

Program Review

Each program or service area of Santa Monica College is expected to engage in an ongoing process of self-reflection and assessment of program effectiveness. Program review is designed to facilitate and document this process, with program improvement as the intended outcome. Programs and service areas must complete an in-depth report every 6 years; a shorter report covering more limited information is due annually. Certain information included in the annual reports will be automatically aggregated in the 6 year report.

Information submitted in both the 6 year and annual report will be considered by the Program Review Committee. Annual reports will be reviewed by the area vice-presidents and relevant information shared with appropriate planning bodies. Through an annual report to the District Planning and Advisory Committee (DPAC), the Program Review committee forwards information and makes recommendations that are considered in annual institutional planning processes.

Program Information

Program name High School Initiatives
 Academic year 2013-2014
 Program contact Maral Hyeler Extension 3551

Program Type

Check all boxes that apply to your program.

- Instructional
- Career Technical Education (CTE)
- Student or Instructional Support Service
- Administrative Service

Review Period

- 6 year
- Annual

A. Program Description and Goals

This section addresses the big picture. Prompts should help you describe your program and goals and the relationship to the institutional mission, vision and goals, and how the program is funded.

1. Describe the program and/or service area under review and how the program supports the mission of Santa Monica College.

High School Initiatives encompasses the Dual Enrollment Program, the Young Collegians Program and SMC Pledge. These programs are primarily geared for high school students attending the Santa Monica Malibu Unified School District (SMMUSD). The programs are driven by the collaboration between the college and SMMUSD, who meet on a monthly basis, in the effort to share costs and resources.

Dual Enrollment

The Dual Enrollment Program (DE) offers high school students an opportunity to take college-level courses at their high school. In the past the Dual Enrollment program was at 26 different high schools and at its peak had 71 sections during the Spring 2007 semester. This was altered when the Title V regulations were reformed. The new regulation required the program to obtain permission from the local community college for high schools outside of our district before any classes could be offered. This was a huge detriment to the college because the only high schools in our local district that were a part of the program were Santa Monica High School and Malibu High School. In one semester the program shrank by almost 70%. Fall 2007 the program served 10 high schools and offered just 21 sections. As time went

by the program continued to shrink and with budget constraint on the college further reductions were made resulting in the current program offerings. Since Fall 2009 the program has only been serving SMMUSD high schools. The program is currently offering 3 classes: guitar and jazz band at Santa Monica High School and chamber choir at Malibu during the fall and spring semesters.

The administrator works with SMMUSD high schools to ensure that the program supports the high school's needs. The program provides outreach material, enrollment services and a program orientation to all participating students in addition to supporting SMC instructors who are teaching these classes. The classes are selected based on the request of the high school.

Young Collegians Program

The Young Collegians (YC) Program was developed in collaboration with SMC and SMMUSD administrators. The program was implemented summer 2008. The goal of the program is to open up the world of college to students while they are in high school and offer Santa Monica and Malibu high school students the opportunity to obtain a high school diploma and accrue college units simultaneously. The targeted population is comprised of students who have traditionally been underrepresented in postsecondary education, students who have not had access to the academic preparation needed to meet college readiness standards, students for whom the cost of college is prohibitive, students of color, English Language Learners, and first generation college attendees.

As a cohort, the Young Collegians participate in concurrent enrollment classes at SMC during the summer and are given the opportunity to individually take additional classes in the fall and spring semesters. The aim of the program is for a Young Collegian to successfully complete at least 14 SMC college units by the time they graduate from high school. The summer courses that the Young Collegians participate in are:

- Year 1 - Communication Studies 35, Interpersonal Communication (3 units) and Counseling 1, Developing Learning Skills (1 unit)
- Year 2 - Music 36, History of Rock Music (3 units) and Library 1, Library Research Method (1 unit)
- Year 3 - CIS 4, Introduction to Computers, Business Applications (3 units) and Media 1, Survey of Mass Media Communications (3 units)

Along with the SMC summer classes, the Young Collegians are also expected to attend student success workshops, which provide tutoring opportunities, team building exercises, career exploration, presentations from inspirational speakers, soft skills training, college tours and college preparation workshops.

During the school year the group is brought together once a month for additional student success workshops which are designed to provide additional skills that reinforce their high school curriculum. These workshops support techniques that the Young Collegians learned during the summer and continue to provide them with study skills tools, career exploration exercises, college preparation workshops and one-on-one conferences.

SMC Pledge

SMC Pledge was started Spring 2012. The program was developed to help SMMUSD graduating seniors transition to SMC with the tools that they need to be successful college students. The program requires graduating seniors who are planning on attending SMC to enroll and successfully complete Counseling 11- Orientation to Higher Education during the spring semester of their senior year. The program also requires the student to complete the SMC online orientation as well as prepare for and take the math and English assessment tests. The expectation is that if a student successfully completes the class and the matriculation process, they will be better prepared for their first semester.

How the programs support the mission of SMC

All three of these programs support the mission of SMC. They all provide students with a safe and inclusive learning environment that encourages personal and intellectual exploration, and challenges and

supports students in achieving their educational goals. They also assist students in the development of skills needed to succeed in college, prepare students for careers and transfer, and nurture a lifetime commitment to learning. By taking college classes the high school students see themselves as college students who are able to be successful in a college setting. This in turn encourages the student to pursue higher education when they graduate and provides a seamless transition to college. In addition, all three programs are designed to ensure that a high school student is supported the entire time they are taking college classes and works with the student on informing them of the benefits of higher education.

2. Identify the overarching goal(s) or charge/responsibilities of the program or service area. If appropriate, include ensuring/monitoring compliance with state, federal or other mandates.

The overarching goal of the Dual Enrollment program is to introduce high school students to college courses while they are in high school and provide them with the opportunity to see themselves as a college student. Many of the classes selected by the high school are courses that a student would not have access to at the high school and are offered to support and engage the student.

The goal of the Young Collegians program is to encourage first generation and underrepresented students to pursue higher education after they graduate high school. Students are referred to the program by their high school counselor during their freshmen year of high school on the basis that the student has a 2.0 or higher GPA with a grade of "C" or better in their English class and demonstrates the potential for being successful in a college setting.

Lastly, the goal of SMC Pledge is to make the transition to SMC for graduating seniors at Santa Monica High School seamless by informing them of the many resources that are available at SMC and helping them complete the necessary steps for the matriculation process.

3. If applicable, describe how the Institutional Learning Outcomes (ILOs), Supporting Goals, and/or Strategic Initiatives of the institution are integrated into the goals of the program or service area.

The Young Collegians program aligns with all five ILOs. Some ILOs are more prevalent than others, but all five are integrated at some point of the program. Below is the breakdown of how the various ILOs are integrated:

- I. Personal Attitudes & Behaviors- Young Collegians take 6 college classes throughout the program. Completing these classes provides the student with self-confidence and self-discipline. The classes selected for the students also inspire them to contemplate life issues as well as encourages them to learn to work as a team and help each other successfully pass the classes.
- II. Analytic and Communications Skills- Each one of the Young Collegian classes provides the students with the academic skills they need to be successful college students who will communicate effectively and think critically. Counselling 1- Study Skills, teaches them how to be a successful college student, Library 1-Reaserach Methods, teaches them Information Literacy, CIS 4- Microsoft Office Suite helps them improve their Technology Literacy, Communication Studies 35- Interpersonal Communication, Music 36- History of Rock Music and Media 1- Introduction to Mass Media all work on communication skills and critical thinking.
- III. Applied Social Knowledge & Values- Along with critical thinking the Communication Studies 35 and Media 1 course encourage students to think about the inter-relatedness of the global human environment by the topics that are covered in class and the various class discussions that take place.
- IV. Applied Knowledge & Valuation of the Physical World- Through the Student Success workshops the Young Collegians on a yearly basis participate in activities hosted by Sustainable Works; there they learn about how they impact the earth and what they can do to live more sustainably.
- V. Authentic Engagement- The focus of the Student Success workshop is to empower the students to realize their potential and strive to achieve their goals. These are accomplished through goal setting exercises, motivational speakers, one-on-one counseling, and many

other activities that promote valuing academics as well as encouraging the students to exploring their interests and values.

The Dual Enrollment and SMC Pledge programs align with the Personal Attitudes and Behaviors ILO. By exposing high school student to college classes, they acquire self-confidence, self-discipline, as well as team work and interpersonal skills.

4. If your program receives operating funding from any source other than District funds identify the funding source. If applicable, note the start and end dates of the funding (generally a grant), the percentage of the program budget supported by non-District funding, and list any staff positions funded wholly or in part by non-District funds. Do not include awards for non-operational items such as equipment (ex. VTEA) or value added activities (ex Margin of Excellence).

Does not apply.

B. Populations Served

In this section you will provide information that describes who your program or service area serves.

When comparing data from different periods, use a consistent time frame (ex. Compare one fall term to another fall term)

1. Describe the students your program serves in terms of ethnicity, race, gender, age, residency status, citizenship, educational goal, enrollment status, and full/part-time status. Note any changes in student or enrollment data since the last program review.

Dual Enrollment

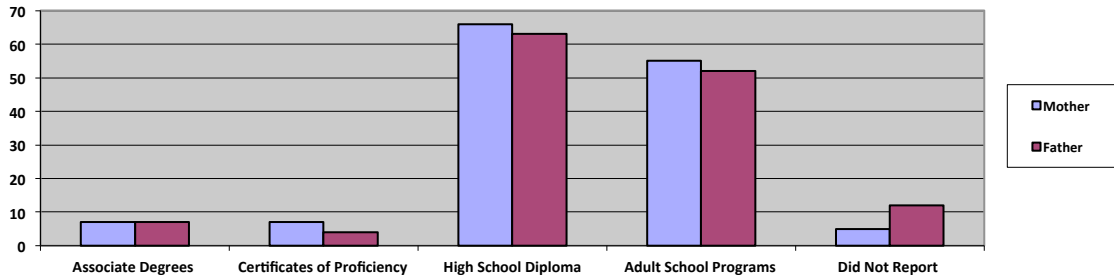
Since Spring 2007 the Dual Enrollment program has served 5,839 students. The bulk of these students were served between Spring 2007 and Fall 2009 when the program was at numerous sites. Since Fall 2009 the program has only offered classes at SMMUSD schools and has served 761 students. Additionally, you will find a breakdown of the number of schools that participated in the program and the number of courses that were offered from Spring 2007 to Fall 2013 in the appendix (See Appendix A.1).

Because the Dual Enrollment program has changed so significantly, demographics of the program were not collected. All of the current classes are offered at the request of the high school and therefore the high school has control over who is enrolled into these classes.

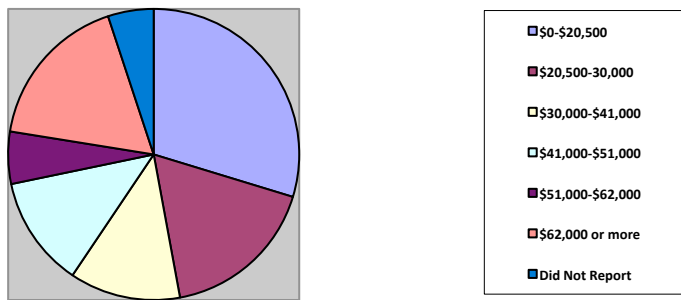
Young Collegians Program

The Young Collegian program has served 138 students over the past six years. Out of these students, 68 were male and 70 were female. We served 18 African American students, 2 Asian students, 104 Hispanic students, 8 White students, and 6 multi-ethnic students. All the students who participated in the program were Concurrent Enrollment students and under the age of 18. A chart with the detailed breakdown of the various cohorts can be found in the appendix (See Appendix A. 2).

For the Young Collegians program we also looked at the parents' highest level of education and income, since the program is meant to serve first generation college students and low income students. The families reported that 7 mothers and fathers had Associate Degrees, 7 mothers and 4 fathers had Certificates of Proficiency, 66 mothers and 63 fathers had a high school diploma, 55 mothers and 52 fathers are enrolled in adult diploma programs and 5 mothers and 12 fathers did not report their education level. See chart below.

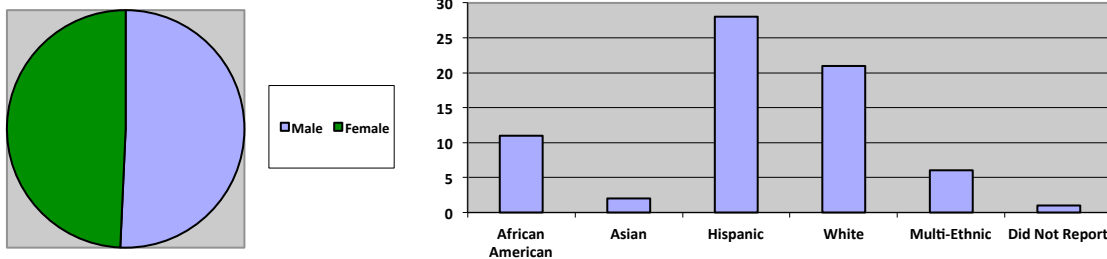


In terms of income, 41 students reported an income between \$0-\$20,500 dollars, 24 students reported an income, between \$20,500-30,000 dollars, 17 students reported an income between \$30,000-\$41,000 dollars, 17 students reported an income between \$41,000-\$51,000 dollars, 8 students reported an income between \$51,000-\$62,000 dollars, 24 students reported an income between \$62,000 or more dollars and 7 students did not report their income. Out of the 138 students 77 students received the BOG fee waiver while they were in the program. See chart below.



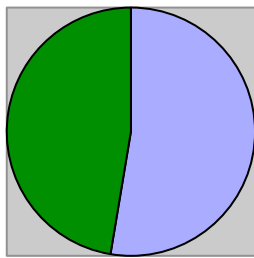
SMC Pledge

During Spring 2012, the first year of the program, SMC Pledge enrolled 69 students into the program. Out of the 69 students, 35 were male and 34 were female. We enrolled 11 African American students, 2 Asian students, 28 Hispanic students, 21 White students, 6 multi-ethnic students, and 1 student who did not report their ethnicity. See charts below.

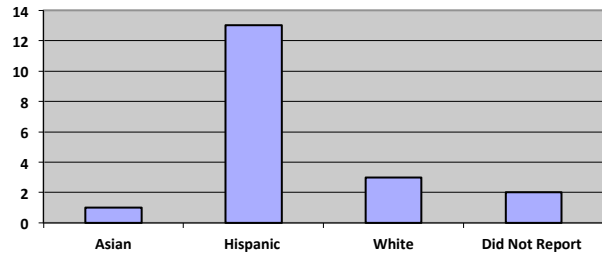


During Spring 2013, the second year of the program, SMC Pledge enrolled 19 students into the program. Out of the 19 students, 10 were male and 9 were female. We enrolled 1 Asian student, 13 Hispanic

students, 3 White students, and 2 students did not report their ethnicity. See charts below



Male Female



Along with the above demographics we also looked at the number of students who enrolled at SMC following their high school graduation and whether or not they took math and English courses. From the Spring 2012- Cohort 1 group of 69 students who were enrolled, 45 of them enrolled at SMC during fall 2012 as fully matriculated SMC students. From this 45, 27 enrolled into math classes, 34 enrolled into English class and 34 of these students persisted to fall 2013.

From the spring 2013- Cohort 2, 13 enrolled during the fall 2013 semester while 6 did not enroll. From the enrolled 13 students, 10 enrolled into math and 7 enrolled into English. The decrease in enrollment can be attributed to the enrollment fee that was placed on the class during the spring 2013 semester. This added cost was a deterrent for some students.

2. Compare your student population with the college demographic. Are the students in your program different from the college population? Reflect on whether you program is serving the targeted student population.

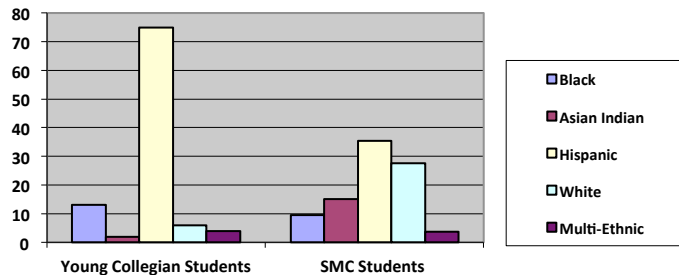
The students that are served through the High School Initiatives office are different from the college population when it comes to age and enrollment status. All of the students participating in the program are Special Admit (K-12 students) and are under the age of 18. Because of their matriculation status, they are all part-time students and are not able to take more than 2 classes or 6 units per semester.

Young Collegians Program

The Young Collegians data was compared to the data of students at SMC during Spring 2013.

In terms of gender, the Young Collegians program has 49% males and 51% females. Our gender breakdown is very similar to that of SMC for Spring 2013.

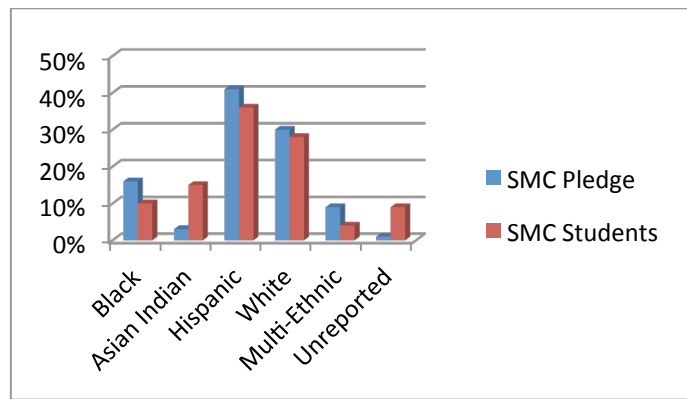
In terms of ethnicity, 13% of YC students were Black compared to 9.6% of SMC students, 2% of these students were Asian Indian compared to 15.1% of SMC students, 75% of the students in the program were Hispanic compared to 35.5% of SMC students, 6% of the students were White compared to 27.6% of SMC students, and 4% of the Young Collegians were multi-ethnic students compared to 3.8% of SMC students. See chart below.



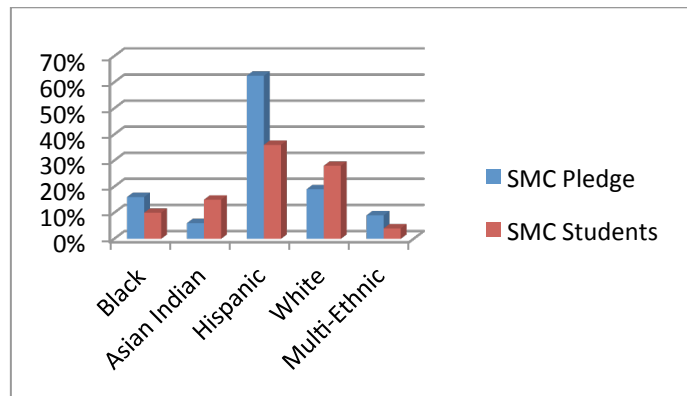
Based on the numbers and chart above the program's ethnic breakdown is very different from SMC's. As mentioned previously, the targeted population for the program is students who have traditionally been underrepresented in postsecondary education, students who have not had access to the academic preparation needed to meet college readiness standards, students for whom the cost of college is prohibitive, students of color, English Language Learners, and first generation college attendees. These demographics, as well as the information presented on parent's education levels and income shows that the Young Collegians program is serving the targeted students.

SMC Pledge

The gender breakdown for SMC Pledge during Spring 2012 was 51% males and 49% females. With the ethnic breakdown being 16% African American as compared to 9.1% of SMC students, 3% Asian students as compared to 15.1% of SMC students, 41% Hispanic students as compared to 35.5% of SMC students, 30% White students as compared to 27.6% of SMC students, 9% multi-ethnic as compared to 3.8% of SMC students and 1% unreported as compared to 8.8% of SMC students. See chart below.



During Spring 2013 the group had 56% males and 44% females enroll. With the ethnic breakdown being 6% Asian students as compared to 15.1% of SMC students, 62.5% Hispanic students as compared to 35.5% of SMC students, 19% White students as compared to 27.6% of SMC students and 9% multi-ethnic as compared to 3.8% of SMC students. See chart below.



The targeted population for SMC Pledge is any Santa Monica High School student planning on attending SMC after they graduate. The data above shows that the gender and ethnic data are similar to the data of SMC students except for a few instances.

3. Discuss any significant change(s) in the population(s) served since the last full program review and the possible reasons for the change(s).

This is the first program review since the Young Collegians and SMC Pledge programs are new to SMC.

C. Program Evaluation

In this section programs/units are to identify how, what, and when program evaluation takes place and summarize the results from data collected. Please use Section D to address program responses to the findings described in this section.

Programs/units with multiple disciplines or functions may choose to answer the following questions for each area. Please indicate the number of different disciplines or functions for which information will be provided, and copy, insert and answer one set of questions per discipline, function, or program.

Set #1
Program or Function:
Dual Enrollment

Set #2
Program or Function:
Young Collegians

Set #3
Program or Function:
SMC Pledge

1. List your student or instructional support service SLOs or UOs.
SLOs are specific, measurable statements of what a student should know, be able to do, or value when they complete a program/course or sequence of activities. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction or program activity.

UO statements focus on service or operational outcomes such as:

- *Volume of unit activity*
- *Efficiency (responsiveness, timeliness, number of requests processed, etc.)*
- *Effectiveness of service in accomplishing intended outcomes (accuracy, completeness, etc.)*
- *Compliance with external standards/regulations*
- *Client/customer satisfaction with services*

Dual Enrollment

In support of the SMMUSD/SMC collaborative, SMC will provide at least 1 college credit course at each high school in the SMMUSD district during the fall and spring semesters.

The Dual Enrollment program will encourage students to see college as a viable option.
-We are no longer assessing this SLO for the Dual Enrollment program.

Young Collegians

Upon completion of the Young Collegians program 80% of the student will attend a college or university.

After completing 3 summers of student success workshops Young Collegians will be able to identify 2 universities they are planning on applying to, name 2 careers that they want to explore further, and will be able to fill out a college application.

SMC Pledge

SMC Pledge students will see the importance of math and English classes and enroll in these course their first semester.

2. Describe when and how the program assesses these SLOs and UOs and uses the results to inform program planning including:
 - how outcomes are assessed and how often
 - the assessment tool(s) used
 - the sample (who gets assessed)
 - how and when the program reviews the results and who is engaged in the process

Dual Enrollment

The Dual Enrollment UO is assessed by looking at the number of classes that the program offers to SMMUSD high schools each semester. The program reviews the results at the start of each semester

and the Dean of Instructional Services is consulted about the courses prior to the course being offered. The program has been successful in offering at least one Dual Enrollment course at Santa Monica High School and Malibu High School each semester.

Young Collegians

For the Young Collegians program numerous outcomes and assessments are used. Since the program has many facets, the coordinators are continuously looking at ways of improving the various aspects of the program. Some of the assessment tools used are questionnaires, in class discussions, one-on-one interviews, observations of the group and evaluation of students' grades. The program has the students fill out questionnaires at least twice throughout the year. Sample questionnaires from the program have been included in Appendix B.1 for the committee's consideration. The coordinators from SMC and SMMUSD review the results of the various evaluations after each summer and during the school year and use the data to make adjustments to the program and student success workshops. The program has been successful in meeting both outcomes.

SMC Pledge

Student enrollment patterns are analyzed for this group to see if students took advantage of the information they received during the Counseling 11 class. This data is analyzed by the coordinator after the students start their first semester at SMC.

- 3. What other evaluation measures does your student or instructional support service use to inform planning? (For example, surveys, longitudinal data, support service use, etc.) Note trends, differences in performance by group (ethnicity, gender, age), and any unusual patterns in student success and retention.

Dual Enrollment

The Dual Enrollment program assesses its students after each semester on the enrollment process and their satisfaction with the course. The exit questionnaire can be found in Appendix B.2.

Young Collegians

The program coordinators for the Young Collegians program are continuously evaluating and improving the program based on student feedback from surveys, one-on-one conversation with the students and evaluating student grades. Since the program is small, the coordinator is able to work with Young Collegians who have graduated, but were struggling Collegians and ask them what strategies the program might have implemented to help them see the importance of applying themselves and the value of education. These conversations have lead to a great deal of insight into what some of our Young Collegians need to be successful and has helped shape the student success workshops.

The coordinator also uses data from SMC to look at the success of the graduating Young Collegians. From the 138 Young Collegians 67 have already graduated from high school and are attending a college or university. Of those 67 students, 32 students are at SMC. Of the 32 students, 29 students are actively enrolled. The three students who are not enrolled are currently working, but are interested in coming back and continuing their education. In summary, 95% of graduating Young Collegians are currently enrolled at a higher education institution which surpasses the goal of 80% designated in the programs unit outcome.

The coordinator of the program at SMC works diligently to keep in contact with the Young Collegians who are enrolled at SMC, but finds that it is very difficult to reach some of the students because they continuously change their phone numbers and email addresses. When evaluating the grades of these students, the coordinator determined that students participating in a student support program such as Pico Promise, Adelante, Black Collegians, etc. had a higher GPA than students not participating in a support program. Students who are graduating are encouraged to apply to support program's on their campus, but many students do not follow through with the application process necessary for acceptance.

In addition to observing the grades of the students the coordinators have discovered through questionnaires and one-on-one meetings that the students would like to have more support during the school year. As one student put it, "I would have done much better in my high school classes if I had someone who cared". One piece that the coordinators would like to see implemented is more, support for

the Young Collegians during the school year at the high school. During the summer the group's grades are monitored by the coordinator at SMC and if anyone is having trouble, steps are taken to support the students and help them improve their grades. The student support workshops at times also address why their grades are important and how obtaining good grades will affect their future. This constant monitoring and support is very helpful to the students and 85% of students pass their classes with a grade of "C" or better. Unfortunately, the same type of intrusive counseling is not happening at the high school and many students fall through the cracks because they do not ask for help or apply themselves to their studies.

SMC Pledge

As mentioned previously, enrollment patterns are observed for this group. Since a requirement of the program is to complete Counseling 11- Orientation to Higher Education the coordinator anticipated that most of the students would enroll into math and English during their first semester. The data revealed that 60% enrolled into math and 75% enrolled into English during the Fall 2012 semester. During the Fall 2013 semester 77% enrolled into math while 53% enrolled into English. The enrollment for these core classes needs to be addressed in the coming year and additional time needs to be spent during class to talk about the importance of enrolling into these core courses.

D. Program Improvement

In this section, please document what you did last year as a result of what you described in Section C and what you are planning to do for the coming year.

Part 1: Looking back

In this section, please summarize your response to last year's planning efforts.

1. Note the status of the previous year's objectives.

[This relates to an automated response feature expected with the future online submission. If your program set specific objectives for the previous year, please summarize them and indicate whether each objective has been completed, is still in progress, or has been eliminated. Add comments if you feel further explanations are needed. If your program did not set yearly objectives, you may omit this item for the 2012-2013 review.]

2. List accomplishments, achievements, activities, initiatives undertaken, and any other positives the program wishes to note and document.

Dual Enrollment

The Dual Enrollment program has been able to provide students exposure to college classes while they are in high school and support SMMUSD by partnering with them and offering courses they feel are necessary to strengthen their curriculum.

As mentioned previously, 5,839 Dual Enrollment students have participated in the program over the past six years. On average the classes have 20-25 students enrolled every semester. The bulk of these students were served between Spring 2007 and Fall 2009 when the program was at numerous sites. Since Fall 2009 the program has only offered classes at SMMUSD schools and has served 761 students. The coordinator of the program works diligently to collect and process the paperwork for the students since the program does not have sufficient funds or enough work to hire an enrollment clerk.

The overall success rate of Dual Enrollment students was 92% compared to the college wide 69% rate. The overall retention rate of this group was 90% compared to the college wide 83.9% rate. This high success and retention rate can be attributed to the fact that these classes are elective courses at the schools and the students who participate in these courses are very enthusiastic about enrolling into these courses.

Young Collegians Program

- 138 students were served since summer 2008.
- 95% of the 67 Young Collegians who graduated high school are enrolled at a college or university.
- Each Young Collegian student received at least two one-on-one meetings a year during the program with the coordinators from SMC and SMMUSD.
- Based on questionnaires, one-on-one discussions and observations, the majority of Young Collegians felt that the program is worthwhile and has helped them to get ready for college, understand what it takes to obtain good grades and feel comfortable transitioning to a college or university after graduating from high school.
- All 67 Young Collegians who graduated filled out a college application during their senior year and were walked through the financial aid paperwork.
- SMMUSD conducted research on the second cohort of Young Collegians during the Fall 2012 semester. The data compared cohort 2 Young Collegian GPA's to students who were invited to be YC in cohort 2 but decided not to participate from 8th grade to the completion of 12th grade. The data revealed that after 8th grade the YC students mean GPA was 2.26 versus 2.42 for the students who chose not to participate. At the end of the senior year cohort 2's mean GPA was 2.45 while the GPA of the group that did not participate was 2.15. The Young Collegians mean GPA increased as they progressed through the program. This can be attributed to the additional support, guidance and information they received while they were participating in the program.

The overall success rate of the 138 Young Collegians was 85% compared to the college wide 69% rate. The overall retention rate of 138 Young Collegians was 95% compared to the college wide 83.5% rate.

This high success and retention rate can be attributed to the continuous monitoring and support that is provided by the coordinators throughout the summer to the Young Collegians. The SMC coordinator works with faculty to obtain progress reports of the student grades each week and meets with the students who are struggling to provide them with additional academic support and discuss what might be getting in the way of their studies. Many of the struggling students are very capable, but lack the motivation to do the work. Trying to get them motivated has been the focus of many of the discussions and the coordinators are always looking for ways to get the students motivated. The coordinators also make certain to commend the students who are being successful and acknowledge the hard work that they have dedicated for their success.

In addition to the one-on-one meetings mentioned above, another form of support occurs during the student success workshops. During these workshops past Young Collegians are invited to come and speak to the group about their college experience. Inspirational speakers are also invited to talk about their life, hardships and success. Along with the speakers, the coordinators model appropriate study skills and encourage collaborative learning by creating study groups and helping facilitate study sessions. The program also takes the students on at least one college trip a year. During these trips the students hear from the tour guides as well as panels of students who are attending the institution. In conclusion, these speakers, college tours, and student success workshops are an integral part of the great success that the program has had.

SMC Pledge

The SMC Pledge program has been successful in working with the 77 students who have participated and has helped most of them successfully enroll at SMC during their first semester.

According to a report by the Office of Institutional Research in April 2010, about 50% of first time students enroll into math and English their first semester. The SMC Pledge student data revealed that 60% enrolled into math and 75% enrolled into English during the Fall 2012 semester. During the Fall 2013 semester 77% enrolled into math while 53% enrolled into English. These numbers are higher than the average SMC student, but the coordinator would like to see them increased.

The overall success rate of the 77 SMC Pledge students in the counseling class was 80% compared to the college wide 69% rate.

The overall retention rate of 77 SMC Pledge students in the counseling class was 90% compared to the college wide 83.5% rate.

3. Summarize how the program or service area addressed the recommendations for program strengthening from the executive summary of the previous six-year program review.

Does not apply

4. Describe any changes or activities your program or service area has made that are not addressed in the objectives, identify the factors that triggered the changes, and indicate the expected or anticipated outcomes.

Young Collegians

During Summer 2013 the program coordinator worked on implementing a designated study time for the third year Young Collegians who were having difficulty with the CIS 4 and Media 1 courses. These study sessions were scheduled after the students started the summer classes and received less than satisfactory grades on their first exam. The expected outcome of these sessions was to help the students gain a greater understanding of what they need to do to pass these two courses. Unfortunately, not all students were able to come to the session and a few students dropped the course due to unsatisfactory grades. For the coming year we are planning on making these sessions mandatory for all Young

Collegians and scheduling them prior to the start of the summer. Our expectation is that more students will be aware of the additional time commitment and will schedule their summer plans to include this additional time.

SMC Pledge

During Spring 2012 the SMC Pledge program required students to complete both Counseling 11-Orientation to Higher Education and Counseling 12- Career Planning. The classes were offered in 8 week blocks with Counseling 11 scheduled during the first 8 weeks followed by Counseling 12 during the second 8 weeks. Many of the students enrolled in the program to obtain assistance in enrolling into their first semester classes at SMC. Unfortunately, many of the students did not follow through and complete Counseling 12, because they had already enrolled into their SMC classes before the course began. For the following year only Counseling 11 was required and the course was offered during the first 8 weeks of the spring semester.

5. If your program received one time funding of any kind indicate the source, how the funds were spent, and the impact on the program (benefits or challenges).

Does not apply

Part 2: Moving forward

In this section, please indicate what your plans are for the coming year(s).

6. Discuss and summarize conclusions drawn from data, assessments (SLO, UO), or other evaluation measures identified in Section C and indicate responses or programmatic changes planned for the coming year(s), including:
 - how the assessment results are informing program goals and objectives, program planning, and decision-making
 - specific changes planned or made to the program based on the assessment results

Dual Enrollment

At this time no specific changes are anticipated for the Dual Enrollment program. The only anticipated changes are if the program grows and additional classes are offered. If this occurs, the process of enrolling students will need to be revisited.

Young Collegians

The Young Collegians program has been successful in encouraging students to see college as a viable option. The program model has been very successful, but a few areas need to be strengthened to result in greater success.

The coordinator would like to develop a handbook for the student support workshops that will be used by the students for the three years they are participating in the program. The current curriculum that is being used is pieced together from various resources and the students enjoy the exercises. The only issue is that students are unable to make the connections from one exercise to the other and put together the big picture due to the gap of time between each exercise and the inability to reference past work. By developing a handbook, the students and coordinator will be able to look back on the content that was covered and work on connecting the ideas. When asked, the students felt this would be a great way of reinforcing what they have learned and helping to connect the dots.

Based on student observation and conversations with students, students need to be given the college applications and entrance requirements to the various colleges at the start of the program. College is discussed throughout the three years, but specific college application preparation exercises are only covered during the third year. This has been a detriment for some students because they do not realize what is required for a college application until their senior year. As a result, all first year students will be asked to complete a mock college application, research what it takes to be accepted into their top schools and develop a college timeline. These exercises will also be visited during year two, and in year three the students will complete their actual college applications. These new exercises are essential in helping the YC understand what is required for the applications and what the requirements are to get into college. The conversations about college and getting good grades above are proving to not be enough in helping them prepare for applying to college.

Additionally, year three is a very challenging year for our YC and many of them struggle with the two, three unit transferable courses. This is evident from the student questionnaire and conversations with the students. The model of the program is to provide them with 4 units of college classes during year one and two, and have them rise to the challenge of six units during year three. In order to support the students during year three, new mandatory workshops need to be developed and scheduled for the program. These workshops will consist of time management strategies, note taking review and study sessions. In the past these workshops were not mandatory and students who attended were more successful in obtaining higher grades than students who did not attend.

Lastly, due to responses from student questionnaires, the coordinators are planning on inviting additional inspiring speakers and developing additional team building activities. Many of the YC stated that they remembered the inspiring speakers out of all the workshops and felt that these individuals helped them to get motivated.

SMC Pledge

As a result of the data collected on the SMC Pledge students, more needs to be done to encourage this group to enroll into math and English during the semester after they graduate high school. The coordinator is going to work with the instructor of Counseling 11 to encourage these students to enroll into these core courses.

Additionally, the coordinator is going to work with the SMC outreach department and the counselors at SMMUSD to improve the enrollment in this program.

7. List the objectives or target goals your program or service area has identified for the coming year. Indicate the number of objectives identified 2. Use the comments section to indicate the reason for the objective (assessment results, changes in data, changes in external factors, etc.). Indicate how each objective or goal links to the division goals. Boxes for reporting three objectives have been included here. Please copy and insert boxes if additional objectives are proposed.

Objective 1: Increase college awareness for the Young Collegians		
Area/Discipline/Function Responsible: Young Collegian Program Staff		
Assessment Data and Other Observations:		
<input type="checkbox"/> SLO Assessment Data and/or <input type="checkbox"/> SUO Assessment Data and/or <input type="checkbox"/> UO Assessment Data	<input type="checkbox"/> TIMS Report Data <input type="checkbox"/> Institutional Research Data	<input checked="" type="checkbox"/> Other data or observed trends (briefly describe in the comments field below)
External Factors:		
<input type="checkbox"/> Program Review Committee Commendation	<input type="checkbox"/> Program Review Committee Recommendation	<input type="checkbox"/> Program Review Recommendation for Institutional Support
<input checked="" type="checkbox"/> SMC Strategic Initiative (indicate specific initiatives in the comments section below)	<input type="checkbox"/> SMC Master Plan for Education Objective # ___	<input type="checkbox"/> Advisory Board Recommendation (for CTE only)
<input type="checkbox"/> Other Factors (briefly describe below):		
Timeline and Activities to accomplish the objective: Summer 2014; Develop three handbooks for Young Collegians		
Describe how objective will be assessed/measured: Students knowledge of soft skills, career and college will be assessed with a pre and post questionnaire.		
Comments: The GRIT initiative will be able to provide research support for some of the exercises in the handbook. We have found that we have a great deal of curriculum for the workshops, but they are all from various resources and the students have a hard time keeping the work together. We feel that by developing a handbook students will be able to refer to their progress, and the program will be better able to determine how a student is performing.		

Objective 2: To Increase the GPA and retention for year 3 Young Collegians.		
Area/Discipline/Function Responsible: Young Collegians program staff		
Assessment Data and Other Observations:		
<input type="checkbox"/> SLO Assessment Data and/or <input type="checkbox"/> SUO Assessment Data and/or <input type="checkbox"/> UO Assessment Data	<input type="checkbox"/> TIMS Report Data <input type="checkbox"/> Institutional Research Data	<input checked="" type="checkbox"/> Other data or observed trends (briefly describe in the comments field below)
External Factors:		
<input type="checkbox"/> Program Review Committee Commendation	<input type="checkbox"/> Program Review Committee Recommendation	<input type="checkbox"/> Program Review Recommendation for Institutional Support
<input checked="" type="checkbox"/> SMC Strategic Initiative (indicate specific initiatives in the comments section below)	<input type="checkbox"/> SMC Master Plan for Education Objective # ___	<input type="checkbox"/> Advisory Board Recommendation (for CTE only)
<input type="checkbox"/> Other Factors (briefly describe below):		
Timeline and Activities to accomplish the objective: Summer 2014; Offer support workshops for Young Collegians at least once a week.		
Describe how objective will be assessed/measured: We will measure the success by the number of students who persist and successfully complete the two courses in comparison to past YC who did not have this support.		
Comments: The GRIT initiative might be able to support these workshops with ideas developed from the committee. During the third summer Young Collegians take two transferable classes. For some of them this has proven to be a difficult semester and the coordinators feel that the group needs additional support.		

Objective 3: Increase awareness of the importance of enrolling into math and English for SMC Pledge Students		
Area/Discipline/Function Responsible: SMC Pledge Coordinator and Counseling 11 Instructor		
Assessment Data and Other Observations:		
<input type="checkbox"/> SLO Assessment Data and/or <input type="checkbox"/> SUO Assessment Data and/or <input type="checkbox"/> UO Assessment Data	<input type="checkbox"/> TIMS Report Data <input type="checkbox"/> Institutional Research Data	<input checked="" type="checkbox"/> Other data or observed trends (briefly describe in the comments field below)
External Factors:		
<input type="checkbox"/> Program Review Committee Commendation	<input type="checkbox"/> Program Review Committee Recommendation	<input type="checkbox"/> Program Review Recommendation for Institutional Support
<input type="checkbox"/> SMC Strategic Initiative (indicate specific initiatives in the comments section below)	<input type="checkbox"/> SMC Master Plan for Education Objective # ___	<input type="checkbox"/> Advisory Board Recommendation (for CTE only)
<input type="checkbox"/> Other Factors (briefly describe below):		
Timeline and Activities to accomplish the objective: Spring 2014; Provide Handouts and Increase discussion about the importance of math and English in the Counseling 1 class.		
Describe how objective will be assessed/measured: Success on this objective will be measured by the number of students that are enrolled into the program and whether or not the percentage of students enrolled into math and English during their first fall semester increases.		

Comments: The data revealed that many students are not enrolling in the core courses of math and English. The program will work on encouraging these students to enroll into these courses during the fall semester.

E. Community Engagement

1. List the engagement of program members in institutional efforts such as committees and presentations, and departmental activities.

Committees:

SMC/SMMUSD Collaborative
GRIT Initiative
Curriculum

2. If applicable, discuss the engagement of program members with the local community, industry, professional groups, etc.)

The program coordinator works with SMMUSD, Santa Monica Boys and Girls Club, Virginia Avenue Park and PALS to coordinate efforts, collaborate on new initiatives in the city and market programs for Santa Monica youth.

3. Discuss the relationship among program faculty and staff, between program faculty, staff and students, and the involvement of program faculty and staff with other programs or areas.

Young Collegians

The coordinator of the program collaborates with faculty and staff on campus to present some of the student success workshops. She also elicits student feedback regarding topics that they would like to see covered during the student success workshops.

Dual Enrollment and SMC Pledge

The coordinator works with admissions, academic departments and student services to make certain that policies are followed and efforts are coordinated.

F. Future Trends, Program Planning, Conclusions and Recommendations

The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.

1. Present any conclusions and recommendations resulting from the self-evaluation process

The High School Initiatives department needs to create additional support for the Young Collegians who are currently in the program and YC who have graduated and are attending SMC.

We also need to work with the SMC Pledge students on encouraging them to enroll into math and English classes their first semester at SMC.

CURRENT TRENDS, PLANNING, RECOMMENDATIONS

2. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

None to note.

3. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

None to note.

4. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. *[This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].*

None to note.

5. List all current positions assigned to the program.

Associate Director, Instructional Services
Student Services Clerk- 50%

FUTURE TRENDS, PLANNING, RECOMMENDATIONS

6. Projecting toward the future, what trends could potentially impact the program? What changes does the program anticipate in 5 years; 10 years? Where does the program want to be? How is the program planning for these changes?

Dual Enrollment

Increased funding for the college might make it possible to offer additional classes through the Dual Enrollment program. The program will need additional clerical support if additional classes are added.

Young Collegians

The Young Collegians program has the potential to accept more students if additional classes and staff are available. The program focus might also change depending on the needs of the students and which areas they are having difficulty with.

SMC Pledge

This program might evolve or get incorporated into other programs designed to help transitioning students matriculate to the college.

7. If applicable, list additional capital resources (facilities, technology, equipment) that will be needed to support proposed changes. *[This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].*

No additional capital resources will be necessary.

8. If applicable, list additional human resources (staffing, professional development, staff training) that will be needed to support proposed changes. *[This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].*

No additional support will be needed.

9. If applicable, note particular challenges the program faces including those relating to categorical funding, budget, and staffing.

One area of concern for the Young Collegians program is the payment of the enrollment fees for the summer courses that students participate in. Currently, the SMC Foundation has been very supportive of the program and has paid for the Young Collegian enrollment fees during the past three years. When the program was implemented, Concurrent Enrollment students did not have to pay an enrollment fee and free college classes were advertised to the students. With budget constraints, the college changed the policy and Concurrent Enrollment students were required to pay the enrollment fee. When this happened the SMC Foundation was dedicated to helping these students and paying for their fees. The program is hopeful that the Foundation will be able to continue supporting these students in the coming years.

10. Please use this field to share any information the program feels is not covered under any other questions.

None to note.

G. Executive Summary

These fields to be filled out by the Program Review committee. Reports will be sent to the program and will be available on-line to populate relevant fields in the annual report and the next 6 year report.

Narrative

Commendations

Recommendations for Program Strengthening

Recommandations for Institutional Support

Ressources, note on appendices etc.

DATA

- Institutional Research website
- CalPASS
- Chancellor's Office Data mart
- TIMS reports
- SLO Assessment Data
- ISIS data
- Placement data

RESOURCES

- Program Review website
- Institutional Effectiveness website
- Curriculum website
- Mission, Vision, Goals
- ILOs
- Strategic Initiatives
- Definitions for course and program SLOs & SUOs
- VTEA Core indicators
- CPEC- Transfer data
- IPEDS- Federal data
- Clearing House data