayan retires, ACE will hopefully have new and energetic full-time leadership to take the program into this next decade.