PROGRAM REVIEW ANNUAL PLANNING SUMMARY
Program Review Committee Report 2019-2020

Introduction

Program Review is the process through which Santa Monica College ensures that every program, department, administrative and support unit engages in ongoing self-evaluation thereby directly supporting the College Mission as a measure of institutional effectiveness through the lens of each program. The review process is structured with specific prompts to which programs must respond, including demonstrating how program goals and functions support and align with the institutional mission.

The self-evaluation process prompts programs to analyze assessment and evaluation data to support assertions of student learning (when applicable), program efficiency, and effectiveness and identify areas needing improvement. Institutional Research (IR) maintains online data dashboards accessed by instructional and student support programs to compile the most common data metrics used in the program review process. In addition, IR works with programs to conduct research studies on an ad hoc basis.

The program review process and the documentation it provides serve as a resource for institutional planning, decision-making, and resource allocation processes. Through identification of overarching trends and needs noted in the Program Review Annual Planning Summary of all programs, the process contributes to framing institutional discussion around institutional effectiveness and goal setting for student learning and achievement.

The Program Review Annual Planning Summary, unlike more targeted reports such as the Technology or Facilities plans generated by other institutional planning bodies, presents an institutional overview identifying overarching trends and needs, contributing to an integrated planning process. In the past, the Program Review Annual Planning Summary covered programs reviewed in the prior calendar year. However, the current report includes reports for programs reviewed in Spring 2020, in addition to programs reviewed in calendar year. The change was made in response to the change in timeline for the development of the DPAC annual action plans and will ensure that the most current information is provided. Moving forward, the Program Review Annual Planning Summary will cover the programs reviewed in the previous academic year.

Committee Membership

The following table describes the membership of the Program Review Committee in the 2019-2020 and 2020-2021 academic years. The executive summaries for programs reviewed included in this report were produced by members who served on the Committee in 2019-2020. However, the planning summary report itself was produced by the Chair and Vice-Chair of the 2020-2021 Committee.

	2019-2020	**2020-2021**
Chair	Vicki Drake	Stephanie Amerian
Vice Chair	Erica LeBlanc	Hannah Lawler
Faculty	Stephanie Amerian, History Lesley Kawaguchi, History Steve Hunt, Library Teresa Garcia, Scholars Alaisen Reed, CSIS	Tyffany Dowd, Black Collegians/Adelante Teresa Garcia, Scholars Liz Koenig, ESL Jessica Krug, English Marisol Moreno, History Eric Oifer, Philosophy/Social Sciences Alasien Reed, CSIS
Administrators	Laurie McQuay-Peninger, Grants (Fall 2019) Patricia Burson, Library Ferris Kawar, Sustainability Tammara Whitaker, Distance Education (Spring 2020)	Dione Carter, Academic Affairs Ferris Kawar, Sustainability Tammara Whitaker, Distance Education

Programs Reviewed and Reports Accepted

The following programs submitted a six-year program review report in terms Spring 2019, Fall 2019, and Spring 2020. All Spring 2019 and Fall 20119 reports were accepted by a unanimous vote of the committee. The Spring 2020 executive summaries will be reviewed and voted on during the first Spring 2021 meeting.

Spring 2019:
- Cosmetology
- Counseling
- ESL
- Life Sciences
- Pico Promise
- Sustainability
- Transfer/Articulation

Fall 2019:
- CalWorks
- EOPS/CARE
- Financial Aid
- High School Programs
- International Education

- Scholars
- TRIO Upward Bound

Spring 2020:
- History
- Philosophy/Social Sciences
- Physical Sciences

Recommendations for Institutional Support for Programs

The following *Recommendations for Institutional Support* were generated based on the programs' self-evaluation reports and their interviews with the Program Review Committee. The recommendations are institutional supports identified to ensure that programs meet their objectives and goals and continuously improve. Not all programs undergoing review received institutional recommendations.

The following *Recommendations for Institutional Supports for Programs* were formulated as a result of the reviews of programs in Spring 2019, Fall 2019, and Spring 2020. The recommendations are organized by "theme".

Budget/Resource Allocation

1. Find ways to fund the safety training of lab techs ($600). *Physical Sciences*

2. Address how Supplemental Instruction resources are assigned to various departments (e.g., some departments get no S/I support for their classes and perhaps this needs to be re-evaluated in light of the goals to close equity gaps, implementation of AB705, and the development of Guided Pathways). *Philosophy & Social Sciences*

3. Investigate providing night proctoring for DSPS students. *Physical Sciences*

Facilities

1. The college should ensure that the cleanliness of the classroom and salon areas is maintained. *Cosmetology*

2. Ensure that the Facilities Master Plan, now under development, includes a new facility for ESL that is in the heart of the campus. *ESL*

3. Complete facility renovations on the current ESL bungalows. *ESL*

4. Ensure the state of cleanliness and safety in the Science Building. *Life Sciences*

5. Fix the gas leak in Science 332 and the problems with fume hoods and address, once and for all, the falling ceiling tiles. *Physical Sciences*

6. Begin planning now for the retrofitting needed in existing, aging chemistry labs once the new Science and Math building is completed. *Physical Sciences*

7. Provide a feedback system from Facilities/O&M for work order requests. *Physical Sciences.*

Policy/Procedures

1. The College should explore methods for helping students to achieve fulltime status to allow them to access financial aid. *Cosmetology*

2. The College should support the improvement in how students' hours are tracked and reported to the state. *Cosmetology*

3. Work with Career Services to explore paid internships for EOPS participants. *EOPS*

4. Consider, via SMC's Government Relations Office and lobbyist, revisiting the changes in Title 5 that precluded SMC from offering dual enrollment in non-district high schools, given the Chancellor's focus on equity and ensuring students have opportunities. *High School Programs*

Inquiry/Research

1. The College should explore ways to support student success in CTE programs to reduce the number of students who fail to complete the Cosmetology and other CTE programs. *Cosmetology*

2. Survey departments with regard to what they are implementing in their departmental activities/meetings regarding equity, redesign, and other initiatives to see if there are effective workshops or activities that could be scaled up for the entire institution. *History*

3. Examine the course offerings of departments with declining enrollment to determine if course offerings with wide variety and special topics is resulting in scant enrollment across the board. *History*

Marketing, Programming, Relationships

1. The College should explore ways to increase the visibility of the Cosmetology Program and other CTE programs through various marketing avenues. *Cosmetology*

2. Create an educational program for all SMC faculty/staff and administrators regarding recycling on campus, resource management (i.e., impact of energy and water usage, waste). *Sustainability*

3. Reestablish or establish new relationships between SMC Senior Level Administrators with UCLA to facilitate the success of interagency efforts such as Scholars Program. *Scholars*

Technology/Equipment

1. Consider a single customer relations management (CRM) application so that each service organization on campus that needs one doesn't have to acquire their own. *International Education*
2. Investigate methods to ensure the functionality of the Life Sciences equipment and develop a regular maintenance/replacement budget. *Life Sciences*

Executive Summary Reports

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CalWorks
Program Review
Executive Summary
Fall 2019

Program Overview

The CalWORKs (California Work Opportunity and Responsibility to Kids) Program is part of California's plan to implement the federally mandated welfare-to-work program, TANF (Temporary Assistance to Needy Families).

Begun in 1997, the CalWORKS program at Santa Monica College is funded by grant monies from the State of California (which allocates federal funds) and the Los Angeles County Department of Public Social Services. Program eligibility and participant requirements are complex, arcane, and demand significant and frequent monitoring and record keeping. Differences between State and County mandates and record keeping requirements essentially require staff to develop complex, individualized programs and records for each student in the program.

SMC CalWORKs counselors assist students by providing case management services, assistance with educational planning, and referrals for any additional supportive services, both on and off campus. Counselors work closely with DPSS in coordinating services, ensuring students are receiving necessary supportive services for school, and tracking both program compliance and progress of those students enrolled in the program. Some CalWORKs students are also eligible to receive free or low-cost childcare while attending Santa Monica College. CalWorks funding also provides students with funding for books and supplies, a transportation allowance and referrals to external agencies that provide various support services (mental health, food insecurity, resources for housing, etc.).

As of Fall 2019, the funding for the program has been stable, but is subject to state and federal funding cuts and changes in the political landscape. The program reports to the Associate Dean of Special Programs, but has expressed the need for a dedicated project manager, a job developer. The childcare aspect had been managed by a long-time Child Care Services Director who retired in Spring 2019. That position has not been replaced and responsibility for coordinating childcare services and the CCAMPIS (Child Care Access Means Parents In School) grant has fallen to the Early Childhood Education department chair.

Program Evaluation

Population Trends

In 2018-2019, the CalWORKs Program served 149 students. Hispanic/Latinx students represented the largest proportion of CalWORKs Students (37%). Six years ago in 2013-2014, Black students represented the largest proportion of CalWORKs students. The change in demographics in the Program reflect the broader change in demographics in California and Los

Angeles County where in recent years, increasingly more of the population identified as Hispanic/Latinx.

The CalWORKs population is predominantly female, representing over 80% of students served on average. However, in recent years, the percentage of male participants has steadily increased which reflects the increasing trend in the number of two-parent households in which both parents have been assigned to school as part of their welfare-to-work plan.

On average, CalWORKs students are older and enroll in fewer units than the overall college population. These demographic trends of the CalWORKs Program are indicative of its mission to serve parents who are participating in the county TANF Program and receiving public assistance.

Outcomes Assessment

The CalWORKs program assesses two counseling-related SLOs:

1) As a result of participating in a CalWORKs counseling session, students will articulate and prioritize the appropriate coursework needed for the subsequent term according to their welfare-to-work plan; and,
2) As a result of meeting with a CalWORKs counselor, students will understand the Math and English requirements to meet their educational goal.

CalWORKs counselors assess the SLOs during appropriate counseling sessions/appointments. Not all CalWORKs counseling sessions address the SLOs. The Program reviews the SLO results annually.

Other Evaluation

In addition to regularly assessing and analyzing outcomes data, the CalWORKs Program also tracks student counseling contacts, course success by ethnicity/race, and student satisfaction. Some highlights of the Program's data analyses and findings are included in the list below:

- The number of counseling contacts has significantly decreased over the last six years which is in line with the decrease in numbers of students served (from 225 in 2013-2014 to 149 in 2018-2019). The SMC data follow the statewide trend – overall, CalWORKs participation has decreased in recent years due to an improving state economy.
- CalWORKs students successfully complete their courses (grades C or better) at lower rates (61%) when compared to the college wide average (71%).
- CalWORKs students reported in their annual survey that they were satisfied with the program, and survey participants rated the quality of academic counseling as high.

Objectives and Response to Recommendations

The CalWORKs Program appropriately responded to the recommendations from the last six-year review, including collecting survey and other data (such as course success and SLOs). In addition, the review included an in-depth analyses and reflection of the program data trends. The CalWORKs Program indicated in their review that the course success rates of program participants were low when compared to the college-wide average, noting that racial equity

gaps exist in terms of course success for Latinx and African American students. The conclusions from the data analyses and subsequent reflection, however, did not inform the three annual objectives for 2020-2021. All three objectives, improve work-study opportunities, increase staffing, increase engagement, were informed by other departmental factors and priorities.

Commendations

The CalWorks Program is commended for:

1. Working with the state and federal guidelines to provide counseling, employment advisement and childcare assistance to program participants.
2. Recognizing the challenges and obstacles facing participants and providing comprehensive support to the students in a variety of ways, including monies for textbooks and supplies, transportation allowance, childcare assistance, and other support services.
3. For passing all state, county and district audits without findings.

Recommendations for Program Strengthening

To improve its various services and programs, the Program Review Committee recommends that the CalWorks Program:

1. Look at ways to outreach to high schools.
2. Work with Gain/Country CalWorks programs to identify eligible participants.
3. Coordinate with Early Childhood/Education Department Chair to identify opportunities with the new Early Childhood lab school.

Recommendations for Institutional Support

None

Cosmetology Program
Program Review
Executive Summary
Spring 2019

Program Overview

The overarching goal of the Cosmetology program is to help students pass board exams and gain employment as cosmetologists, estheticians, and manicurists and/or establish and manage their own cosmetology-related businesses. Students are required to complete the program coursework and practical training hours ranging from 400 hours for nail care, 600 hours for esthetics, and 1600 hours for cosmetology.

Students may earn an AS degree or certificates of achievement or departmental certificates, but must pass state board exams to practice as professionals. The 89 percent pass rate of SMC students on state board examinations is high when compared with private schools and neighboring California community colleges.

The program's students mirror the college's ethnicity statistics, although there is a higher percentage of African American students enrolled in Cosmetology as compared with the overall college population (15.1% compared with 9.0%). Females in the program enroll at a greater rate than males, so the program's percentage of females (77%) is much higher than the rate of females in the general college population (59%). Most students in the program are California residents.

Program Evaluation

A major challenge for the program is the declining number of students enrolled fulltime: over 78% of the students in Cosmetology programs are part time. Without fulltime enrollment, they are not eligible for financial aid, but with a majority of the classes at one-half unit yet requiring three to four hours per week, students struggle to maintain a full load. And, due to scheduling, students find it nearly impossible to add three-unit classes outside of the Cosmetology program.

A program in barbering is under development which would require 1500 hours for a student pursuing a standalone barbering certificate, but only 200 additional hours for a student who pursues a barbering certificate in addition to a cosmetology certificate. The program hopes to offer barbering classes in Fall 2019, but isn't sure how long it will take the state to approve the curriculum.

The program meets regularly with an advisory board and incorporates their suggestions for program improvement, including the development of the barbering program and

including more emphasis on professionalism in the workforce and helping students effectively interact with clientele.

Since the last program review, the program has upgraded the equipment used in the salon through the pursuit of Perkins grant funds, increased the number of off-campus events to provide students opportunities to gain practical work experience, and partnered with several SMC disciplines (Theatre Arts, Photography, Fashion) on projects such as LA Mode, theater productions, and film production projects. The program also developed an online program to help salon owners better manage their businesses. The program is also developing additional online course content and is seeking ways to effectively market the program to attract more students.

An ongoing challenge for the program is the maintaining the cleanliness of the salon and classroom areas. The entire suite of classrooms, offices, and storage areas is not very efficient and the lack of regular maintenance shows. The college did invest in new salon stations which has helped somewhat, but the overall look and feel of the facility regular custodial attention and could benefit from an investment to upgrade its appearance.

An overriding area for improvement is the state board exam pass rate. The faculty have worked to help students perform better on the written portion of the exam by including examination materials, terminology and specific content that is geared to the new National Interstate examination.

Challenges faced by the program include the inefficient methods for collecting state-manded data regarding students' hours, and the elimination of the program's evening hours.

Commendations

The Cosmetology Department is commended for:

1. Developing a barbering program to attract more male students and respond to industry demand.
2. Preparing students for employment in Cosmetology field through developing competences which result in more competitive skills for the students.
3. Offering cosmetology services to women's shelters, and other charities which, in turn, increase the number of off-campus events students can participate in for practical work-based learning opportunities.
4. Working with other departments such as Theatre Fashion and Photography on efforts such as LA Mode.
5. Creating classes to help students pass the state board exams.

6. Developing an online program designed to help graduates manage their businesses.

7. Adding financial aid information to the mandatory student orientation presentation.

Recommendations for Program Strengthening

To improve its various services and programs, the Program Review Committee recommends that the Cosmetology Department:

1. Work with Institutional Research and a data coach to identify and address equity gaps within specific student groups.

2. Develop objectives to address gender gaps in student success.

3. Consider strategies for attracting and supporting fulltime students.

4. Develop an online version of the salon business curriculum and market it to independent cosmetologists.

5. Explore more efficient ways to collect state-mandated data and track students' hours, including the use of mechanized and computer-based collection systems.

Recommendations for Institutional Support

4. The college should explore methods for helping students to achieve fulltime status to allow them to access financial aid.

5. The college should explore ways to support student success in CTE programs to reduce the number of students who fail to complete the Cosmetology and other CTE programs.

6. The college should explore ways to increase the visibility of the Cosmetology Program and other CTE programs through various marketing avenues.

7. The college should support the improvement in how students' hours are tracked and reported to the state.

8. The college should ensure that the cleanliness of the classroom and salon areas is maintained.

Counseling
Program Review
Executive Summary
Spring 2019

Program Overview

The Counseling Department address the educational, career development and psycho-social needs of Santa Monica College students. The Department provides counseling, outreach and instruction of the counseling curriculum to the entire student population, averaging around 120,000 duplicated student contacts per year. Our curriculum covers a wide range of course topics, including study skills, an orientation seminar, career development, job search skills and overall student success skills, just to name a few.

The department operates with a philosophy that students should be able to obtain all necessary information and support needed for their educational goal(s), regardless of which student service/program the student accesses. For example, students can count on seeing a counselor who is fully versed in transfer policies or required course sequence for his or her major in any special program or counseling location at SMC. Likewise, students can receive information on various career technical education pathway requirements and associate degree majors regardless of how they access counseling. The one exception would be the Center for Wellness and Well-Being, which is focused appropriately on mental health.

Twenty-five centers located throughout the college's main and satellite campuses provide specialized services. In addition, the department is committed to ensuring that online students have the access to the same counseling services as their on-ground counterparts.

The department's instructional curriculum covers a wide range of course topics including study skills, an orientation seminar, career development, job search skills and overall student success skills. Counseling 20, the Student Success Seminar, is routinely the second or third most popular course, enrolling approximately 3,500 students in 120 sections per academic year.

During the last six years, the department has fully embraced the college initiatives of Student Equity and the Guided Pathways Redesign. In Fall 2018, the department formally adopted the Student-Counselor Equity framework for Counseling and is also playing a central role in the Pathways redesign currently underway at SMC. The Counseling Department is re-envisioning its services around the recently adopted seven "Areas of Interest" (large groupings of similar SMC degrees, certificates and transfer majors).

Program Evaluation

The Counseling Department regularly reviews current student learning outcomes and assessments. The two current departmental counseling SLO's focus on educational planning since this is the main function of Counseling. A third SLO was developed and assessment was initiated in Winter 2015, for students who are receiving counselor feedback on their educational plans online. In Spring 2016, the department created and began assessing a fourth online Counseling SLO.

The department also analyzes course success, persistence and retention data for its instructional component, with an eye to ensuring that equity gaps are reduced or eliminated. The program also administers a "Student Satisfaction Survey" to all students who visit a counselor, regardless of the program or location. The aim is to ensure that services are more "relational" and less "transactional" in keeping with the departments Student-Counselor equity framework.

The department has increased its online services for students. Online review of educational plans and transcript evaluations, video career and educational planning appointments, online alternatives for probationary students are examples of how Counseling is ensuring that online students have access to the services they need.

The department addressed the recommendation made during the last six-year program review. They have tried various ways to improve services for students during peak enrollment periods, worked with MIS on a number of initiatives to add capacity to existing processes and systems (e.g., MyEdPlan, an online planner; Q-Less, an online sign in system, and video counseling), ensured annual objectives are measurable, and developed strategies for mitigating the time spent evaluating strategies.

Department faculty are actively engaged in departmental, college and state-wide initiatives, committees and task forces. Counseling faculty participate on myriad Academic Senate Joint Committees and college planning committees. For the past two years, the counseling faculty have been involved "en masse" in the Guided Pathways Redesign efforts. Members of the department participate on statewide committees concerning articulation, admissions, and career development.

Challenges for the department include responding to the Pathways Redesign. Implementation of "Areas of Interest" counseling and Student Care Teams will require extensive involvement of department faculty and staff. Implementation of a new SIS system to replace the college's WebISIS and the implementation of Starfish Student Success system will also present a challenge to the department in terms of draining resources.

Commendations

The Counseling Department is commended for:

1. Maintaining a solid commitment to implementing Equity and Guided Pathways.
2. Ensuring that students can count on seeing a counselor who is fully versed in all aspects of counseling.
3. Developing and delivering a wide variety of workshops delivered in equally diverse settings.
4. Developing effective programs that have helped participating African-American/Black students to complete their associate degrees more than two times earlier than students who don't participate.
5. Using Online Educational Resources (OER) instead of customized textbooks for Counseling 20 courses.
6. Collaborating with Admissions and MIS to create a pre-evaluation system for students with transcripts from other institutions (MyCap).
7. Working with universities to develop and coordinate collaborative transfer programs (such as TAGS)
8. Working to re-envision how Counseling will provide its services around the adopted seven "Areas of Interest."
9. Providing a more 'holistic' service to the students that addresses not only educating students about degree and transfer programs, but also addresses financial need (including homelessness and food insecurity) as well as personal/familial issues.
10. Helping probationary students return to good standing.
11. Developing innovative effective strategies such as the Counselor to Counselor meetings with SAMOHI counselors and the Counselor Internship Program.

Recommendations for Program Strengthening

To improve its various services and programs, the Program Review Committee recommends that the Counseling Department:

1. Implement the "Area of Interest" focused counseling services to ensure that students can access area of interest and pathway program counseling anywhere within the department.
2. Continue to explore ways to improve online counseling services.
3. Make use of Online Education Resources (OER) for Counseling 20 classes and other counseling classes, as applicable.

Recommendations for Institutional Support

None

Extended Opportunity Programs and Services (EOPS)
and Cooperative Agencies and Resources for Education (CARE)
Program Review
Executive Summary
Fall 2019

Program Overview

Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies and Resources for Education (CARE) are state funded programs established in 1969. The programs offer educational and financial support to eligible participants who have historically experienced economic and educational disadvantages with the goal of encouraging the enrollment, retention, and educational goal completion rates among participants.

Specifically, the program provides counseling services (academic, transfer, financial aid, personal), referrals to both college and community organizations, priority registration, tutoring, workshops, fee waivers, text book vouchers, meal vouchers and access to a food pantry. The CARE program provides similar support to students who are single head of household with dependent children.

EOPS also houses personnel who support the DREAM program. This interdepartmental program, established in Spring 2018, supports undocumented students, including assistance in applying for California Dream Act funding and other financial aid.

The EOPS program meets with its Advisory Committee twice a year. Members include representatives from Santa Monica High School, UCLA, CSUN and various SMC organizations.

The programs are aware of the need to stay up-to-date with Guided Pathways, AB705 and other initiatives. A staff of 16 (both full- and part-time) support the program. Funding has been stable, but state budget cuts could affect the programs' operations.

Program Evaluation

Population Trends

Over the last six years, the EOPS/CARE Program served an average of 1015 students annually, ranging from 886 students in 2013-2014 (lowest participation) to 1186 in 2016-2017 (highest participation) in 2016-2017. In the most recent academic year (2018-2019), a total of 972 students participated in the EOPS/CARE Program. The recent decline in numbers of program

participants since 2016-2017 mirrors the recent decline experienced college-wide during the same period.

In 2017-2018, Hispanic/Latinx students represented the largest proportion of EOPS students (68%), followed by White (12%), and Black (9%) students. When compared to the overall college population, Hispanic/Latinx students are overrepresented (college = 40%) in the EOPS Program by over 28%. Over the last six years, the percentage of EOPS students who identified as Hispanic/Latinx has outpaced the overall population growth for the group, growing from 60% in 2012-2013 to 68% in 2017-2018. During the same period, the Program saw a decline in participation among African American/Black students, from 14% in 2012-2013 to 9% in 2017-2018. The Program hypothesizes that the decline in participation among Black students may be due to the prominence of existing and implementation of new special programs such as Black Collegians and SMC Promise which offer similar benefits to the EOPS Program (textbook vouchers, dedicated counselors, etc.).

A large majority of EOPS students are female (approximately two-thirds), 24 years of age and younger (80%), and enrolled full-time (67-70%), and this populations have remained relatively stable over the last six years. Given that one of the requirements to participate in EOPS is full-time course load during the first semester of the program, the data suggest that EOPS is serving its target population.

Outcomes Assessment

The EOPS/CARE program assesses two counseling-related SLOs:

3) As a result of participating in an EOPS counseling session, students will articulate and prioritize the appropriate coursework needed for the subsequent term according to their stated educational goal; and,
4) As a result of meeting with an EOPS counselor, and using assessment and transcript evaluation results, students will identify their eligibility for, and the proper sequencing of Math and English requirements to meet their educational goal.

EOPS counselors assess the SLOs during the second half of the semester in real time based on their conversations with students during counseling appointments. The Program reviews the SLO results annually.

Other Evaluation

In addition to regularly assessing and analyzing outcomes data, the EOPS/CARE Program also monitors counseling appointments (numbers of counseling visits completed, numbers of students, and average numbers of visits per student), degrees/certificates, course success, student satisfaction, and effectiveness of the EOPS tutoring sessions. Some highlights of the Program's data analyses and findings are included in the list below:

- In 2017-2018, a total of 242 EOPS/CARE students received a degree or certificate, an increase of 142 when compared to 2012-2013. The improvement in degrees/certificates can be attributed to the Program's efforts in recent years to encourage students to pursue the new Associate Degrees for Transfer (ADT).

- Each spring semester, the Program administers an online survey of participants to assess student satisfaction with the program and gather input on how to improve their experience in the program. Overall, an overwhelmingly larger percentage of EOPS/CARE students report being satisfied with their experience.
- The number of EOPS students participating in tutoring for math and English has dramatically decreased over the last six years. Among EOPS students who did participate, tutored students did better in their English courses when compared to their counterparts (EOPS students, non-tutored), but worse in their math courses.

Objectives and Response to Recommendations

The program did not address recommendations from the last six year review in their report. However, when reviewing the recommendations from 2013-14, and comparing them to the 2019/20 report, it appears that the program has, in fact addressed all of the recommendations:

1. Review program evaluation metrics and consider distinguishing between SLOs, service unit outcomes, and program effectiveness measures.
2. Use available institutional data to measure outcomes achievement and program goals, where appropriate.
3. Where surveys are deemed the best tool develop strategies for ensuring a significant response rate.
4. Review current program target goals and determine the most meaningful targets and appropriate metrics for measuring.
5. When presenting longitudinal data, use numbers from Fall semesters.

The insights drawn from the Program's analyses of program data has directly informed the development of the next year's three annual objectives (for 2020-2021). The decline in EOPS/CARE student participants in recent years has informed the articulation of the first objective related to improving outreach and recruitment for the program, including increased presence at high schools and onboarding high school students earlier into the program. The results of the tutoring data analyses has informed the identification of the second objective to revise and improve the EOPS tutoring services. The third objective (providing new counseling options) was informed by the counseling appointments data finding that students in the program was receiving counseling services outside of the EOPS Program. All three objectives have clear descriptions for how they will be assessed and measured.

Commendations

The EOPS/CARE program is commended for:

1. Writing a clear, easy read report.
2. Offering, continuously since 1969, a comprehensive program with support services for students.
3. Bringing the staff together annually for programmatic staff development.
4. Achieving a significant increase in degrees and certificates awarded for program participants over the last six years.

5. Promoting excellence in an educational environment that eliminates academic and social barriers, while celebrating diversity and student achievement.
6. Updating the SLOs to better reflect the needs and outcomes of the program.
7. Increasing student attainment of the ATD.

Recommendations for Program Strengthening

To improve its various services and programs, the Program Review Committee recommends that the EOPS/CARES program:

1. Find ways to coordinate with existing college resources (e.g., tutoring services).
2. Define engagement and satisfaction for their students so that they can better assess what needs to be improved in the program.

Recommendations for Institutional Support

1. Work with Career Services to explore paid internships for EOPS participants.

English as a Second Language
Program Review
Executive Summary
Spring 2019

Program Overview

The ESL Department offers both credit and noncredit courses to prepare students whose first language is not English for college success and career enhancement. Faculty in the ESL department are deeply involved in the Adult Education noncredit ESL Program with the hopes of helping noncredit students matriculate into the credit programs of the college. The ESL department also collaborates with the International Education Center (IEC) on the Intensive English Program (IEP) curriculum and instructor hires. This program is designed to help international students who haven't qualified for the credit ESL program to successfully matriculate from the IEP to the credit ESL program.

Not surprisingly, the majority of students enrolled in credit ESL courses are international students. This population comprises approximately 10% of the college-wide student body and is generally a motivated group of students focused on attaining the skills necessary to successfully transfer to upper division programs. International students, here on an F-1 visa, must meet very strict and specific requirements to maintain their visa status. Before international students begin their studies at SMC, they are assessed and placed into the appropriate level of ESL courses. A combination of sequenced multi-skills and focused support classes is offered to prepare students to successfully complete college level courses. Those who do not have the entry level skills are referred to the IEP.

The primary goal of noncredit ESL students is to improve language skills to increase their ability to function effectively in English. While it is the goal of the ESL program – and the state – that noncredit ESL students matriculate into credit ESL, this has not proven to be the goal of the majority of noncredit students. While students on F-1 visas are not eligible to enroll in noncredit classes, there are no other enrollment restrictions. Aimed at individuals who arrive in this country with little or no English literacy, some students also have limited literacy in their native language. Noncredit ESL students self-select into the classes they feel are appropriate for their skill level. Classes are offered in the open-entry, open-exit format, enabling students to move between seven levels of multi-skills classes at any time based on self- assessment or instructor recommendation.

In addition to internal collaboration among its faculty on SLO assessment, common mid-term and final examinations, norming/grading sessions, and text book reviews, the

ESL faculty also collaborate with departments across the college. For example, the department works with the English Department on issues related to ESL students who want to challenge their ESL 21A placement, and with the IEC counselors to ensure availability of classes and concerns about individual students. The department faculty have worked with instructional assistants in the Humanities Tutoring Center regarding the specific needs of ESL students, and developed a program with the Modern Languages and Cultures department on a program where ESL students practice their language skills with native English speakers studying languages other than English. The credit program has also developed a number of clubs for students.

Faculty have also been proactive in working with ESL programs at other colleges with regard to the implementation of AB705, and have invited representatives from other colleges to attend guest lectures by department faculty and administrators from UCLA and UCSB on the needs of ESL students at the upper division level.

The noncredit ESL faculty are also engaged in collaborative efforts with partners in the community and throughout the college. The state's Adult Education Block Grant (now renamed the California Adult Education Program) funding for the noncredit program requires the development of a regional consortia between colleges and local unified school districts. SMC's consortium is with the Santa Monica Malibu Unified School district and the members have worked to establish data collection/ accountability systems, and connections between the consortium members and the community.

The noncredit program has also been heavily invested in expanding the Workforce Investment Opportunity Act (WIOA II) funding, which tracks the progress made by noncredit ESL students. The program has established electronic testing, an orientation and pre-test, and other improvements. Collectively these improvements have more than doubled the funding secured through the WIOA program.

Program Evaluation

Faculty in the credit ESL program meet regularly in large and small groups to discuss course curriculum, SLOs, assessment measures, etc. Each course level has one or two faculty leads who lead these discussions. The discussions include a look at the previous semester's data on course success rates and SLO mastery. Based on data, the faculty at each level may choose a new method for assessing an SLO or may change the weighting of course assignments.

After the initial flex day meeting, each departmental meeting thereafter apportions time for course level discussions. In these meetings, faculty may share exam results and rubrics for grading written assignments. These meetings are held monthly. Other methods of assessment include TIMS grade reports, Tableau data to monitor success rates and survey data requested from Institutional Research. Focusing on success data for ESL 11A and 11B, the faculty have developed strategies to increase the success rates for students enrolled in these classes.

Since the last Program Review, noncredit initiatives such as WIOA, and CAEP have necessitated that the noncredit ESL program participate in rigorous testing and data collection procedures. This is all completely new since the last review, and it has required enormous effort to develop and implement. It has also required that the curriculum be extensively updated with the core courses being revised and rewritten in 2018 and the remaining nine support courses slated for revision in 2019.

The noncredit ESL faculty have also used the results from testing required for WIOA funding (CASAS) to identify program improvements. For example, one area that required improvement was the level at which intermediate students could "interpret wages, deductions, benefits, and timekeeping forms." Instructors were provided with instructional resources and encouraged to include a lesson on this topic. The result was a higher proficiency achieved in this area.

The ESL department has addressed the recommendations made during the last six-year program review which focused on both the credit and noncredit programs. The credit program has incorporated assessment data from Institutional Research in its ongoing program assessment and uses that data to inform improvements. They have ensured that SLOs are assessed among multiple sections of the same courses, and have ensured consistent and common definitions are used to assess and report on SLOs. The department is working to develop certificates of competency in noncredit and is working on a new intake form to accurately collect information on noncredit students' matriculation goals.

Future goals include increasing the number of noncredit students matriculate from noncredit programs into credit bearing and career pathways programs, developing new certificates of competency for noncredit ESL, developing a new noncredit and credit ESL courses (e.g., English for special uses), and enabling the concurrent enrolment of noncredit and credit students in the same class,

In terms of challenges and planning recommendations, the ESL department is concerned about the elimination of the placement exam for ESL programs and the implementation of AB 705. Other challenges include the predicted retirements among its fulltime faculty members (two after Summer 2019 and an additional two in the near future). The expansion of the noncredit program is also of concern, as there is only one fulltime faculty who works half in credit and half in noncredit.

The department is also concerned about the state of the ESL classroom facility. Its location, at a far-removed corner of the campus makes the students feel isolated. The building is also quite old and despite some renovations by the college, is in a deplorable state, and a state-required change to the restroom configuration has resulted in long wait times for these facilities.

Commendations

The English as a Second Language Program is commended for:

8. Clearly demonstrating throughout their report how decisions on program improvement are based on collecting, reviewing, and analyzing data.

9. Implementing a better way to assess students, using pre- and post-testing, to enhance WIOA II grant funding, increase from 67 pay points to 605 and the funding from less than $60,000 to more than $131,000.

10. Partnering with the college and external organizations (e.g., Linguistics course that involved ESL, Modern Languages and Cultures and Earth Science departments and the partnerships with OTIS, CSUN, UCLA, and other external organizations).

11. Adding a noncredit ESL course to help ESL students prepare for the Citizenship Test.

12. Developing a strategic and consistent system for evaluating and using SLOs to inform changes within the department and tying SLO and other evaluation results to the objectives they developed to ensure continuous program improvement.

13. Establishing excellent collaboration and communication between the full-time and part-time instructors, creating a strong and integrated program for students.

14. Adapting courses to meet guidelines of AB 705; specifically, updating ESL 21A/B to ESL 19A/B to provide more contact hours allowing students to move more quickly into English 1.

15. Establishing a collaboration agreement with Otis College of Art and Design, to aid students in improving English proficiency in preparation for transfer.

16. Establishing a cooperation agreement with CSUN to allow TESL students an opportunity to shadow current ESL instructors at SMC, receive professional feedback, and mentoring.

Recommendations for Program Strengthening

To improve its various services and programs, the Program Review Committee recommends that the English as a Second Language Program:

1. Consider using graduate students and student interns (on campus and off) to enhance the Cooperation Agreement with CSUN and to forge a new partnership with Pepperdine.

2. Consider proposing a fulltime faculty position specifically to support noncredit ESL.

3. Build functional connections with the International Education Program.

4. Survey students to ensure that limiting noncredit classes to Bundy is not limiting access and consider additional locations for noncredit ESL classes (e.g., at the Emeritus campus and elsewhere in the city).

5. Provide information about Emeritus College classes to older ESL students who might benefit from these offerings as a means for interacting with other adults and practicing their speaking skills.

6. Investigate ways for students in noncredit ESL classes to gain access to support available to credit students (e.g., tutoring labs, other services).

7. Explore ways to help ESL students (whether noncredit or credit) to experience the multicultural richness of the area.

Recommendations for Institutional Support

1. Ensure that the Facilities Master Plan, now under development, includes a new facility for ESL that is in the heart of the campus.

2. Complete facility renovations on the current ESL bungalows.

Financial Aid and Scholarships Office
Program Review
Executive Summary
Fall 2019

Program Overview

With its primary goal of helping students succeed in their academic endeavors, the Financial Aid office oversees 18 different aid programs funded through federal, state, institutional, and private sources and disperses more than $50,000,000 of financial aid to SMC students annually:

- Federal funding programs include the Pell Grant, Supplemental Educational Opportunity Grant (SEOG), Federal Work Study, Federal Direct Subsidized and Unsubsidized Stafford Loans, and Federal Direct Parent Loan programs.
- State funded programs include the Cal Grant B, Cal Grant C, California College Promise Grant (CCPG) A, B, C-*formerly named the Board of Governor Fee Waiver Program*, Chafee Grant, Student Success Completion Grant (SSCG) and CalWORKs Work Study programs.
- Santa Monica College funded programs include the SMC Emergency Loan, SMC Book Loan, Student-Help Employment and SMC Foundation Scholarship programs.
- The Financial Aid and Scholarship Office also administers outside scholarships and a limited number of private loans.

Program Evaluation

Population Trends

Students served by the Financial Aid office tend to be fairly consistent over time in terms of number of students and the demographic breakdown (gender and ethnicity) of students served. Latinx students tend to receive between 50 and 53 percent of available aid, and African American students receive between 7 and 12 percent of the available aid. The California Dream Act increased the number of students served by the office.

Outcomes Assessment

The Financial Aid Office assesses two Unit Outcomes:

1) Student will be awarded their financial aid package earlier.
2) Students will have their financial aid applications processed faster.

Implementation of the Banner software system has allowed the office to meet these unit outcomes on a consistent basis. Financial aid applications completed online have doubled and applications for and awards of scholarships has also increased substantially. The office meets and reviews system changes and updates on an ongoing basis and changes to improve systems are integrated into office policies and procedures.

Other Evaluation

The Financial Aid and Scholarship Office has experienced increased student demands, decline in staffing levels, major changes in leadership and two office moves in the last three years. Despite these challenges, the office has met its primary continued to provide aid and resources to students as expeditiously as possible.

Objectives and Response to Recommendations

The Financial Aid Office completed its objectives for 2018-19, implementing the Banner Financial Aid software module, which has allowed the office to improve its services to students, and maintain a low rate of defaults on student loans.

The office has or is still working to address the recommendations made during the last six-year program review cycle. Recommendations that continue to be worked on include the staff training handbook (although the office recently hired a Banner consultant to help train staff), and development.

Commendations

The Financial Aid program is commended for:

1. Fostering commitment and dedication among the Financial Aid staff in reducing barriers to student success and ensuring that students get their financial aid in a timely manner.
2. Increasing the amount of financial aid issued to students as evidenced by the increase of BFAP money received from $134,000 in 2003 to more than $800,000 in 2019.
3. Ensuring that the College complies with the many state and federal regulations and reporting mechanisms.
4. Implementing an electronic scholarship application program to increase the number of students who apply for and secure scholarships.
5. Maintaining a cohort default rate well below the average Community College rate of 20.6% (SMC's was 9.7% in 2016).
6. Operating successfully despite several changes in leadership, increased student demand, increased complexity in reporting to federal and state agencies, and two office moves in three years.

7. Moving to a paperless office and financial aid process and adopting CampusLogic which will allow the operation to reduce paper use considerably.
8. Seeking to develop a formal evaluation process that includes asking students about their experience.
9. Using technology to address increased workload issues rather than asking for new staff.

Recommendations for Program Strengthening

To improve its various services and programs, the Program Review Committee recommends that the Financial Aid program:

1. Ensure objectives are time-limited and focused on program improvement, not daily operations.
2. Consider the creation of a comprehensive financial aid orientation, either an interactive tool or an in-person orientation to increase financial aid visibility among students and special programs.
3. Expand informational sessions to help students understand financial planning and literacy, loan default, and how their academic performance affects their financial aid eligibility.
4. Consider whether to rename the office as "Financial Aid and Scholarship" as requested in the report.
5. Raise campus awareness (i.e., among students, faculty and staff) about various financial aid opportunities and options.

Recommendations for Institutional Support

None

High School Programs
(Dual Enrollment and Young Collegians)
Program Review
Executive Summary
Fall 2019

Program Overview

High School Initiatives encompasses the Dual Enrollment Program and the Young Collegians Program. These programs are primarily geared toward high school students attending the Santa Monica Malibu Unified School District (SMMUSD). Although the college draws students from across the county, state, nation and even internationally, high school initiative programs have been limited, due to changes in state law, to serving students attending school within District boundaries, which in this case aligns with the Santa Monica Malibu Unified School District (SMMUSD). However, as mentioned below, two grant opportunities have allowed the college to expand the Dual Enrollment program.

The **Dual Enrollment Program** (DE) offers high school students an opportunity to take college-level courses at their high school. Although typically restricted (due to a Title 5 change in 2008) to serving only SMMUSD, the Dual Enrollment program has been working with the LA Hi-Tech grant for the past five years (Fall 2014-Spring 2019) and has been able to offer Dual Enrollment classes at Beverly Hills High School, Culver High School, Crenshaw High School, Palisades Charter High School and Venice High School in support of the career pathways that were developed through the grant. Moving forward, the program will support SMC's Strong Workforce Grant and our high school partners who have received the K-12 Strong Workforce Grant.

Another recent change (AB 288, enacted in 2015) allowed Dual Enrollment classes to take place during the school hours, limit the Dual Enrollment class to non-high school students and offer remedial courses at the high schools.

The **Young Collegians Program**, implemented in Summer 2008, was developed through collaboration between SMC and SMMUSD. The program's goal is to open up the world of college to students while they attend high school and offer Santa Monica and Malibu high school students, giving them the opportunity to obtain a high school diploma while accruing college units simultaneously. The Young Collegians participants attend concurrent enrollment classes at SMC for three summers 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.

These high school programs are supported by one director, a part-time counselor and a 50% administrative assistant. The report notes that if the programs' class offerings are expanded, additional staffing will be needed to help students get enrolled and additional counseling support will also be required.

Program Evaluation

Population Trends

The Dual Enrollment program served 5,549 students over the last five years. Most (55%) of the students are female. With the exception of white students, the ethnic representation of students is somewhat similar to the college's overall population: 44% of the students are white, 29% are Hispanic, 8% are Asian, and 7% are black; 5% declined to answer. The Dual Enrollment program also compares the participants from each school to that school's demographics to ensure that all student populations are being recruited and encouraged to participate. The overrepresentation of white students may be due to the fact that the overall population of the feeder high schools is predominantly white. The program is working to increase the diversity of the students in the program by reaching out to counselors at the source schools to encourage black and Latinx students to apply and participate.

Young Collegians has served 167 students since 2017 and the ethnic breakdown includes 17% black students, 71% Hispanic students, 2% Asian students, 5% white students and 5% multi-ethnic students. The program is geared to serve populations who have been underserved in higher education: low income, first-generation, racially minoritized, and English language learners.

SLO Evaluation

The **Dual Enrollment** program assesses the following Unit Outcome on an annual basis, using the class offering as a rubric:

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

The **Young Collegians** program assesses the following SLOs on an annual basis using observations of behavior, completed applications and surveys:

1. Upon completion of the Young Collegians program 80% of the student will attend a college or university.
2. After completing three summers of the student success workshops Young Collegians will be able to identify two universities they plan on applying to, name

two careers that they want to explore further, and would have filled out a college application.

Other Evaluation Methods

The **Dual Enrollment** program also uses an exit questionnaire to assess the impact the classes have on students' career goals and their intent to enter college after high school. The questionnaire also provides feedback from students on the enrollment process and the classes the students took during the previous semester. This feedback is used to make adjustments to course offerings, enrollment processes and other aspects of the program. Additionally, the program staff review retention and success rates which have been quite high (an average 94% retention and 90% success over the last six years). These findings are discussed at departmental meetings to make program improvements.

The **Young Collegians** program continuously evaluates feedback gathered via an annual survey, one-on-one conversations with students and grade evaluations. The success and retention rates of students is 95% for both metrics and the program attributes this high rate to the continuous monitoring and support provided by the coordinators.

Objectives and Recommendations from last Program Review

Objectives from the last year include increasing college awareness of the Young Collegians program (in progress), increasing Dual Enrollment classes (in progress), and improving timely enrollment of Dual Enrollment students (in progress). All three are dependent on the actions of others but the programs are working toward achieving them.

The last Program Review recommendations centered on evaluation of the high school programs. Questionnaires and surveys have been developed and implemented and findings from the data analysis is used to make program improvements.

Commendations

The Young Collegians and Dual Enrollment programs are commended for:

1. Maintaining an excellent success and retention rates in both the Dual Enrollment Program and the Young Collegians.
2. Successfully overseeing audits for agreements between Dual Enrollment and College and Career Access Pathway with no findings for the past three years.
3. Aligning Young Collegians program with all five ILOs.
4. Maintaining excellent success, retention and, for Young Collegians, completion rates.

5. Finding a way to use the LA High Tech grant to overcome the Title 5 changes that would have otherwise precluded us from providing programs in local feeder high schools.
6. Maintaining effective relationships with administrators at SMMUSD and other districts.
7. Developing a program for the Young Collegians that gives them a well-rounded preparation for college work, including the development of critical thinking skills, technology and information literacy, and communication skills.
8. Serving, in the Young Collegians program, students who have traditionally been underserved or racially minoritized in postsecondary education.

Recommendations for Program Strengthening

To improve its various services and programs, the Program Review Committee recommends that the High School programs:

1. Review recruitment policies to increase numbers of Young Collegians to ensure that it remains viable (the program served fewer than 170 students in the last three years which seems quite low).
2. Develop more achievable and measurable objectives for Young Collegians and Dual Enrollment and break up larger objectives into objectives that can be achieved in one year.
3. Consider reviewing/revising Program/Student Learning Outcomes for Dual Enrollment so that they better reflect the intent of the program.
4. In future reports, detail the program in terms of the data presented (e.g., specify the data for each school, include data regarding institutions to which participants transfer, the topics of special speakers, etc.)
5. Consider partnering opportunities with current service organizations like Adelante and Black Collegians and identify and incorporate, as applicable, the "best practices" and strategies used by these service organizations into the High School programs.

Recommendations for Institutional Support

1. Consider, via SMC's Government Relations Office and lobbyist, revisiting the changes in Title 5 that precluded SMC from offering dual enrollment in non-district high schools, given the Chancellor's focus on equity and ensuring students have opportunities.

History
Program Review
Executive Summary
Spring 2020

Program Overview

History is a single discipline department with each course sharing common objectives and outcomes. The department offers between 22 and 26 unique courses every semester. The overwhelming majority of students taking History intend to transfer but only a very small number (445 between 2012 and 2017) transferred as History majors. History courses fulfill one of the IGETC requirements for transfer – primarily through basic survey courses in Western Civilization, World Civilization, and United States History. The department also offers an impressive range of specialized courses on world regions (Africa, Asia, Latin America, Middle East) and topics (religion, science, environment, and US social groups). Thus, History offers numerous ways in which students can meet transfer requirements in an area that most interests them. The committee noted, however, that the variety of topics may be causing lower enrollment across the board and wondered if staggering the offerings of some specialized courses could prevent cancellations due to low enrollment.

The department has implemented an array of methods for engaging students. These include a peer mentoring program (funded through what was Equity and is now SEAP), mentorships, field trips to museums, guest lectures, and projects that are geared to students of color (e.g., documentaries, internships, essay writing support and contests, etc.).

The department demonstrated its alignment with the college's ILOs, supporting goals and strategic initiatives by developing interactive classroom experiences, ensuring consistency across course sections, and peer work; integrating hard and soft skills into courses, offering a variety of courses, and actively participating in the college's redesign efforts.

Department faculty are engaged with the SMC community and external organizations. The department reported that it would benefit from additional support of interdisciplinary and inter-program initiatives (through faculty release time) and additional funding for the peer mentor program. They also expressed a desire for better projectors for classrooms, and anticipate the need for additional full-time faculty in view of the upcoming retirements of existing faculty.

Program Evaluation

Population Trends

History has experienced declining enrollment over the past six years, as has the college as a whole, but that decline has somewhat plateaued. An ongoing concern, which is shared across the country, is the deemphasis of liberal arts and humanities courses of study, while the focus on career education programs grow.

Most students taking History courses tend to be first time freshmen who have declared transfer as their goal. Compared to the overall demographic breakdown of college's students, the program draws fewer Asian/Pacific Island students, approximately the same percentage of Black and Latinx students, and draws more male students.

As opposed to the last six-year review, the History program now has a higher number of students with less than college-level skills, despite the English 1 skills advisory. The department examined three "gateway" courses (History 1, 10 and 11), to look at the enrollment patterns of students and their retention/success. The department wants to do further study into the specific course taking patterns and outcomes of its students.

History instructors are concerned about the writing preparation of students and have made a conscious commitment to include more writing assignments. To encourage student success, History faculty have offered a number of student success workshops, including one focused on historical essay writing.

Outcomes Assessment

Each History course has three SLOs and all instructors assess all three course SLOs every semester. One SLO in each course addresses that course's historical content, listing the specific historical topics to be covered from the Course Outline of Record. This SLO is unique to each course. The other two SLOs are common to every course; SLO #2 addresses analytical skills and writing, and SLO #3 addresses the larger value of historical knowledge. The SLOs are included in the course syllabi so that students are aware of the assessments.

Typically, the assessments are written, often multi-paragraph essays, but they may also be objective measures such as multiple-choice quizzes. The department discusses the SLO results in department meetings, but not on a systematic basis, making discussion and analysis of the SLOs difficult. The department is considering revising its SLOs again and moving away from the current approach of trying to measure "content" and "skills" in both discrete and overarching fashions.

The department has a Program Learning Outcome for the AA-T History degree:
> Upon completion of the program, students will demonstrate, through written and oral academic work, critical examination of historical material, including primary sources, attending to such concepts as historical agency, context, perspective, and multi-causation. Students will further demonstrate an understanding of history as a discipline characterized by the application of

critical analysis to factual evidence.

Other Evaluation Methods

The department uses multiple evaluation measures to inform planning including enrollment trends, student success and retention rates, transfer rates, and TIMS data. They have not yet used student survey data but have been considering developing a survey to evaluate students' course preferences and help direct new curriculum initiatives and class offerings.

Analysis of these data revealed a dramatic reduction (a near closure) of the equity gap for Latinx, African-American and two other ethnicities, but also showed that the gap for first generation students and Native American students has persisted over the last six years.

The department hopes to continue closing equity gaps, aiming to surpass the college-set goals for this endeavor. They developed a multiyear plan — "Equity Through Community" — to achieve this goal.

Objectives and Response to Recommendations

Of the three objectives from the previous year, one was eliminated because it will be affected by possible revisions to the department's SLOs and the other two are in progress. In one case, they wanted to "scale up" the department's writing/skills workshops to include faculty from other departments but the interest from faculty was minimal. For the other objective, they are continuing to work with the English department on piloting English 1 sections for Liberal Arts and Humanities that are focus on evidentiary-based writing.

Objectives for the coming year include forming an Ethnic Studies working group with the intent to restructure the program; maximizing resources for student equity efforts; and continuing to engage faculty in equitable pedagogy and practices.

The program addressed the recommendations from the past program review report: the website has been updated for accessibility and is current; department policies are communicated consistently and are evaluated regularly; and projects are leveraging their need for equipment with other projects.

Commendations

The History Department is commended for:

1. Emphasizing student growth in both hard and soft skills to prepare students to be engaged members of their community through coursework.
2. Building authentic relationships with students through experiential education opportunities that emphasize one-on-one mentorship.

3. Developing curriculum that helps students see connections and relevance between current issues and historical events/patterns, and which emphasizes critical thinking in a meaningful and demonstrable way.

4. Collaborating with external organizations to provide unique experiences for students (e.g., scavenger hunts at the Autry, guest speakers, events that support various student populations).

5. Aligning and integrating ILOs into the History Department's goals.

6. Updating and streamlining SLOs so that program and course SLOs mirror each other, reducing redundancy and confusion in the assessment process.

7. Moving to close equity gaps, especially for African-American students showing a 6.9% increase overall, as the gap moves within two-tenths of a percent of college-wide success rate for the group.

8. Collaborating with the English Department to develop and coordinate interdisciplinary writing strategies for students.

9. Creating a proactive departmental workshop for flex days (the Fall 2019 interactive workshop on recognizing and confronting microaggressions in the classroom).

10. Getting half of the faculty to participate in the redesign efforts.*

11. Taking the lead in beginning the reorganization of the Ethnic Studies Program.

12. Using instructor evaluations as way of emphasizing equitizing the classroom experience for students.

Recommendations for Program Strengthening

To improve its various services and programs, the Program Review Committee recommends that the History Department:

1. Develop a survey with Institutional Research regarding the preference for History 10 over other History classes.

2. Contact the Professional Development Committee or Center for Teaching Excellence about disseminating the departmental workshops on recognizing microaggressions in the classroom to the institution as a whole.

3. *Encourage or find ways to get the other half of the department faculty who are not engaged in the pathways redesign to participate.

Recommendations for Institutional Support

1. Examine the course offerings of departments with declining enrollment to determine if course offerings with wide variety and special topics is resulting in scant enrollment across the board.

2. (For the Center for Teaching Excellence): Canvas departments with regard to what they are implementing in their departmental activities/meetings regarding equity, redesign, and other initiatives to see if there are effective workshops or activities that could be scaled up for the entire institution.

International Education
Program Review
Executive Summary
Fall 2019

Program Overview

The International Education department provides a wide range of services to over 2,800 students in F-1 status who come from more than 110 countries around the world to attend Santa Monica College. The International Education Center (IEC) is responsible for services including international student outreach and recruitment, admissions, orientation, activities, and assisting students to maintain their F-1 status and comply with USCIS immigration regulations. The department also assists international students with housing information, insurance, and other support services such as banking and obtaining cell phones. The International Education counselors offer academic advising and counseling for new and continuing F-1 status students. Additionally, the IEC oversees the administration of SMC study abroad programs offered through the Global Citizenship Committee, and a not for credit Intensive English Program (IEP).

Another critical component of the IEC is Program Development: the strategic expansion and development of international partnerships, contracts, and academic and cultural programming. It leads to the creation of revenue-generating programs and international student enrollment and retention.

The program notes the need for fulltime international counseling support, especially in view of AB705 and pathways implementation. Other needs identified in the report include equipment (scanner) and software applications (specifically, a customer relations management app).

Program Evaluation

Population Trends

International Students: For many years, SMC has enjoyed sustained growth in its F-1 student population. However, increased competition and a political climate which is unfriendly, to say the least, to international students has resulted in declines in the college's F-1 Visa population over the last several years: 6.6% between 2015 and 2018. Travel bans, trade wars, and difficulties with securing visas have dissuaded students from coming to the United States. Also contributing to this decline is a decline in the number of college-aged adults in several countries, epidemics, and the "incountry" development of educational programs.

The largest group of F-1 students comes from Asia (China, South Korea, Japan, Indonesia), but has declined from it's peak of 56.5% in 2016 to 38.6% in 2018. The majority are 20 – 24 years of age, followed by 36.6 who are 19 or younger. More F-1 students are female (54.8).

Study Abroad: most students who participate in the Study Abroad program are White or Asian. African American students are underrepresented and the program indicates that they will actively recruit black students. Latinx students have been both over- and under-represented compared with the general SMC population, depending on the year of the program.

The Global Citizenship Committee is trying to make the Study Abroad programs more accessible to all student groups.

Outcomes Assessment

The International Education program assesses the following SLOs:

1. As a result of participating in a counseling session, students will articulate and prioritize the appropriate coursework needed for the subsequent term according to their stated academic goal.
2. Using assessment or transcript evaluation results, students will identify their eligibility for and the proper sequencing of, English/ESL and math courses leading to their educational goal.
3. Students enrolled in Counseling 11 will be able to apply information and guidance offered through instruction to formulate a realistic educational plan.
4. Students enrolled in Counseling 11 will develop an understanding of the educational system in the U.S.

The program notes a steady rate of mastery in these SLOs. Counselors in the program meet regularly to review the data and use the analysis to make improvements in the program.

Other Evaluation

The program also uses degree and certificate attainment to assess the quality of the program and make improvements based on that analysis. Other statistics such as Student Visa counts, student contacts with counselors, and other measures are used to assess the program's quality and areas needing improvement.

Objectives and Response to Recommendations

The program had seven objectives last year. It was difficult to ascertain from the report whether these objectives had been met and the program is urged to reduce the number of objectives to a manageable level. Likewise, the program has proposed 13 new objectives. This is a burden that no program should bear and the IEC is urged to scale back the number of objectives proposed to a reasonable number.

The report notes that the program addressed recommendations made during the last six year cycle including identifying strategies to address periods of peak demand, using ISIS, QLess, and drop-off and email options for students to submit information. The program also addressed issues with student reinstatement and their website.

Commendations

The International Education program is commended for:

- Delivering Curricular Practical Training and Optional Practical Training.
- Analyzing trends that impact enrollment from SMC's largest recruitment countries.
- Assisting international students to achieve their goals at significantly higher rates than the general student population.
- Developing innovative and responsive Study Abroad Package Programs that fully embrace and support SMC initiatives such as International Student Services and Study Abroad.
- Effectively using data and student feedback to improve the program.
- Developing a student advisory committee to help guide program planning.
- Providing an array of helpful support resources for international students in terms of housing, counseling, etc.
- Providing a full array of student-centered counseling services.
- Supporting recruitment agents with communication vehicles like the newsletter, even when personal visits are not possible.
- Offering F-1 students details on accessing health care services while in the USA.
- Making constant program improvements such as updating the online orientation modules.
- Exposing international students to mass transportation options through off-site activities using the Big Blue Bus system and metro lines which demystifies the process for them, making it more likely that they will use mass transit in the future.

Recommendations for Program Strengthening

To improve its various services and programs, the Program Review Committee recommends that the International Education program:

3. Consider helping students identify housing possibilities that is easily accessible to public transit or a bike path so students don't lock themselves into a lease based solely on price without regard to the reality of their commute.

4. For the scanners requested in G.1.1 the program should consider requesting funding through the Information Services Committee tech funding process.

5. Contact the Sustainability Program for ideas for offsetting the carbon generated impacts of air travel impacts for staff and students.

Recommendations for Institutional Support

1. Consider a single customer relations management (CRM) application so that each service organization on campus that needs one doesn't have to acquire their own.

Life Sciences
Program Review
Executive Summary
Spring 2019

Program Overview

The Life Sciences department offers a wide range of biological science classes, with and without a lab component, that fulfill general education and transfer goals, as well as courses in nutrition. As a multidisciplinary department, Life Sciences courses attract students planning to major in the field, those needing courses to prepare them for another major (ex. Nursing) and non-majors, who are either fulfilling a general education requirement or who are broadening their understanding of the natural environment. Most courses are transferable and meet majors' requirements or program pre-requisites.

Since the last program review, the program has developed AS-T programs in Nutrition, Biology and Environmental Science. The department is also working on a series of certificates of study for post-baccalaureate Allied Health and Organismal Biology students.

Life Science faculty are very active in department, campus, and discipline activities which adds richness to the program and the college as well as keeping current in their respective fields. Many faculty are engaged in ongoing research, often providing opportunities for students to participate.

Life Sciences has received support from STEM-related grant programs such as the SMC/UCLA Science and Research Initiative. They have used grants to upgrade laboratory equipment and expand program offerings. Faculty in the program have also been the recipients of several Margin of Excellence Awards which provided funding for improving laboratory resources and equipment.

In terms of demographics, the program has seen a steady increase in Latinx students who enroll in the department's programs, but a decline in African American students. Women are enrolled at a slightly higher rate, due in large part to due to enrollment in our Allied Health and Nutrition programs which statistically and traditionally attract more women than men. The program is working to improve both enrollment and success rates of underrepresented students in a variety of ways including a newly established STEM program, student research projects, the BioBrightStart class [Bio 81], tutorial services in the Science Learning Center, as well as individualized mentoring.

Program Evaluation

The department meets regularly to discuss and analyze SLO data collected for Life Science courses and use those findings to make program improvements. SLOs are assessed every semester and for every course but the department focuses on a few each year. SLOs addressed for the most recent year focus on three areas: the use of the scientific method, understanding of mechanisms that control processes at the molecular, cellular and organ system levels, and evaluating scientific claims presented in the media.

The program also uses enrollment trends, success rates, course grade distributions, retention and additional data from TIMS reports to identify program improvement needs and solutions. Since the last program review, the department has seen major improvements due to prerequisite enforcement in many of its courses. Anatomy 1 is an exception, retention and success rates are lower than for other courses in the allied health series, despite the enforcement of an English 1 prerequisite.

Based on these assessments, the program has initiated multiple strategies to address various needs identified. For example, to address equity concerns, the department worked with the Adelante Program, Black Collegians, the SMC/UCLA Science and Research Initiative (STEM program), and partnered with the Physical Sciences Department to improve student-faculty interactions through the Diversity in the Sciences program. To address issues related to student language skills, they worked with the ESL department to establish a seminar series to address various potential areas of difficulty. In addition, Life Sciences faculty are developing vocabulary development worksheets with the guidance of their ESL colleagues.

Although narrative was not included in the report, the committee inferred from other sections that these and other strategies addressed two of the three recommendations from the last six-year program review which were to
- Expand efforts to improve preparation and success of underrepresented students and in particular explore strategies that can easily be institutionalized at the end of the STEM grant.
- Follow through on the previous recommendation to collaborate with English, ESL, and Counseling to ensure students understand and are prepared for the level of writing required in science courses.

The report did not specifically address how it is improving the success rate of online students enrolled in Life Science courses, but there were a few references to online resources that have been made available to students.

Objectives for the future include updating laboratory manuals for Anatomy and Botany, addressing the low enrollment and achievement gaps of racially marginalized students and underrepresented students, and exploring the need for reorganizing the majors' series of courses.

Challenges faced by the department include the need for additional fulltime faculty, administrative assistance (currently they share an administrative assistant with the Physical Life Sciences Department), and laboratory technical assistance. Equipment for the department requires continual updating (especially the microscopes) and the expanding Nutrition program could benefit from a dedicated kitchen facility (they currently rent facilities from the local middle school). The greenhouse, located at the Center for Environmental and Urban Studies, is in dire need of repair.

Once the new Math/Science Building is complete, the new laboratory facilities will require additional staffing and the old laboratory spaces should be renovated. The current building also experiences myriad HVAC and other system issues and ongoing cleanliness and custodial care has been a constant issue.

The Department also identified challenges with the current system for proctoring tests for students with disabilities, especially for those enrolled in evening and weekend classes. The program would like to have additional supplemental instruction (SI) support as they have seen higher success in programs that have SI support.

Commendations

Life Sciences is commended for:

1. Seeking funding to improve or upgrade equipment in the labs to create effective learning experiences for students.
2. Recognizing the collaborative nature of science and implementing a peer review process in Canvas to assist students in the writing of journal-style laboratory reports.
3. Developing Nutrition 8, the first lab course in Nutrition that allows students to fulfill a requirement that is not widely offered at area community colleges.
4. Developing the Nutrition AS-T degree.
5. Providing students with field studies and research classes that help students develop field research experiences.
6. Developing strategies to address the extremely broad range of skill sets of the students.
7. Assessing SLOs for every course, every semester, in a variety of ways.
8. Developing departmentally adopted lab manuals that allow students to transition between classes smoothly.
9. Adopting OER material when possible.
10. Using innovative learning strategies like Kahoot and Jeopardy Lab for course review.

11. Collaborating with organizations such as Heal the Bay and working with the Santa Monica Bay Foundation to secure funding for students to participate in a Marine Biology Research summer internship.

12. Developing a seminar series in conjunction with the ESL Department to assist non-native English language learners.

Recommendations for Program Strengthening

To improve its various services and programs, the Program Review Committee recommends that Life Sciences:

1. Approach Program Review as a department-wide, collaborative opportunity to carefully and thoroughly evaluate its various instructional programs and identifying ways to improve the programs.

2. Work with DSPS to find methods to accommodate students with disabilities while not compromising the department's academic standards.

3. Review and address all the recommendations from this program review cycle and address them in upcoming program reviews, culminating in a summary of how the program addressed these recommendations in the 2025-2026 six-year report.

4. Work with the Learning Resource Center (LRC) to collect data on Anatomy and Physiology students who are required to spend one hour per week in LRC studying and completing a series of exercises.

5. Break down objectives into manageable pieces that are measurable and attainable within one year.

Recommendations for Institutional Support

1. Ensure the state of cleanliness and safety in the Science Building.

2. Investigate methods to ensure the functionality of the Life Sciences equipment and develop a regular maintenance/replacement budget.

Philosophy and Social Sciences Department
Program Review
Executive Summary
Spring 2020

Program Overview

The Department of Philosophy and Social Science is a multidisciplinary department, which includes the following five disciplines: Economics, Philosophy, Political Science, Sociology, and Women's and Gender Studies. The Department has both an academic and applied focus with a strong commitment to interdisciplinary study, experiential learning, and service to the larger community. Courses offered meet Associate Degree and transfer requirements. A significant number of courses meet the SMC global citizenship requirement, and the Department expanded the Global Citizenship requirement to include courses focused on Gender and Sexualities. The Department also provides leadership for the Public Policy Institute (PPI) and Law Pathways Project.

The Department offers a variety of Associate degrees in its various subdisciplines plus two Certificates of Achievement (Public Policy and Environmental Studies). The number of degrees conferred each year and for each type varies. The Department values interdisciplinary studies and is considering a departmental name change to this effect.

Other departmental goals include helping students understand concepts of justice and power, reducing equity gaps for marginalized students, engaging students in the community through applied learning, and imbuing critical thinking and writing skills across the Department's curriculum. The Department is also exploring new classroom technologies and improving engagement with students enrolled in online classes.

Several Chairs of Excellence awards have been granted to faculty over the years and the next one will be awarded in 2020/21. Chair of Excellence awards have supported the enhancement of students' reading and writing skills, creation of the Public Policy Institute and Program, conference attendance for Sociology students. and revisions to curriculum to make it "critical thinking rich" and align it with emergent innovations in educational research, learning analytics, and theories of course design.

The Department notes that it would like to experiment with using cameras to provide synchronous delivery of lectures, but this would cause (in non-COVID-19 environment) a dramatic and negative change in the way apportionment is calculated. Obviously, the current situation allows for this opportunity as the College grapples with the effects of the pandemic. The Department also expressed a desire for Apple laptop computers for instructors, but besides the limited funding resources for the current technology

supported by the college, maintaining disparate computer platforms presents an additional infrastructure cost to maintain and support them. The Department also notes that they want to lower the class size because of the intensive writing and language components of its courses. Finally, they would like to ensure that Economics is always part of the Supplemental Instruction effort (it was and is currently, but this has not always been the case).

Program Evaluation

Population Trends

Students enrolled in the Philosophy and Social Sciences programs are somewhat dissimilar from that general college population:

- Females in Economics comprise only 37% of the enrolled students, compared with 51% for the College
- Enrollment of Black and Hispanic students in Philosophy and Social Science classes are lower than the general college population, while White and Asian students enroll in slightly higher rates, compared to the general college population. Sociology classes, however, have a higher percentage Hispanic and Black than the College which may be due to the discipline having two LatinX faculty members who actively mentor LatinX students, and the fulltime LatinX faculty member in Women's and Gender Studies.
- International students are slightly overrepresented as compared to the general college population in the Department's sub-disciplines; International students comprise 29.5% of the students enrolled in Economics.
- Far more students in the Department are fulltime (61.5%), compared to the College's entire population of fulltime students (38.2%) and more declare transfer as their educational goal (81% versus 73%).
- Four of the disciplines (Economics, Philosophy, Political Science, and Sociology) have a much higher percentage of online students (35%) than does the College as a whole (19%); 45% of the students in Economics are taking classes online, followed by 44% in Political Sciences, 34% in Sociology, and 22% in Philosophy.
- Students are less likely to have below-college-level skills (14% for the Department, 21% for the College. However, to address the writing assignments required in the Department's classes, they developed a writing course (Philosophy 8).

The Department expressed concern about the students who fail to succeed in their classes and are implementing several strategies to address this: increasing relevance for students through discussions of career opportunities; applied experiential learning, the Sociology Coaching project; varying scheduling patterns, and examining the relative success rates of on-line versus on-ground students.

Examples of other improvements to address student success include working with the SMCPD to make the learning environment safer, working with special programs (Adelante and Black Collegians), using the Equity Syllabi, participating in the Equity Task Force and other groups, and emphasizing and supporting the development of students' writing skills.

Outcomes Assessment

The disciplines of Economics, Philosophy, Sociology, and Women's and Gender Studies assess and analyze all three of their course SLOs every semester: academic behaviors, content learned, and critical thinking. Discussions are regularly had at both the discipline and departmental level. Several department-level program review meetings were largely devoted to these data. Overall, students show marked success in achieving the stated outcomes.

Other Evaluation

The Department examines Equity data in a very deep and meaningful way, further underscoring their commitment to reducing equity gaps for its racially marginalized students. The Department notes that equity gaps are greater in online sections, but in Economics, the gap is larger for on-ground students. This bears further investigation.

The Department also actively assesses the success rate of students, and comparisons of retention, GPA levels and course success between students enrolled in on-ground and online sections.

COVID-19 Assessment

The Department was one of three who met after the "Shelter in Place" order was given and the College moved its entire instructional program online. Below is a summary of the discussion of impacts experienced by the Department.

- Instructors who already taught online were, naturally, best prepared to go entirely remote. But even those with online experience have struggled to move what were on-ground classes to online due to students' lack of technology and/or internet connections, the additional workload that online instruction requires, and the issue of whether classes should be synchronous (lectures given at the time when the classes were scheduled on-ground anyway) or asynchronously (recorded for viewing later). They are conducting weekly department meetings to discuss this and other issues presented by the new distant modality of instruction.
- There is great disparity between what the students are receiving, between those aware of technological tools and other resources that add to the depth of a course taught remotely versus someone who is simply lecturing to a class and not using any additional tools.

- The Department reports feeling disconnected with where the College is headed, vis a vis its mission. They requested more guidance.
- Scholars classes are reporting less attrition than non-Scholars classes.

Objectives and Response to Recommendations

In its 2019 Annual Review, the Department outlined three objectives for 2019 – 2020 academic year: Revitalizing Online Offerings, Constructing Equity Syllabi and a Social Justice Statement for the Department, and continuing Coaching and Tutorial Programs. All of these are in progress, being addressed regularly at both department and discipline meetings. The Department is working on its online courses, has held department meetings on constructing an Equity Syllabi and has had two department meetings to look at the creation of a common Social Justice statement which may have to be developed at the discipline level if the department cannot settle on a common statement.

The Department has addressed or continues to address recommendations from the last six-year program review:

- The Department has developed strategies including workshops and course work to address students' writing skills and language skills preparation for coursework.
- The Department evaluated the You+1 coaching in terms of scalability and its effect on closing equity gaps. While the pilot was not further funded, the College has pursued ongoing equity efforts to institutionalized non-cognitive skills in classes and student services collegewide.
- The Department's commitment to service learning has been demonstrated in a number of disciplines. The Applied Learning Center was created to support participants and develop experiential learning in the Department's disciplines.

Commendations

The Philosophy and Social Sciences Department is commended for:

1. Addressing questions of justice and power, helping students understand and respond to issues that impact society, and providing real world problems that help marginalized, minoritized students engage with what they are learning in class.
2. Demonstrating an interdisciplinary commitment between Economics and Philosophy.
3. Improving their online offerings.
4. Integrating course SLOs with the College's mission and supporting goals.

5. Developing courses that respond to student need (e.g., Introduction to LGBTQ Studies and a writing course (Philosophy 8) designed to enhance the success of students who need this support.
6. Training faculty to help students identify support services needed and use the Maxient Report system.
7. Devoting time during departmental meetings to discuss ways to reduce equity gaps.
8. Engaging the community through the Public Policy Institute's forums.
9. Developing applied Service Learning partnerships which include students working with children in public libraries, organizing a voter registration drive, and studying the homeless population and developing programs to serve them.
10. Showcasing a commitment to social justice by publishing the bold claim, "There is no department, program, or unit on campus that is centrally and solely concerned with the questions of justice and power as is the Department of Philosophy and Social Science."
11. Working to increase student motivation, retention, and achievement through constant review and discussion of new pedagogies.
12. Recognizing that the English and ESL Departments cannot carry alone the burden of a huge, and growing, population of under-prepared students and taking measures to support these students in their department course offerings.
13. Producing more campus leaders than any other department.
14. Creating the Law Pathway and developing outside institutional partners such as UCLA, Berkeley, etc.
15. Create objectives that are truly measurable, doable within a year, based on assessment data (areas that they'd like to change in specific, measurable ways).
16. Reconsider the use of Proctorio or define limits in its use due to equity issues presented by the limitations of students' access to adequate technology/internet, their home environments and societal implications.

Recommendations for Program Strengthening

To improve its various services and programs, the Program Review Committee recommends that the Philosophy and Social Sciences Department:

1. Consider working with other "writing intensive" departments such as History to "scale up" departmental student support initiatives such as the workshops mentioned in the report.
2. Consider how models such as English 1 + 28 might be applied to the Department's curriculum.
3. Continue to examine why women are experiencing more difficulty with online classes while men are experiencing more difficulty in on-ground classes.

4. Investigate, more deeply, those sub-disciplines where success seems contrary compared to state/collegewide data (e.g., minoritized students in Economics and Philosophy have higher success rates compared to their on-ground counterparts).

Recommendations for Institutional Support

1. Address how Supplemental Instruction resources are assigned to various departments (e.g., some departments get no S/I support for their classes and perhaps this needs to be re-evaluated in light of the goals to close equity gaps, implementation of AB705, and the development of Guided Pathways).

Physical Science Department
Program Review
Executive Summary
Spring 2020

Program Overview

The Physical Sciences Department at SMC houses three distinct disciplines: Chemistry, Physics, and Engineering. More than 90% of the students enrolled in the Department's courses are preparing to transfer or enter professional programs. The Department has developed a wide variety of courses to meet the needs of various student populations and their myriad goals including courses designed for nonscience majors, introductory courses designed for STEM majors, and subject-specific courses designed for specific STEM majors such as allied health, engineering, bio-chemistry.

In addition to preparing students to transfer or enter allied health and other professional programs, the Department's Engineering discipline was recently (2019) authorized by the Chancellor's Office to offer an Associate of Science degree and Certificate of Achievement in Engineering and a Certificate of Achievement in Introduction to Engineering.

The Department participates in several grant initiatives including the Science and Research Initiative program which is designed to recruit and support STEM majors, especially those from student populations who have traditionally been underserved in STEM, a NASA curriculum development grant (MUREP), and a partnership with UCLA that leverages funding from a variety of funding agencies. Faculty have also been awarded SMC Foundation Circle Award for Innovation (to develop a Forum on Cultural Diversity in the Sciences) and a Chair of Excellence (to develop an Engineering Makerspace).

The Department has clearly defined program goals that are tied to the College's Institutional Learning Outcomes (ILOs). The Department has developed a number of introductory and other support courses designed to address the various needs of its students and to improve their success rates. Faculty have actively worked to identify and address how to close equity gaps for LatinX and African American students.

The Department notes needs in the area of facilities issues (temperature, ventilation, fume hoods, negative pressure, ceiling tiles), safety training for faculty and staff, inadequacy of personnel levels (fulltime faculty, lab technician and administrative support), the replacement of aging equipment, and the need to retrofit labs once the new building is open. Given the cataclysmic effects of the COVID-19 crisis on the

state's budget, the Department will need to be cognizant that the District will be greatly challenged, more so than ever, to resolve these needs.

Program Evaluation

Population Trends
Over the last six years, student enrollment in the Department has increased by about five percent, due, in part, to the efforts of the SRI program to recruit students, and changes in the K-12 STEM standards which help to steer students into STEM majors. Far more students are fulltime (50%) compared to collegewide data (22%).

The Department notes that there is a discrepancy in the number of students reported as "basic skills." While the number was listed as three percent in the Department's last six-year report, Institutional Research indicates that the percentage is closer to 20% due to how students with lower than college-level skills are counted. Recent changes in legislation have reduced the number significantly, but the Department is aware that the math skills required for successful completion of their courses have not changed and is taking steps to address as many of the courses do not have math prerequisites or have prerequisites that are lower than college-level. The success rate for students with math skills below college level is lower than those students with college-level math skills. Since 2013, the Department has seen a decline of among its international students (as has the College), but there has been a dramatic increase in the enrollment of LatinX (22%) and African American (25%) students served by the program. Conversely, there has been a six percent drop in Asian/Pacific Islander student enrollment; despite this drop, Asian/Pacific Islander students make up about 20% of the student population in Physical Science, compared with 12.2% for the College as a whole.

The report noted two significant population trends:
- Chemistry 19, which is geared to pre-nursing and other allied health students, has grown by 89% over the last six years, while Organic Chemistry series (Chem 21, 22 and 24) and Chemistry 31 have experienced declines.
- Engineering has seen a notable increase in enrollment (up 121%) and now offers four additional courses (up from two).

Outcomes Assessment
SLOs are developed for each subdiscipline that comprises the Physical Science department and are based on the skills students need to be competent scientists. All instructors teaching the same course use the same SLO assessment tool. Instructors inform students about the importance of mastering the skills, and infuse their courses with repeated examples of applications of these skills.

COVID-19 Assessment
During the meeting with the Program Review Committee, the Department answered questions (not included in the report) on how the COVID-19 crisis (and sudden move to "remote learning") affected its instructional program, and how the institution might support the Department and its students.

The Department notes that lectures are more or less transferrable to the delivery via Zoom and Canvas, but labs are a challenge. There is an expectation that students will develop skills which require hands on experiences. A number of lab demonstrations were filmed as YouTube videos, where students analyze the data that result from the demonstrated experiment. The College procured "Labster," a software simulation product, but it doesn't have the features needed by the Department. Students who transfer to UC and CSU will undoubtedly need some form of remedial work when in-person classes are again available because while they'll gain knowledge, they won't have the technical skills gained by in-person use of laboratory equipment and supplies, and the actual performance of the lab experiments. The Department expressed interest in talking with UC and CSU faculty about how these systems are addressing laboratory skills development in an remote environment.

In Engineering, the ratio of students is 1:4 and they have created exercises that students can perform at home so the effect of not having on-campus, in-person laboratory experience is not quite as severe.

Objectives and Response to Recommendations from the Previous Six-Year Program Review Report

The Department notes that its 2018-19 objective to assess explore a self-placement regime for Chem 11 is on hold due to the uncertainty of the potential impact of AB705. The current challenge exam's validity is in question because of the potential disproportionate impact on LatinX and African American students. Faculty are discussing this in departmental meetings and are developing ways to inform students about the level of preparedness for Chem 11 should they skip Chem 10.

The other objective (to review chemistry lab safety and cleanliness guidelines) is being addressed. Standards of inspection and cleanliness are posted in all labs. The College's recently hired Director of Safety and Risk Management is working with department staff to inspect labs and the stockroom, then working to resolve noted issues. This inspection will take place annually.

The Department has addressed the five recommendations made during the previous Six Year Program Review report. Specifically, it has:
- Created a new course, Physics 20, meant to prepare students to better succeed in calculus-based Physics, Physics 8 and Physics 21. (Recommendation 1)

- Created Chem 19, a General, Organic, and Biochemistry course to specifically meet the needs of our pre-Nursing and pre-Allied Health students. (Recommendation 2)
- Increased the weekly contact hours in Physics 8 and 9 to allow faculty sufficient time to cover the mandatory topics in those courses. (Recommendation 3)
- Developed an annual chemical inspection procedure, a process to remove unused chemicals from the chemical storage area, and a systematic method of labeling chemicals placed in secondary containers during student labs; discussed the need to update the College's Chemical Hygiene Plan and to identify areas where SOPs are required, and then to develop those SOPs.(Recommendation 4)
- Hired a new fulltime faculty member and three adjunct faculty in Engineering, resulting in a doubling of enrollment (up 121%). (Recommendation 5)

Commendations

The Physical Science Department is commended for:
1. Writing a clear, concise report that provided demographic data for the Physical Science Department students and substantial and thoughtful analyses of the data.
2. Informing students about the importance of mastering specific skills by listing them in class syllabi, as well as infusing repeated examples of applications of these skills throughout the course.
3. Responding to students' needs and academic goals, developing new courses and improving existing courses to better prepare students for the more rigorous courses needed for success, degree/certificate completion and transfer. Examples of these modifications include:
    - Developing four new Engineering courses in response to the increased demand for Engineering at SMC.
    - Developing a Chem 10 Bootcamp program in Spring 2015 to provide students with additional help during the semester (Fall or Spring) that students are enrolled in Chem 10 as one means of closing equity gaps.
    - Addressing the equity gap in the Chem 11/12 program by refocusing in-class time to incorporate more student-centered activities.
    - Developing the Chem 31 course for nursing and allied health workers.
    - Developing the Physics 20 to prepare students for rigorous calculus-based courses.
    - Developing Chemistry 9 to address the needs of nonscience majors who need to fulfill their general education science requirement.
    - Developing the Science 10 course, to prepare STEM students to work as summer undergraduate researchers at UCLA.
4. Creating, after noting the discrepancy in curriculum content between full-time and part-time instructors, the Chem 10 Faculty Handbook.
5. Incorporating the use of OpenStax Chemistry, an Open Educational Resource (OER) material that helps reduce the cost of textbooks to students.

6. Ensuring that department faculty and staff clearly understand the varying academic interests of its student population (e.g., STEM majors, students pursuing academic and career goals in clinical and allied health, students seeking to meet breadth requirements).
7. Participating in a variety of methods to close equity gaps (for example, faculty participating in the Men of Color Certification program, collaborating with Black Collegians, and prioritizing closing equity gaps in departmental hiring processes).
8. Addressing safety concerns, in coordination with the College's Safety Officer, through the Chemical Hygiene plan, revising lab procedures and training.

Recommendations for Program Strengthening

To improve its various services and programs, the Program Review Committee recommends that the Physical Science Department:

1. Begin thinking about the new building: what will be needed in terms of support equipment, additional support staff, etc.
2. Begin thinking about renovations will be necessary to the existing science building once the program moves into the expanded space (e.g., renovating labs to increase the number of sections Chem 10 offered).
3. Address the equity gap documented on page 25 for Physics 6 & 7, by developing a preparatory course focusing on the application of math in physics.
4. Address the specific help needed by the pre-Allied Health students enrolled in Chem 19 and think in general about the prerequisites for math given the changes to curriculum brought about by the College's response to AB705.
5. Ensure that faculty access @One training to improve their online pedagogy.
6. Consider having faculty take the safety training as part of a department meeting to address those who won't take the short training session without some kind of compensation.
7. Consider working with the College's Outreach and Dual Enrollment programs to explore partnerships based the new K12 standards for STEM as a means for bolstering enrollment.

Recommendations for Institutional Support

4. Fix the gas leak in Science 332 and the problems with fume hoods (mentioned on page 45 of the report) and address, once and for all, the falling ceiling tiles.
5. Investigate providing night proctoring for DSPS students. (Overarching request)
6. Begin planning now for the retrofitting needed in existing, aging chemistry labs once the new Science and Math building is completed.
7. Provide a feedback system from Facilities/O&M for work order requests. (Overarching request)
8. Find ways to fund the safety training of lab techs ($600).

Pico Promise Program
Program Review
Executive Summary
Spring 2019

Program Overview

The Pico Promise Program is a grant program funded by the City of Santa Monica Human Services Division and Santa Monica College. It is a partnership between the City and the College designed to meet the needs of youth living in close proximity to the College, primarily the Pico neighborhood that is defined as the 90404 and 90405 zip code areas of Santa Monica.

The focus of the program has changed significantly since it's last six-year program review, returning to its original focus of serving at risk, disenfranchised youth in the neighborhood surrounding the college. At the time of the last review, the program name had been changed to the Pico Promise Transfer Academy and its focus changed to a program designed to increase the number of Pico Neighborhood residents to earn baccalaureate degrees. To achieve this, mandatory support services and minimum unit enrollment was required of the participants.

The program's target population are youth ages 17-24 who have graduated from a public high school within the Santa Monica-Malibu Unified School District (SMMUSD), specifically Santa Monica High School or Olympic High School, and who have traditionally been underrepresented in higher education. Students must also be lowincome based on state and federal poverty guidelines, with some reviewed on a caseby case basis due to cost of living in the area; and identify one or more factors that may affect their ability to achieve their educational goals.

Academic counseling is provided by counseling faculty specifically trained for the program. Career counseling is provided by the Career Center. Wellness services are provided by the Center for Wellness and Wellbeing. Workshops, tours and other events are also provided to program participants.

The program is funded by the City of Santa Monica's Human Services Division and augmented with a 30% match from the District. Funds support a 50% program manager, a 50% student services clerk, adjunct counselors (18 hours per week during Fall/Spring and 24 hours of summer counseling support), and student workers. Matching funds (using SSSP, now SEAP) are used to support the career counselors.

Program Evaluation

The number of students participating in the program has varied over the years. In the 2017/18 year, there were 57 participants. The demographic breakdown of the program participants reveals that the percentage of male and female students mirrors that of the college, but in terms of ethnicities, Latinx students participate at a much higher rate than the college's overall population while fewer Asian Pacific Islander and White students participate, compared to the

overall college demographic. An overwhelming majority (97%) of the students in the program are under the age of 25, due largely to the requirements of the grant. All students are California residents, and a few have been identified as AB540 students.

Since the last program review, the City allowed the program to expand its target area to include both the 90404 and 90405 zip codes but targeting youth from the Pico Neighborhood is the primary goal.

The program assesses its SLOs throughout the year. Two of the program's SLOs mirror those used by the Counseling/Transfer Center while a third is specific to the program (after meeting with a counselor, students will be more confident seeking different types of financial aid and scholarships from federal, state and private resources). Other methods of assessment include data generated through the Student Satisfaction Survey. There are also reports generated for the City of Santa Monica including the rate of students who develop an educational plan, course completion, persistence, time to graduation/transfer, degree/career goal identification, and others.

The Pico Promise Program has experienced many accomplishments and program achievements over the last several years. They have met or exceeded their program goals and objectives, provided employment opportunities for participants, and provided a safe and supportive environment for students. The program recently signed a Letter of Agreement with Virginia Avenue Park to place student workers in the Teen Center and signed a Memorandum of Understanding with Family Service of Santa Monica for additional case management support and mental health resources for participants. The program was unable to address many of the recommendations from the last six-year review due to the significant changes in the scope of the program and the agreement with the City of Santa Monica.

The program would like to see student success data stabilize without such large fluctuations and see improvements in closing the equity gaps identified.

Staffing limitations, facilities (space) constraints are two limiting factors for the program.

Commendations

The Pico Promise Program is commended for:

1. Creating and implementing a student satisfaction survey and using the information to improve the program.
2. Being responsive to student feedback.
3. Reaching out and engaging Santa Monica's underserved and underrepresented youth residing in close proximity to college and supporting them in pursuing postsecondary education.
4. Broadening their outreach to serve more students (rather than limiting themselves to just transfer-oriented students).
5. Creating a safe and nurturing educational environment for at-risk youth in the community.
6. Expanding program services to including tutoring and meal vouchers.
7. Adapting to change.

8. Setting up a MOU with Family Services in Santa Monica to provide additional case management and mental health resources for identified youth in the program.
9. Creating a program with a holistic and comprehensive approach to helping students acquire the skills to be successful while pursuing their educational goals.
10. Adhering to the intent of the program and implementation of active steps to achieve the goals of the program, specifically with regard to increasing the number of students served from the Pico Neighborhood.

Recommendations for Program Strengthening

To improve its various services and programs, the Program Review Committee recommends that the Pico Promise Program:

1. Implement the activities identified in the report designed to improve and stabilize student success data.
2. Consider equity gaps among student groups within the program.
3. Consider collaborating with Young Collegians program.

Recommendations for Institutional Support

None

Scholars Program
Program Review
Executive Summary
Fall 2019

Program Overview

The Scholars Program was originally created in 1985 through a partnership with UCLA known as the Transfer Alliance Program (TAP). For over thirty years, the Scholars Program has assisted students to realize their transfer goals by helping them develop skills needed to succeed in college and nurturing in them a lifetime commitment to learning. The program challenges and supports students in achieving their educational goals by offering students individual counseling, tutoring, transfer workshops and new student orientations. Students are enrolled in specific courses with limited enrollment (25), designed by faculty to incorporate rigorous writing and research assignments. Students also receive services including specialized academic counseling, priority enrollment, assistance with applications to four year institutions, and library privileges at UCLA and UCI.

Eligibility and admission into the Scholars Program is determined through an application process with minimum requirements established through the partnership with UCLA. Space in the Scholars Program is not capped and students are not competing against each other to gain admission. Students learn about the program through a series of outreach and in-reach efforts including orientations, workshops, summer bridge programs, communication with area high school counselors, referral forms, cross referencing lists with other college programs (e.g., STEM, Black Collegians, and Adelante) and other methods. The program makes a concerted effort to enroll racially and ethnically marginalized and non-traditional students.

The original program was developed between SMC and UCLA's College of Letters and Science. TAP certified students are granted priority consideration in the admissions process when they apply to UCLA and can be reviewed for an alternate major in the event they are not deemed admissible for their first choice major. Although the TAP agreement is not a guaranteed admissions agreement, SMC's Scholars Program has maintained an admissions rate of approximately 90% for many years.

In support of SMC's mission to provide open and affordable access to university study for all students, this program participates in partnerships with other colleges and universities (in addition to UCLA) to facilitate access to baccalaureate and higher degrees.

The program is funded primarily with district funds but also has received what is now known as SEAP funding for some of its counseling support. The program is staffed with a fulltime counselor as leader, a part-time faculty leader and a part-time student services clerk. The program notes that the lack of fulltime clerical support is a challenge. The program also notes that level of effort expended to support the college's various initiatives challenges the program's faculty and staff to adequately address program goals and activities.

Program Evaluation

Population Trends

Over the last six years, the Scholars Program served an average of 1098 unique students each fall term, ranging from 883 in Fall 2014 (lowest participation) to 1191 in Fall 2016 (highest participation). In the most recent year with available data (Fall 2017), the Scholars Program served 1186 unique students. The numbers of students served has remained relatively stable since Fall 2012.

As part of the program's mission to "encourage participation of historically under-represented students", the Scholar Program regularly monitors the demographic breakdown of program participants, including ethnicity/race and first-generation college status.

In Fall 2017, 26% of Scholars Program students identified as Hispanic/Latinx and 4% identified as Black or African American. The data suggest that when compared to the overall college population who report a transfer goal in Fall 2017, these two groups are underrepresented, as Latinx and Black students represent 45% and 9% of the transfer-intended student population during the same semester. While the Latinx Scholars Program population has remained relatively stable over the last six years, the Black Scholars student population has improved slightly from 3.3% in Fall 2012 to 4.0% in Fall 2017.

The Scholars Program also seeks to serve first-generation college students (defined as no parent having completed a bachelor's or higher degree). In Fall 2017, 63% of Scholars Program students were first-generation students, a decrease of 7% when compared to Fall 2012 (70%). While the percentage of Scholars students who are first-generation has decreased, the program is still serving a larger percentage of first-generation students when compared to the overall college population of transfer-intended students (51%).

Notably, disproportionately more Scholars Program students are enrolled full-time (12 or more units) when compared to the overall college population of transfer-intended students. In Fall 2017, 73% of Scholars students were enrolled full-time, and the figure has remained relatively stable over the last six years. In comparison, disproportionately fewer, 44%, of all credit students with a transfer goal were enrolled full-time. The

Scholars Program cites in their review that this data insight aligns with the program goals as the program "attracts a very motivated and goal-driven student, taking daytime, on-ground courses towards transfer (p. 10)."

Outcomes Assessment

Traditionally, the Scholars Program assessed student learning outcomes (SLOs) to measure the effectiveness of their program. However, in recent years, the Program transitioned to identifying and assessing unit outcomes (UOs) which better suited program planning needs. The Scholars Program assesses four UOs:

- UO#1: The Scholars Program will provide students who obtain TAP certifications and who transfer with the institutional knowledge and academic skills they need to succeed in a university setting.
- UO#2: The Scholars Program will ensure its faculty understands the history and purpose of the program, that is knows who the students in the program are, and know what support and collaborative opportunities are available to them.
- UO#3: The Scholars Program will successfully transfer TAP certified schools to UCLA. Success will be determined by an admit target rate of 80% or higher.
- UO#4: The Scholars Program will evidence efforts to encourage participation of historically underrepresented and marginalized student populations.

The Program uses various methods to assess the four UOs, including surveys and admissions data disaggregated by race/ethnicity. The Program regular monitors performance on the UOs and revises and implements new strategies based on outcomes data findings. For example, the findings from a faculty survey (UO#2) inform the types of professional development and training offered to those who teach in the Program.

Other Evaluation

In addition to UOs, the Scholars Program regularly monitors its effectiveness by reviewing program admissions, counseling visits, course success, course fill rates, cohort persistence, degree completion, and transfer admissions (how many TAP certified, how many applied, accepted, enrolled) data. The Program cites in their review that these data metrics help them ensure high quality services and continuing success and achievement of its students.

Objectives and Response to Recommendations

The Program thoroughly responded to each of the Program Review Committee recommendations from its last comprehensive review in 2013. For example, the Program articulated new, more relevant outcomes statements, developed assessment tools, and collected and analyzed outcomes data findings – all in response to the recommendation that the Program develop outcomes assessment tools. Another example includes the development and implementation of a professional development

series and orientation for faculty who teach Scholars section in response to a recommendation to "encourage Scholars faculty to share successful teaching strategies".

Of the four annual objectives identified in the previous year's review (2018-2019), the status of all four are "ongoing", and the Scholars Program is actively working towards completing them. For the subsequent year (2020-2021), the Scholars Program has identified two additional objectives: 1) implement Scholars-specific Counseling 12 sections to increase career and major exploration opportunities for students, and 2) develop and implement a new research experience class for Scholars students. Both objectives were in response to the broader college efforts related to redesign/Guided Pathways, and the Program includes a discussion of how each objective will be assessed.

Commendations

The Scholars Program is commended for:

13. Exemplifying, for over 30 years, SMC's mission and position as a leading transfer institution in the country.

14. Certifying more students than any other California Community College TAP-related program.

15. Achieving the highest state level of certified students admitted to UCLA.

16. Developing a means for Scholars students to secure their AA degree in a way that meets their goals.

17. Increasing the number of students in the program while maintaining the same acceptance rate of its students to UCLA.

18. Creating the Sharer Scholarship, which awarded, to nine Scholars Program students, all of their unmet need at their transfer university, enabling these students to complete their undergraduate studies debt-free.

19. Serving as a longstanding and prominent member of the UCLA TAP Advisory Committee which includes leaders from UCLA and other community colleges in the TAP consortium.

20. Supporting and challenging students to achieve their educational goals through individual counseling sessions, tutoring, transfer workshops, etc.

21. Using the concept of smaller class sizes to promote a more rigorous coursework in preparing students for transfer; and incorporating research, writing, and critical thinking skills into the smaller classes to promote mastery of subject matter.

Recommendations for Program Strengthening

To improve its various services and programs, the Program Review Committee recommends that the Scholars Program:

1. Develop specific outreach strategies to increase the recruitment, focusing on recruiting students of color.

2. Create inviting bulletins welcoming all students to learn more about the program and its eligibility requirements.

3. Consider rebranding the program to distinguish it from other student services programs such as the Honors Society and in such a way as to encourage students, who might otherwise not feel they were eligible, to apply.

4. Share, as appropriate, successful strategies employed in Scholars classes (e.g., writing and research assignments) that could be employed to increase all students prepare for successful transfer to four year institutions.

5. Participate in program redesign efforts to ensure that the Scholars Program affords opportunities for students of color to participate fully in the program.

Recommendations for Institutional Support

1. Reestablish or establish new relationships between SMC Senior Level Administrators with UCLA to facilitate the success of interagency efforts such as Scholars Program.

Sustainability Program/
Center for Environmental and Urban Studies (CEUS)
Program Review
Executive Summary
Spring 2019

Program Overview

The Center for Environmental and Urban Studies (CEUS) is an environmental resource center for faculty, staff, students and the Santa Monica community at large. The CEUS is a hub of sustainability providing a variety of services aimed at assisting the SMC community in achieving its mission, goals, and objectives. To do this, the program provides students with hands-on experiences, promotes sustainability practices throughout the college community, works with the college's operations departments to reduce the college's impact on the environment, manages the recycling and composting program, promotes alternative transportation options for employees and students, and manages the American College and University President's Climate Commitment (ACUPCC).

In addition to department-set goals, the program has several mandated goals set by federal, state and local governments for waste diversion, recycling/composting, energy benchmarking, and water use reduction.

Program staff are heavily involved in college and community activities. Earth Week (during the spring) and Sustainability Week (during the fall) are major undertakings with multiple days of workshops and other events. The program coordinates Bike Month in May and organizes guest lectures at the Organic Learning Garden. The program also participates in flex day workshops, employee orientations, and participates in local outreach events.

Commendations

The Sustainability Program is commended for:

1. The Center for Environmental and Urban Studies is to be commended for its wide-ranging involvement in all areas of the campus and campus life (SH) and the EAC has completed a wide variety of pretty major accomplishments as well!

2. For its extensive community engagement and representation of SMC in the community (SH) as well as maintaining an ongoing relationship with the City of Santa Monica and the Big Blue Bus system.

3. For taking on management of the recycling program.

4. As noted in the self-study, the "CEUS / Sustainability Department is a unique hybrid of student services, academic program support, facilities planning and development and community resource."

5. For using the creative talents of SMC students to create awareness ads and information video.

6. For ensuring that the college makes progress toward mandated targets set by various regulators (city, state, federal, global).

7. For providing a wide array of options for staff and students to reduce their carbon footprint (transportation, recycling and waste reduction), etc) and for keeping the college informed about how we all might contribute to a cleaner, more sustainable way of life.

8. Although this is an evaluation of the program, the Sustainability manager is advising four student clubs -- I think that is pretty darn commendable!

9. Achieving the silver level Bike Friendly University award [and a question: are we the only CC to achieve this award? If so, Grace should publicize it if she hasn't done so already] and kudos for other awards (City of SM/Chamber of Commerce, and one from CA Green School Summit).

10. Coordinating the Corsair Market which is helping to address the food insecurity faced by many of our students!

Recommendations for Program Strengthening

To improve its various services and programs, the Program Review Committee recommends that the Sustainability Program:

1. Consider ways to simplify the program's scope to meet current staffing levels, given that additional staffing is unlikely due to the college's ongoing fiscal crisis and poor outlook for the foreseeable future.

2. Consider ways to collect data on the program's efforts that would support the allocation of resources for staffing (e.g., number of tours, class presentations, classes that integrate sustainability)

3. Work with senior administration to identify top priorities for CEUS to accomplish given limited staffing and funding.

4. Create a customer satisfaction survey regarding CEUS and Sustainability events, measuring, for example, the events' impact on participants' attitudes, behaviors and actions.

Recommendations for Institutional Support

1. Create an educational program for all SMC faculty/staff and administrators regarding recycling on campus, resource management (i.e., impact of energy and water usage, waste).

Transfer/Articulation
Program Review
Executive Summary
Spring 2019

Program Review

The Transfer Center at SMC was established in 1988 to strengthen the transfer function at the college and increase the number of students prepared for transfer to baccalaureate-level institutions. By 1990, SMC had established itself as the leader among all California community colleges in transferring students to the University of California system, a distinction the college maintains to date and which it has preserved for 28 consecutive years according to data compiled each year by the UC Information Center.

The Transfer Center serves as the liaison between SMC students and four-year colleges and universities. Through transfer activities such as workshops, counseling appointments, and access to materials on the transfer website, SMC students obtain knowledge about various four-year institutions and the academic skills and the requirements necessary to transfer ethically and legally to the institution of their choice.

The majority of SMC credit students (73%) indicated "Transfer" as their ultimate educational goal. Transfer-related services and resources include counseling services (completion, and articulation), workshops, college fairs, campus visits by university representatives, the transfer website, open computer labs, articulation services, weekly bulletins (email), classroom presentations, calendars and social media materials. These services are available to any student who has indicated or is considering transfer to a four-year institution.

Program Evaluation

The program has seen a four percent increase among the percentage of Latinx students who access transfer support services, while the percentage of White and Asian/Pacific Islander students has decreased. There is also a disparity in the percentage of African American students who attend transfer workshops (5%) compared to the percentage of African American students attending SMC (9%). The program is working with targeted special program faculty, staff and students to design strategies to better market the workshops and transfer-related activities to Black students at SMC.

This is the first six-year program review where the Transfer/Articulation functions are reported separately from the Counseling Department's overall report. Thus, there is no historical SLO or UO data for longitudinal comparison. However, the Transfer Support

Services program has developed three unit outcomes to assess its effectiveness and implement improvements. Two of the UOs are assessed via a one page, five question Transfer Workshop Feedback form, and the third is assessed via an online survey mailed to students who interacted with the Completion Counselor. In the case of the former, the data collected were reviewed and discussed by the department and informed planning and delivery of subsequent transfer workshops. In the case of the third UO, the survey information was used to improve the services provided by the Completion Counselor.

Other methods of assessment include information gathered from the UC and CSUs regarding the demographic data related to community college transfer students. The program notes that number of students seeking and earning Associate Degrees for Transfer (ADTs comprising AA-T and AS-T degrees) has increased.

Transfer Support Services faculty and staff are actively engaged in various college and community committees and participate in myriad activities. One of the biggest activities for the unit is the SMC Transfer Fair which could benefit from additional district support as the cost of the furniture rentals has increased as the size of the fair has increased.

Commendations

The Transfer/Articulation Program is commended for:

1. Creating the Completion Counselor position.
2. Creating many different workshops and soliciting student feedback in the form of satisfaction surveys and using the information to inform future planning.
3. Eliminating paper articulation sheets and focusing on enhancing the online presence of this information for students, faculty, counselors, etc.
4. Collaborating with Admissions and MIS to create a pre-evaluation system for students with transcripts from other institutions (MyCap)
5. Working with universities to develop and coordinate collaborative transfer programs (such as TAGS).
6. Developing effective Unit Outcomes for Transfer and using those outcomes to make programmatic improvements.
7. Establishing and maintaining SMC as the transfer leader in the state for nearly 30 years.
8. Coordinating college/university transfer fairs that have gained in size every year, thus providing students access to information from a wide variety of transfer institutions.

Recommendations for Program Strengthening

To improve its various services and programs, the Program Review Committee recommends that the Transfer & Articulation Program:

1. Explore ways to increase the percentage of African American students represented at transfer workshops.

2. Ensure that new counselors are trained on transcript evaluation methods.

3. Work with other special programs on campus (e.g., EOPS, Outreach) to more aggressively promote the creation of Transfer Admission Planner (TAP) accounts for students interested in transferring to the UC system.

4. Continue working toward the implementation of Areas of Interest Care Teams that will provide guidance and support to students.

Recommendations for Institutional Support

None

TRIO Upward Bound Program
Program Review
Executive Summary
Fall 2019

Program Overview

Upward Bound is a federally funded program through the US Department of Education's (one of the "TRIO" programs) that targets low-income high school students who are potential first-generation college students with the objective of providing multiple support tools and experiences necessary for participants to complete a program of secondary education and to enter and succeed in a program of postsecondary education. Originally funded in 2007, the program is currently in its third 5-year funding cycle (2017 – 2022), and the college expects to apply for continued funding in 2022.

The grant currently is funded at $287,537 per year and supports all staff positions. The program is slated to serve 60 high school students, two-thirds of whom must be both low-income and first-generation high school students (grades 9 – 12). Currently the program has 43 students and they are actively recruiting 17 more students. The program has three target high schools, all of which are part of LAUSD: Venice High School, Alliance William & Carol Ouchi Charter High School, and Maya Angelou Community High School. Crenshaw High School was another target school but in 2013, they restructured and lost significant enrollment. The enrollment drop and the fact that six Upward Bound programs were recruiting students from Crenshaw made it difficult to find enough eligible students so the program dropped Crenshaw from its target high schools and added Ouchi as an official target high school in 2017.

Program staff deliver services and activities to participants both at the high school during school hours and at the college through a variety of weekend and summer activities. Support includes counseling, academic advising, instruction in prescribed core curriculum, tutoring, career information and cultural awareness. The program also offers programming to engage participant parents.

The program reports that it would like access to a computer lab for its Saturday Academy and the summer program, and a permanent network account assigned to TRIO Upward Bound for use by our students in campus computer labs. Access to computer labs should be doable given that the program functions on the weekends and during the summer when demand is lower.

Program Evaluation

Population Trends

In 2018-19, the full complement of 60 students participated. At that time, the vast majority of participants were Hispanic (83%), followed by African American (17%) and there was one Filipina student. The majority of students at that time were female (70%), and more than half came from Alliance William & Carol Ouchi High School.

Longitudinal data reflect similar majorities: over six years, the program served 181 students from four target high schools. Females comprised 64% of the population and most participants (78%) were Hispanic.

The program staff report that the higher number of female participants is because female students tend to enter the program as groups of friends. The program would also like to address the unevenness of the ethnic representation of the program and will be looking at adding additional target schools with larger African American populations.

Outcomes Assessment

The program assesses student mastery of three SLOs:

1. As a result of Upward Bound, participants will recognize the connection between good high school preparation and adequate readiness for Post -Secondary Education.
2. As a result of Upward Bound, participants will compile a College Binder representing the application of college information learned.
3. As a result of Upward Bound, participants will conclude that persistence and perseverance are crucial in the attainment of their academic, career and life goals.

The report did not detail how these SLOs are assessed or how those assessments were used to improve the program.

Other Evaluation

As a federally funded grant program, the Upward Bound program must report on its objectives to the government via the Annual Performance Reports. This data will be used to calculate the program's "prior experience" points for the next funding competition cycle.

Additional evaluation methods include student assessments, reflections and questionnaires that solicit opinions and comments from the students at the end of each academic year, end of summer program and after education/cultural field trips.

Participants are tracked for six years after they graduate from high school. The staff does what it can to collect data using a clearing house, but because not all four-year institutions use the clearing house, data is difficult to collect and report.

Objectives and Response to Recommendations

The program tracks the same objectives that are in the grant. Progress toward achieving those objectives are ongoing as the program continually has new students in the cohort served.

The program has responded to the four recommendations made during the last program review cycle including using technology tools to assess the program, holding parent meetings and events, partnering with other college programs, and maximizing student recruitment.

Commendations

The Upward Bound program is commended for:

1. Developing and utilizing a robust student survey and college visit worksheets.
2. Inviting Dr. Rebekah Cordaro to discuss chemistry and climate change.
3. For taking students on college visit and cultural field trips.
4. For successfully receiving three five-year grant awards for the program with the first grant beginning in 2007 and the most recent running through 2022.
5. For creating a learning environment that challenges and supports students in achieving their educational goals.
6. For providing assistance to students in completing their college applications.

Recommendations for Program Strengthening

To improve its various services and programs, the Program Review Committee recommends that the Upward Bound program:

1. Work with Institutional Research to develop Unit Outcomes rather than Student Learning Outcomes and develop meaningful assessment practices that lead to program improvements.
2. Include, in future annual and six-year program review reports, actual longitudinal data regarding the postsecondary institutions attended by the participants and other tangible outcomes.
3. Consider, in the follow-on application cycle, including target schools that could contribute a more diverse participant population.
4. Ensure that the program has access to a computer lab for Saturday Academy and the summer program by making reservations through the EMS system.
5. Work with IT to develop a permanent network account assigned to TRIO Upward Bound for use by our students in campus computer labs.
6. Ensure that parents are encouraged to attend "parent night" events, perhaps by providing food, childcare and other enticements.

Recommendations for Institutional Support

None