Program Review
Black Collegians
Executive Summary
Spring 2014

General Comments

The goal of the Black Collegians program is to assist students of African descent to have a successful college experience and to promote the transfer of program participants to four-year colleges and universities. To achieve these goals the program provides counseling (academic and personal), directed tutoring, frequent workshops, field trips, special course sections, and social engagement through support for the Black Collegians Club. Students apply to become a Black Collegian and must meet certain criteria and obligations to remain in the program. The program has recently modified program criteria and mandatory participation requirements. Data has shown that those measures most aligned with GRIT attributes improve success.

One of the oldest programs within the California community college system devoted to African descent students, Black Collegians was recognized as a model program by the statewide *Umoja Community* organization. That Black Collegians is one of the few such state programs completely funded by the district reflects the College's commitment to the program. A strength of the program is the obvious commitment of the program's staff to the population served. An example of this commitment is the program leader's sabbatical focus on developing new articulation agreements with selected historically Black Colleges and Universities (HBCUs). Another example is the recently implemented Financial Aid Fridays started by the Student Services Assistant to assist Black Collegians with the financial aid process.

Workshops have provided a popular venue for offering a wide range of presentations and material. Interestingly, among the most popular are the gender-specific workshops: *Sista to Sista* and *Brotha to Brotha*. These have proven an effective way for students to address relevant issues in a safe collegial environment. Due to their popularity, these workshops are offered every month in major terms, supplemented by workshops on a broad range of local and national issues affecting the black community.

The Black Collegians program shares space and works closely with the Latino Center/Adelante and the two programs serve as a model for collaboration. Black Collegians has also developed strong relationships with other campus programs and resources such as Trio, Pico Promise, EOP&S, DSPS, Veterans Resource Center, and STEM. Additionally, the program is considered a valuable resource, both for students and faculty, and in particular, by academic programs seeking to improve success rates of African descent students. Program staff are very generous in sharing their time and experience.

Program Evaluation

Black Collegians has developed two program SLOs aimed at assessing program participants' understanding of the personal impact of African-American historical and/or societal issues, and the impact of counseling on the ability of students to utilize new resources for educational planning. These SLOs are in line with those developed by other counseling programs that target special populations. After several years of a high percentage of students meeting the educational planning SLO, the program felt that practices to consistently achieve high results were sufficiently in place, and the SLO was revised to help students better achieve more focused planning results. They assess the SLO through surveys and comments, which additionally serves as a catalyst for discussions aimed at program improvement.

In addition to SLOs, the program collected a lot of data on retention, success, and persistence. It is clear the program is desirous of determining which elements of the program have the most positive impact. However, the questions posed to generate each data set and the conclusions drawn seem to be focused more on program validation than drilling down to identifying the strongest program elements and the most effective strategies. To date, there are few examples of programmatic decisions or actions based upon conclusions drawn from the data collected and discussed. Taken in conjunction with the stated desire of the program for additional resources, there may be opportunities to more closely utilize data results to inform discussions regarding resource allocation.

Black Collegians is a unique program and in a position to model effective self-evaluation and use of data to inform planning and decision making focused on student equity. More targeted data collection and a shift in discussion focus towards those efforts that most effectively impact students could strengthen the program's role in broader institutional discussions on student equity. The program might also consider aggregating SLO assessment results based on more than a singular interaction.

Research on the African American educational experience has shown that the quality of the relationship between student and teacher can influence student performance. To gather feedback on this important topic, Black Collegians conducted a number of focus groups with program participants to solicit feedback on professorial traits and student-teacher interaction. These focus group comments have been particularly helpful in informing program planning. These comments have applicability beyond the Black Collegians program and were shared informally with colleagues and as part of a Spring 2014 Flex Day presentation with the Latino Center (which conducted similar focus groups). Black Collegians is to be commended for seeking this feedback – which should be shared more broadly with the institutional bodies identifying strategies to improve gaps in student equity and achievement.

Commendations
Black Collegians is commended for:
1. The number and variety of workshops offered, especially the *Sista to Sista* and *Brotha to Brotha* series.
2. Efforts to collect data and use of current research to inform program discussions.
3. Collaboration with other student services programs and academic departments.
4. Recognition and award as a model program for African American students by the *Umoja Community*.
5. Increased and more efficient communication with program participants using social media.
6. Focused sabbatical work to build relationships and implement transfer agreements with HBCUs.
7. Creation of Financial Aid Fridays.

Recommendations for Program Strengthening
The committee recognizes the commitment and efforts of Black Collegians staff to support program participants and recommends the program consider the following to further strengthen the program:
1. Evaluate the impact of modifying program participant criteria and mandatory activity requirements.
2. Explore means for increasing broader institutional awareness of classroom strategies and student feedback for improving the equity gap of African American students.
3. Refocus data collection on identifying the strategies that have the most significant impact on improving program participant success and use that data to inform discussions around resource allocation and requests.
4. Consider increasing the number of assessments used to determine SLO mastery.

Program Review Chair _____

Narrative

The Business department includes two primary disciplines – Accounting and Business – plus a third small offering in Automotive Technology. Department offerings are designed to meet both transfer and career technical education (CTE) requirements, as well as professional development needs. In addition, the program continues to offer a degree in Business Administration, renamed Business Administration – Professional to distinguish it from the recently developed Associate in Science-Transfer degree (AS-T) in Business. The AS-T - Business meets state requirements to facilitate transfer to the CSUs. The department also offers a variety of certificates and is exploring creation of an AA in Marketing. Hospitality and Toursim is another area the department is reviewing for possible expansion.

In recent years, the department has seen some growth in Business course enrollments and an enrollment decline in Accounting courses. The introduction of several new Business courses may be a contributing factor to these shifting numbers. The vast majority of degrees and certificates awarded by the department are in Business, although Accounting has seen an increase in the number of students seeking the Professional Accountant Certificate that prepares students to take the CPA exam. The pass rate on the CPA exam for students taking the preparation courses is exemplary and commendable, particularly as data comparing SMC pass rates with all community colleges and CSUs shows places SMC at the top.

It is interesting to note that departmental demographics differ from institutional demographics in a number of key areas. Since the last program review, the percentage of Business students listing transfer as their educational goal has increased significantly while the number citing a career objective or educational development has decreased. The department profile includes a higher percentage of Asian/Pacific Islander, fewer Hispanics and more Foreign Country students. Compared to the college-wide profile, students in the department are more likely to be male and are older. Given the number of enrollments in Accounting classes which prepare students for the CPA exam, it is not surprising that a much higher percentage of Accounting students have some college preparation or even Bachelor Degrees when compared to departmental and institutional demographics.

Automotive Technology is a very small program, both in number of classes offered and number of students enrolled. The program offers both on-line and on-ground courses. Since the College closed the on-campus automotive facilities, on-ground classes are held in the new automotive facilities at Santa Monica High School and articulate with courses offered by the high school to create a career path.

The Business department has been a leader in offering on-line courses. By Fall 2012, on-line courses had grown to 56.8% of the department's offerings, by far the largest of any department. The majority of Business classes are now on-line and multiple certificates can be completed totally on-line. As a consequence, the department is closely monitoring the on-line course completion rates, as they are somewhat lower than for on-ground courses. Business retention rates overall have also seen a slight decline. Traditionally, completion and retention rates are lower for on-line courses, but given that a majority of Business courses are offered on–line, it bears regular and careful monitoring and discussion.

With a high percentage of courses offered on-line, textbook selection and the corresponding computerized accessories provided by publishers, also known as course management systems (CMS), have become a key consideration in improving student performance and SLO mastery. Recent textbook adoptions have included adaptive learning tools, a technology that quizzes students on the course materials following up with targeted questions when incorrect answers are given. As more of these tools are adopted, they will be monitored to determine effectiveness.

Business faculty are engaged in many activities to promote student success, often as collaborations with other departments and programs. For many years the department has maintained a Career Closet of professional clothing that, combined with the many workshops offered on job interview and presentation skills, have helped many students. Business has paired with other programs such as Black Collegians, Adelante, and the Veterans Resource Center to offer workshops and access to the Career Closet to reach targeted populations who may not necessarily be enrolled in business courses. These efforts have proved to be of mutual benefit as Business has benefitted from the experience and successful strategies shared by these programs. The department plans to place greater emphasis on improving the success of underperforming student populations in future discussions and efforts.

Program Evaluation

The department assesses all courses each Fall and Spring. Most recently, departmental SLO discussions have focused on the five foundational courses: Acctg 1, Acctg 2, Bus 1, Bus 5, Bus 32. These courses comprise the largest offerings and are represented in all degrees and certificates for both the Business and Accounting disciplines. SLO mastery has improved in these five key classes, with the exception of Bus 1 - a cause for concern and perhaps a reason to more closely review the course SLOs and/or the tools for assessing them.

The department will continue to monitor SLO assessment in these key classes as well as looking at other data. To ensure all areas of the Business curriculum are adequately reviewed the department is implementing an SLO review cycle parallel to the program review cycle. And other sub-disciplines such as marketing, logistics, and international business will be the focus for upcoming departmental discussions.

All SLOs have been mapped to the ILOs with each discipline identifying the core competencies to successfully achieve mastery. Moving to recording SLO results in the ISIS system has significantly increased the number of assessments administered and the percentage of students attaining mastery. While the department has clearly made changes as a result of SLO assessment, it is unclear how or when regular engagement of all faculty in SLO discussions occurs. Given the number of faculty who teach solely on-line, this may be a factor in achieving wider and more regular participation.

There are no capstone courses in the Business disciplines so the department looks at the SLO assessment data of courses that are taken by students to complete a degree or certificate. The majority of the department's degree and certificate assessments fall in a satisfactory (though improvable) range, with the exception of the Business Administration AA. Although this degree is unique among the other department degrees and certificates in that it includes courses outside the discipline, it warrants further analysis and scrutiny.

Commendations

1. Implementation of the AS-T degree in Business.
2. High pass rates of SMC students on the CPA exam.
3. Consideration of the potential of available course management systems and adaptive technology to help students meet standards when adopting textbooks.
4. Increase in departmental awards and degrees.
5. The number of events and workshops offered to help students.
6. Engagement of a large advisory board and departmental responsiveness to their recommendations.
7. Efforts to engage part-time faculty in departmental efforts and full-time faculty sharing office space with adjuncts.

Recommendations for Program Strengthening

1. Monitor Bus 1 SLO assessments to determine if decreasing mastery levels are an anomaly or a trend that needs to be addressed.
2. Review Business Administration AA assessments and identify strategies the department might consider to address those areas in which students' mastery is below department expectation levels.
3. Analyze correlations and trends among data, SLO assessments, retention, and success by student population; identify strategies to address areas of concern.
4. Examine strategies, including offering hybrid courses, to address the differences in success, retention, and mastery of subject matter between on-ground and on-line courses.
5. Investigate the impact of adaptive learning technology on SLO mastery an student success.
6. Identify strategies to address recent decreases in completion and retention rates in Automotive Technology.
7. Implement a review cycle to ensure all SLOs are regularly discussed.

Recommendations for Institutional Support

None

Narrative

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Recommendations for Institutional Support

None

Program Review
Executive Summary
Campus and Alumni Relations
Fall 2014

General Comments

Campus and Alumni Relations is a new office in existence as a separate entity about a year. As such, this review took place sooner than would be normal but the committee anticipated a natural synergy with Outreach and Recruitment and chose to review them together. However, upon review the synergy appears more manufactured than natural with the result that the committee elected to review the two programs separately. Thus, the committee issues a caveat that Campus and Alumni Relations is still in the development and implementation stage. The program was envisioned as a comprehensive approach to maintaining student engagement with SMC beginning while students are still at the College. As such, the office is responsible for overseeing the development and growth of the SMC Alumni Association and its sub groups, the Dale Ride internship program, and the President's Ambassadors.

The Alumni Association begins building the SMC alumni base while students are still attending SMC through the Future Alumni Club and a host of activities geared toward encouraging students to stay connected to the College. By using social media tools, building interactive venues and databases, and creating targeted events the Alumni Association has already increased visibility and participation. The Young Alumni group focuses on engaging recent graduates even as they continue their education at upper division institutions and recruits them to serve as ambassadors for SMC transfers who follow them.

The Dale Ride internship program is a long-standing program that has been moved under Campus and Alumni Relations. Every year a small group of students are selected for an internship opportunity in a governmental or public service agency in Washington D.C. underwritten by the SMC Foundation. This prestigious program broadens participant awareness of public service careers and offers a unique summer opportunity for those selected. The program attempts to match student interest with the assignment. Thus the internship venues change every year.

The President's Ambassadors program, begun several years ago, recruits and trains students who represent the diversity of the SMC student body to be student representatives for the College and the President's Office. Students receive leadership training as well as information enabling them to truly represent the College. This experience builds a sense of community while promoting service and involvement and a deeper connection to the SMC.

Program Evaluation

As a new office, goals have been established for each program but UOs have yet to be fully articulated.   However, specific data has been identified, collected, and analyzed , parameters for evaluation of program element effectiveness developed, and structures for regular feedback and assessment implemented.

Commendations

Campus and Alumni Relations is commended for:
1. Impressive level of outreach and the number of events organized in a short time.
2. Successfully the Dale Ride and President's Ambassador programs with growing the alumni base.
3. Expanding databases and methods of communicating with alumni.

Recommendations for Program Strengthening

The committee recognizes this is a nascent office that has accomplished a lot in a short time with some program elements yet to be fully articulated and implemented. To further strengthen the programs the committee recommends Campus and Alumni Relations consider the following:
1. Develop a comprehensive evaluation plan for all programs under the office to inform planning and assessment of program effectiveness.
2. Articulate UOs so that they are clearly measurable.
3. Look for ways to partner with other areas of the College to adapt tools such as Target X/Salesforce already acquired by other programs for effective use by Alumni Relations.
4. Articulate strategies for strengthening collaboration with the SMC Foundation to increase giving as a by-product of Alumni Relations engagement building.

Program Review
Executive Summary
Campus Police
Fall 2014

General Comments

Campus Police is a comprehensive department providing law enforcement, crime prevention, investigation, security, parking, and traffic control; services to the SMC community. Working closely with College stakeholders, Campus Police leads the effort to prevent crime and ensure the safety of everyone on campus in a collaborative manner. The department places a premium on respecting individual rights and using non-confrontational methods while executing their role of ensuring a safe and nurturing environment for all constituents. Working with other departments to create a "whole student" model, the department has added a "teaching and helping" component to reinforce this approach and go beyond enforcement only.

The department philosophy has been to take a supportive and proactive approach in dealing with students that is embodied in a "Spirit of the Law" teaching approach over a "Letter of the Law" enforcement approach. In a commuter campus environment student issues do not necessarily end when a student leaves campus. Officers have been known to check on students at home to get a student help if there is an indication of a potentially serious outcome. Strong relationships have been developed with other local forces, agencies, and service providers. Campus Police participate in the Crisis Prevention Team and are an important resource to many departments across campus.

In recent years, Campus Police responses to multiple serious incidents have reflected the dedication, planning, and preparedness of the department and have served to further improve departmental policy and practice. Spring 2013 was a particularly difficult period for the campus and the police department when, in the period of a month and half, the department responded to a bomb threat, a suicide on campus, an active shooter threat, and finally an intense and tragic shooting on campus that left 3 innocent people and the shooter dead. Campus Police officers responded to each incident quickly and professionally demonstrating a high level of training, preparation, and commitment, this earned the officers involved and the department awards, accolades and the deep appreciation of the campus community.

Campus Police are leaders in college emergency preparedness planning and implementation as well as providing training for the college community, including certification for the College Community Emergency Response Team (C-CERT).The level of engagement in these efforts, as well as numerous other college-wide efforts, is notable because of the small size of the force, currently understaffed, `and the 24/7 coverage it provides. To increase capacity and provide training and for potential officers, Campus Police has created the position of Police Officer Trainee using cadets.

However, even with this program, the department has found it difficult to find qualified officers and other staff who possess the interpersonal skills required in a college environment and are able to pass the background check process.

Being a dense, small, urban campus with limited parking, the College and its students have a significant impact on the surrounding community. Through traffic control, employing trained staff to implement parking enforcement measures, and working closely with City agencies, Campus Police have worked to mitigate that impact and improve relations with campus neighbors. Given the long history of sometimes strained relations with the public these efforts have contributed to improved relations and dialogue. The College has multiple satellite sites to which parking enforcement personnel are deployed and officers patrol and respond to a wide variety of issues 24/7.

It is important to note that the number of satellite campuses to be patrolled, staffed, and monitored have an impact on staffing and equipment. As with other programs and areas, recent budget shortfalls have impacted Campus Police's ability to maintain and upgrade equipment. Police vehicles are failing and a particular to the department. Campus Police facilities are also in need of upgrading or replacement.

Program Evaluation
Campus Police has developed two SLOs addressing student perceptions of being safe on campus and safety and security using satellite site parking facilities and the various inter-campus transportation systems. Assessments of these SLOs have been included in the surveys administered to graduating students. A broader survey base would provide a more comprehensive data set. As written, the two Campus Police SLOs are very similar. There are many other factors and data the department might use to measure not only SLOs but departmental UOs as well. Combining the existing SLOs and defining new ones might serve to give a broader perspective of student and departmental outcomes.

Commendations
Campus Police is commended for:
1. Working with other departments to foster a "whole student" approach.
2. Adding an educational component to department services and philosophy.
3. Supportive and proactive approach in dealing with students.
4. Contributions to improving relationships with neighboring residents and reducing complaints, especially at the beginning of each semester.
5. Impressive number of improvements made in response to the campus 2013 shooting.
6. Informative Campus Police website.
7. Collaboration with internal bodies (Crisis Prevention, Emergency Preparedness etc) and external groups (SoCal College Campus Crime Consortium, Pico Neighborhood Association etc.).

Recommendations for Program Strengthening

The committee acknowledges the tremendous efforts and contributions made by Campus Police in the areas of campus security and emergency preparedness and recommends the department consider the following to further strengthen the program:

1. Review existing SLOs and refine.
2. Work with institutional Research to identify appropriate UOs that align with departmental goals.
3. Develop a broader outcomes assessment base.

Recommendations for Institutional support

The committee recommends the institution consider the following to support Campus Police:

1. Include upgraded or new facilities for Campus Police in long range facilities planning.

Narrative

The Distance Education Program has been in existence since 1999 offering on-line and hybrid instructional support to faculty and thousands of students, as well as providing training for faculty. As of Fall 2013, online/hybrid classes accounted for over 21% of all enrollments, a significant percentage of enrollments and a testimony to the strength of the services supported by a small program staff. All online/hybrid courses are taught by SMC faculty and maintain the same quality and standards as on ground classes. Currently, over 200 faculty representing almost all SMC departments offer online instruction.

The District has a contract with eCollege/Pearson Learning Studio to deliver the course management system (CMS) and provide 24 hour help support for online classes. In addition to providing the platform for online courses and faculty training, eCollege provides and supports the eCompanion system accessible to all faculty to supplement on ground courses with web-enhanced materials. Recently, to consolidate support and responsibility, all eCollege services, including eCompanion, have been centralized under the Distance Education department. This has allowed the department to better assess the needs of all users and to provide training in response to that assessment. The goal is to increase and build the user group, maximize our eCollege contract dollars through heavy use of the CMS, and ensure faculty training needs are addressed through ongoing opportunities. As an indication of the level of support provided by Distance Education staff, Spring 2014 figures show 805 unique faculty users and 20,495 unique student users of eCompanion for housing and accessing course content, tool usage, e-mail, and gradebook tracking.

Distance Education staff employ a multi-pronged approach to training with a focus on preparation and best practices. Activities to achieve this include faculty-to-faculty mentoring for new DE instructors supported by District-provided stipends to the mentor and the mentee, training "scholarships" offered through the eCollege faculty training institute, on-campus training sessions, and live and archived custom webinars provided by eCollege. Training specific to eCompanion is included among the extensive training offerings, both in the form of live sessions and also as archived webinars.

The Distance Education department works closely with the Academic Senate Joint Distance Education Committee, which is responsible for making recommendations on policies and planning regarding distance education to the Academic Senate. The Associate Dean for Distance Education serves as the committee vice-chair. Although this is a review of the Distance Education department and not the Academic Senate Committee, it is important to note that the two bodies function collaboratively and closely. For example, the committee is very engaged in regular discussion and review of CMS options – a burgeoning and competitive field – while the department is responsible for administering and managing the contract. To date, the committee and the department have determined that the current level of service (especially the 24/7 help desk) and the features offered to all faculty do meet the needs of most users, and thus eCollege remains the CMS provider. The experience of migrating to an upgraded, more robust version of the eCollege platform in 2009 was both a monumental task and disruptive enough to provide an indication of what a shift to another vendor might entail and that any decision to move to another vendor altogether should be considered carefully. One positive outcome of the CMS exploration was that eCollege renegotiated a more favorable contract at substantial savings to the District and expanded help desk access to the entire campus, rather than limiting access to online faculty and students.

The new California Community College "Open Education Initiative", while still in the planning phase, proposes, among other objectives, to identify a single course management system to deliver all coursework for all system colleges. If realized, this will be an enormous undertaking for the Distance Education staff, albeit with the potential to deliver many benefits. The department is actively monitoring statewide discussions and system progress on the initiative.

At the federal level there are also changes that impact the Distance Education department and online offerings. The Department of Education has issued a warning to all educational institutions receiving financial aid funding to ensure students enrolled in online courses are actually participating in classes and actively completing course work, as opposed to using enrollment as a means to fraudulently receive financial aid. In response, the Distance Education department delivers frequent messages to all online faculty about this trend and reminds them of their obligation to keep rosters clean. Additionally, in collaboration with the Distance Education Committee, a "best practices" tip sheet was crafted and made available to all online faculty and an advisory drafted which appears in the online enrollment confirmation sent to all students upon each enrollment in an online or hybrid class stating " *Online classes require substantive participation. This means that if you do not regularly and thoughtfully participate in*

class activities defined in your course syllabus, you risk being dropped."

Another issue the department is monitoring closely is proposed federal legislation regarding state authorization reciprocity agreements, which, if passed, will regulate the offering of online courses to out of state students. The Department of Education expects all institutions to seek authorization to legally offer distance education courses to students in a state in which it is not physically located. Each state has individual requirements, making authorization onerous and expensive with the cost of each authorization varying. In response, some institutions have chosen to restrict online offerings to in state students. Other institutions have hired a full-time compliance officer. Once the state authorization mandate is clarified and becomes law, the District will have to decide which response to pursue.

Program Evaluation

The Distance Education department engages in regular assessment, both internally and in collaboration with the Academic Senate Distance Education Committee. Assessments include setting service goals and whether benchmarks have been met, as well as measuring unit outcomes. Over time, very focused measures have been developed as indicators of outcome achievement. The department is now considering broader measures to strengthen the scope of outcomes assessment. Working with the Office of Institutional Research, the committee and the department developed surveys to measure student attitudes toward online learning, including rating the value of platform tools, and a faculty survey to assess knowledge acquisition and satisfaction with training. The department uses this as a basis for dialogue on program improvement.

The department also evaluates data and administers surveys to better understand the online student experience and determine improvements to services that might improve student success. For example, in a recent survey of student satisfaction with online course(s), 73.3% reporting being satisfied with their course and 68.5 % responded they would be very likely to take another online course. Notably, 36% of the respondents reported they were taking more than one online course at the time of the survey and 61% had previously enrolled in an online course. Much of the faculty training offered by the department is aimed at improving these numbers.

Commendations

The Distance Education Program is commended for:

1. Successfully growing the distance education program to 21% of all SMC enrollments and supporting over 200 faculty in diverse curricula.
2. Successful migration to an upgraded version of the CMS.
3. Continuous exploration and assessment of different CMS options.
4. Development of multiple strategies to increase on-line faculty readiness.
5. Successfully negotiating a more advantageous contract with the CMS provider, including extending eCompanion accessibility to all faculty.
6. Providing a variety of faculty training and archiving much webinar delivered training for continued access.
7. Swift proactive response to national report on financial aid fraud related to online enrollments.

Recommendations for Program Strengthening

The committee acknowledges the tremendous efforts and successes of a small Distance Education department and recommends consideration of the following to further strengthen the program:

1. Expand evaluation efforts to more systematically identify faculty professional development needs and evaluate the effectiveness of faculty training.
2. Review the existing unit outcomes and assess whether they adequately address program goals.
3. Implement and assess the DE Faculty Readiness pilot.

Recommendations for Institutional Support

1. Given the increase in online enrollments and use of CMS systems and tools, review staffing needs to maintain the desired level of service and what additional support will be needed to participate in the Chancellor's Office Open Education Initiative.

2. Evaluate and plan for a timely District response to state authorization reciprocity agreement legislation, if passed.

| Annual | 2014/2015 |
| Distance Education | Instructional |

Narrative

Program Evaluation

Commendations

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Narrative

This report encompasses three distinct program areas: Admissions & Records, Assessment Center, and Bursar's Office, which, along with Counseling, collectively comprise the student matriculation process. Although these departments report to multiple Vice Presidents and are currently scattered across campus, they will all be housed in the new Student Services building when it is completed. Reviewing these programs together within the context of the enrollment process is intended to provide a holistic view of enrollment services.

Matriculation steps are clearly defined and designed to provide information and support to students throughout the process. In recognition of the wide access to and increased student preferences for using technology, many of the steps can be completed on-line. Helping students prepare for and increase the chances of successful enrollment and retention have been the driving forces behind the multiple and ongoing collaborative efforts between the enrollment areas and in working with other departments at the college to develop support tools. For example, Prep2Test is designed to provide information and tools to help students prepare for the placement tests. Lower placement levels in English, Math, and ESL that are due to lack of test preparation can add multiple levels of courses and increase students' time-to-degree. Therefore the Prep2Test project has been welcomed and appreciated, especially as utilization of Prep2Test has been shown to be correlated with a positive impact on student success and progress.

Another good example is the recently launched MyEdPlan. A highly collaborative effort between MIS, Counseling, the Assessment Center, and Admissions and Records, MyEdPlan is an online, interactive, wizard-driven student education plan program designed for student and counselor use. Available to students through the student portal (*Corsair Connect*) upon completion of their application, assessment, and orientation processes, MyEdPlan provides profile-specific guidance and seamlessly integrates a Degree Audit program and an innovative prerequisite engine to facilitate course planning, sequencing, and selection.

Communication is a key responsibility of all programs in enrollment services since regulations, requirements, and mandates at the local, state, and federal levels frequently impact student enrollment. E-blasts are the most frequently used method for communication with students, but information is also communicated through other modes, such as *Corsair Connect*, various institutional websites, mailings, and informational handouts. Managing enrollment is critical to institutional planning; communication of key deadlines has been a successful strategy to reduce the number of no-shows or empty seats. A typical example is the deadline for fee-payment, where students receive messages to help them understand that they will be dropped from classes for non-payment. Implementing on-line fee payment, purchase of parking permits, and other similar functions has also contributed to improving enrollment management.

With the ultimate goal of increasing retention and student success as their guiding principles, it is evident that the programs in enrollment services seek to improve the student experience starting with their first contact with the college. Collaboration among the different enrollment services areas is strong and, combined with a very student-centric perspective, clearly drives planning and decision making. The spirit of collaboration extends to a strong partnership with the MIS team to develop and implement consistent improvements to enrollment processes and systems, such as development of a "Fast Track" program that identifies students eligible for certificates and degrees, and additionally, the development of the Prep2Test app. Also notable is strong participation in the efforts of the Enrollment Management Team (Academic Affairs, Enrollment Development, Student Affairs/Counseling, International Education, MIS) to develop strategies in response to shifts in enrollment patterns and changes in state funding and requirements. Improving enrollment services is a team effort and these areas exemplify that spirit.

Admissions and Records

In addition to managing the application and initial enrollment processes, Admissions and Records also maintains student records and transcripts, facilitates the collection of grades, handles grade appeals, and evaluates and processes degree and certificate awards. The office also coordinates educational efforts relating to the Family Educational Right to Privacy Act (FERPA). The sheer volume of activity managed by Admissions and Records staff is impressive, the largest being application processing and transcript requests. These transactions number in the tens of thousands every year. Not all students who apply attend Santa Monica College, yet all applications must be completely processed. The high transfer rates SMC enjoys also translate into a huge number of transcript requests. Recent implementation of an electronic information transfer system to participating colleges has somewhat mitigated the load and improved turnaround time. Of the degrees and certificates awarded each year about 50% include transferable work from other institutions – which are processed by the Admissions and Records

evaluation team.

Assessment Center

Beyond its primary responsibility for the assessment of students' language and computational skills for the purpose of course placement, the Assessment Center provides other focused testing support for such varied areas as Financial Aid and Nursing. Recognizing that many students come ill-prepared for the assessment test – or just don't take it seriously – the office has worked diligently with IT and other areas to develop support tools such as the Prep2Test on-line video (hosted on YouTube so hits are tracked), extended on-line assessment orientation, and the soon to be launched mobile app. As not all faculty in placement test disciplines have been universally supportive of creating this program it is notable that Assessment Center staff persisted and that the data confirms their belief that this support would prove valuable. These efforts attest to staff commitment to improve student success through more appropriate course placement achieved by adequate testing preparation.

Bursars Office

The primary function of the Bursar's office is the collection of fees and the management of functions linked to fees such as the issuance of student IDs. To streamline this part of the enrollment process, and to reduce processing costs, several years ago the Bursars office implemented an on-line fee payment system. This has facilitated anytime fee payment and allows the Bursar's staff to see balances and transactions in real time. Although not all students have access to on-line payment, the success of this improvement is reflected in the steady increase in percentage of students paying on line. Currently just over 85% of fees are paid on-line.

Program Evaluation

All areas of Enrollment Services have developed and assessed outcomes, although each approaches program evaluation differently.

Admissions and Records assesses two unit outcomes (UOs), one which essentially assesses process improvement and staff output, and another which measures student satisfaction with the application and enrollment processes. Program evaluation occurs through many other measures including direct feedback from students, structured focus groups, and data collection and analysis. All of this information informs discussion on program improvement. One example of a change made as a result of evaluation was finding out in focus groups that students prefer to receive messaging by text and generally don't read e-mails. Given the number of communications sent to students this information had a significant impact on communications methods.

The Assessment Center developed 5 UOs, although Counseling 20 instructional faculty are now assessing one of these instead of the Assessment Center. This is an example of a collaborative and award winning effort between the Assessment Center and Counseling in which the Assessment Center faculty leader developed a three-pronged strategy to assess proper prerequisite sequencing based on placement results, along with other educational planning components. It is notable that several assessment measures were designed and integrated within the placement process. Self-reported measures have also been created and embedded within each of the testing platforms to track student perceptions of and readiness for the placement test. Additionally, the Assessment Center maintains logs that track student use of center services. An excellent example of multiple evaluation measures being used as a catalyst for student support improvements is the development and subsequent modifications to Prep2Test. By delivering a combination of communication and preparation tools, Prep2Test has shown results that are significantly positive and demonstrate the importance of student preparation as well as the need for students to understand the high stakes of placements tests.

The Bursars Office UOs measure the extent to which certain functions have proved effective. For example, implementation of the on-line payment system is measured by the percentage of fees paid in this manner. Data has shown an increase in this percentage, so students with on-line access clearly appreciate and use this function.

For Admissions and Records and the Assessment Center especially, the number of external issues to which they need to respond drives many of the unit annual objectives. The Bursars Office has fewer external pressures and therefore less experience in identifying objectives. Additional training in setting and writing objectives would be helpful to ensure they are measurable as stated and achievable within a one year time frame.

Commendations

The committee acknowledges the student centered attitude of the Enrollment Services areas and commends them for:

1. Cross training employees where possible as part of collaborative efforts such as employee sharing between Admissions and Records and the Assessment Center to improve service.
2. Development of the "Fast Track" program identifying students who are eligible, or nearly eligible to receive degrees or certificates.
3. Creation of the multiple component Prep2Test program and the multiple improvements in response to data and student feedback.
4. Implementation of an on-line payment system while committing to maintaining a process by which students without access to credit cards can pay.
5. The multiple means and strategies by which the enrollment services areas solicit information and feedback to inform program improvement planning.
6. Strong collaborative efforts among enrollment services areas and with other areas of the college to improve service and respond to external mandates and requirements.
7. Proactive efforts to communicate with students.

Recommendations for Program Strengthening

The committee acknowledges the challenges and extraordinary efforts of the offices of Admissions and Records, Assessment Center, and Bursars to work collaboratively, as well as with many other areas of the college, to develop innovative strategies and to respond to frequently changing external requirements and mandates. The committee recommends consideration of the following to further strengthen the complete enrollment process:

1. Admissions and Records: Ensure annual objectives are written with sufficient specificity and with concrete measurements to be accomplishable within a one-year time frame. (*Quality vs. quantity*)
2. Bursars Office: Systematically document quality effectiveness for improvement planning to substantiate statements made in the report.
3. Assessment Center: Conduct an in depth study to more thoroughly assess Prep2Test on course placement and ultimately student retention and success.

Recommendations for Institutional Support

1. Develop a strategic plan, including resource allocations, to respond to new mandates such as the requirement for the Bursars Office to switch to a Chip-and-PIN card payment system and the Assessment Center to implement the new mandated common assessment tool.

Narrative

History is a single discipline department with each course sharing common objectives and outcomes. 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.

 Demographic data on students enrolled in History courses seems to indicate the overwhelming majority of students taking History intend to transfer. A lower-than-college-average number of Basic Skills students enroll in History courses – perhaps because History courses have an Eligibility for English 1 skills advisory. 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.

 The department offers an Associate in Arts – Transfer degree (AA-T) in History. Although the number of History majors is small, the majority of departmental offerings are driven by the high percentage of students taking history courses to meet transfer requirements and the increasing statewide focus on the transfer role of community colleges. The UC audit of transfer courses that preceded the approval of the AA-T degree generated updates to all courses included in the degree, as well as all other regularly offered courses. The enormous work required to attain AA-T approval should be noted and commended.

The department has worked hard to align course syllabi with course outlines and to promote consistency across sections of courses. Department policies articulate clear guidelines for the frequency and types of assignments and assessments that course syllabi must contain to be considered satisfactory. As part of a departmental effort to ensure equal opportunity for knowledge acquisition and outcomes achievement, attention has been paid to noticeable and inconsistent variations in TIMS data and other data sources. Another means by which the department creates a common focus is the annual selection of a relevant book with content applicable to all areas of history. Faculty read and discuss the book and share strategies for incorporating covered topics into courses

Program Evaluation

History SLOs encompass content knowledge, critical thinking skills, and the ability to apply historical knowledge in a comparative way. The department was one of the first to write and assess SLOs. Coinciding with the move to the online ISIS SLO assessment system, History rewrote SLOs to separate content from skills assessment. At the same time, the department moved from a process of selecting different concepts to assess each semester to assessing all outcomes every semester. However, the department has found that the ISIS system does not provide the same level of detail found helpful to inform course improvement discussions prior to shifting to the ISIS system, so it is exploring ways in which to capture this information.

An outgrowth of the move to shared and parallel SLOs across courses has been increased consistency within multiple-section courses, as well as the fostering of a greater sense of collegiality among full- and part-time faculty. To ensure all sections provide students equal opportunity to develop analytical skills, the department adopted a set of policies defining nine points of pedagogical expectations common to all courses. Assessments are more focused on individual achievement and departmental discussions are now more cohort-based. Instructors are able to more clearly focus on whether students have mastered individual outcomes rather basing the assessment on course grades.

SLO discussion also influenced the creation of the departmental Skills Workshops – a collaborative response to dissatisfaction with student behavior and performance. As a follow-up, full-time faculty are testing the effectiveness of volunteering a portion of their weekly office hours to be the designated drop-in advisor available for students seeking further guidance with workshop skills.

History courses already carry an Eligibility for English 1 advisory. Research undertaken to determine if making English 1 a pre-requisite to enrollment in History courses would increase student success yielded a finding that English preparation is an unreliable predictor of success. Interestingly, the finding supports the GRIT Initiative in that it showed the importance of persistence and commitment over purely academic preparation.

Commendations

1. Establishment of departmental policies and guidelines for multiple purposes (mentoring, evaluation, alignment of syllabi and course outlines).
2. Earning approval for an AA-T in History.
3. Revisions to SLOs and the changes triggered by review of assessment data.
4. Focus on improving student success through such strategies as implementing departmental Skills Workshops.
5. Implementation of an annual discussion based on a common book that all faculty read.
6. Development of innovative student projects such as those focused on local history.

Recommendations for Program Strengthening

1. Determine alternate strategies for capturing the level of detail desired to inform course improvement discussions.
2. Update the department website for accessibility and currency of information.
3. Ensure articulation of departmental policies is consistently communicated and evaluated.
4. Seek collaborative strategies for supporting the local history student projects that could involve sharing rather than duplicating necessary equipment.

Recommendations for Institutional Support

None

| Annual | 2013/2014 |
| Information Technology | Instructional |

Narrative

Program Evaluation

Commendations

Recommendations for Program Strengthening

Recommendations for Institutional Support

| 6 Year | 2014/2015 |
| Information Technology | Instructional |

Narrative

Information Technology (IT) is the unit responsible for developing and implementing effective technology solutions to support Santa Monica College's overall institutional mission and goals. Organizationally, Information Technology consists of four distinct departments and programs:

- Academic Computing – responsible for instructional technology planning, budgeting, and purchasing; operation of student computer labs and classrooms on the main campus and three satellite sites (Emeritus, Bundy, and the Performing Arts Center); and for technology user training.
- Management information Systems – creates, maintains, and expands the College's primary, centralized information system in support of the campus portal for faculty/staff, student self-serve system, all administrative areas, and the self-service internet access portals for faculty/staff and for students.
- Network Services – administers SMC's computer network services including all College network components, network security, the campus email system, and campus server and storage infrastructure.
- Telecommunications – installs repairs, and maintains the campus telephone systems, administrative and faculty desktop computing systems including software and peripherals, physical security systems, public safety communications equipment, and fiber and copper infrastructure cabling.

Collectively these departments have grown in response to the increasing demands for access, functionality, support, and security. Since the last six-year review, the technology infrastructure has been expanded, new systems and functions have been developed and implemented in order to streamline data collection and processes, access, capacity, and security has been increased, and support for faculty, staff and students has grown significantly. At the same time, however, funding to support the demand for new technology and maintenance and upgrades of existing technology has decreased. Even computer upgrades are several years behind the standard workstation refresh cycle. IT has developed multi-year budget plans for some categories of technology spending. The institutional needs to address the impact of inconsistent funding for the college's steadily increasing technology needs. A baseline of funding in the budget would enable IT to plan more effectively to support instructional and operational units in executing their functions. In light of the severe impact of recent budget decreases, the accomplishments of the Information Technology units are impressive and reflective of staff commitment.

Drastic changes in technology have required IT to be flexible, respond rapidly, and to make significant changes. For example, the increasingly ubiquitous nature of consumer-centric technology innovations such as mobile tablets and phones have increased client expectations of convenient access to digital resources without any physical, operational, time, or device limitations. Upgrades to infrastructure and systems, including installation of new infrastructure management tools, implementation of college-wide emergency systems, and development and launch of unique tools like MyEdPlan are just a few examples of the IT response to ever expanding demands for services.

As new technologies are added, the need for adequate staffing grows as well. Even as technology demands increase exponentially, IT staffing has decreased in the last decade so that staffing is currently well below benchmarks established by the Chancellor's Office Technology Plan II. To the credit of the College, IT's own staffing plan—developed some time ago and updated regularly—has been prioritized as the budget picture has improved and the process of hiring new staff has begun. A complicating factor is the new skill sets required to support rapid changes in technology use and demand. New job classifications need to be developed and approved and training

for existing staff supported. Internal processes, not the IT department, are a hindrance to addressing these needs in a timely fashion. That Information Technology has accomplished so much within budgetary, staffing, and fiscal constraints is a testament to these departments' commitment, planning, and collaboration.

Collaboration is integral to the work of all Information Technology areas, not only amongst the units but also within the larger college community. Additionally, IT staff members are valued participants in and contributors to the DPAC Technology and Academic Senate Joint information Services Committees, to which they bring their planning expertise. The bulk of the annual institutional Technology Plan is derived from IT's departmental planning, which is informed by these two committees, by needs for support arising from planning in other operational units, and by external mandates.

Information and network security is taken seriously, thus IT has deployed multi-tier and multi-layer security measures throughout the entire core technology infrastructure. Increased institutional reliance on technology for mission-critical business requires an increase emphasis on, and investment in, disaster recovery (DR) and robust continuity of operations plan (COOP) capabilities. IT planning has addressed these issues within fiscal limitations and the College is fortunate to have so far avoided significant losses or down time, but these are factors that will affect all operations and should be factored into institutional fiscal planning.

Program Evaluation

Information Technology has defined UOs to assess achievement and effectiveness of long-range goals. For example IT created a UO specific to the concept of *anytime, anywhere access* and established criteria to assess the success of meeting expectations. Other UOs more directly address and assess user support and end-user experience. However, some effectiveness and achievement measures focus more on the success of a particular function or project rather than a unit outcome. From the data presented it is clear that IT engages in thorough planning, dialogue, and assessment and is meeting or exceeding unit goals and outcomes. Information Technology not only provides and supports the systems that allow the institution to collect data to inform planning, they track and analyze data on a regular basis themselves to monitor unit effectiveness and stay alert to potential problems.

Technology planning is critical to overall institutional planning. Every new upgrade or addition of technology requires research, testing, planning, implementation, and evaluation. IT has one of the strongest and most thorough unit-planning models in place with a clear focus on ensuring seamless systems integration and on the importance of total cost of ownership. To take full advantage of the planning expertise of the IT staff and their intimate knowledge of practice and effective solutions–and to reduce unintended load on staff–there is a need for broader understanding and support for factoring total cost of ownership into technology procurement.

Commendations

Information Technology is commended for:

1. Extensive and detailed program planning processes.
2. Implementation of multiple tools, services, and upgrades such as cloud based services, Google Drive and Docs, universal access through a single interface, and multiple on-line tools to streamline student access and processes.
3. Commitment of staff to completing large numbers of projects with reduced staffing.
4. Responsiveness to campus needs.
5. Partnerships and collaborations with campus groups to ensure fiscal resources are aligned with goals.
6. Focus on end-user experience, and client centered support.
7. Understanding of Total Cost of Ownership and including this in planning.
8. Commitment to and delivery of systems security including real-time detection of service outages to minimize loss and impact to users.
9. Effective management of limited resources to maintain institutional technology.

Recommendations for Program Strengthening

The committee recommends Information Technology consider the following to further strengthen the program:

1. In IT's own planning and development of internal program outcome assessments, distinguish more clearly between institution-wide planning processes and outcomes and IT's specific role in executing these activities.

2. Clearly distinguish between unit outcomes (UOs) and other measures of unit effectiveness and achievement.

Recommendations for Institutional Support

The committee recommends the institution consider the following to support Information Technology:

1. Acknowledge the increasing demand for technology maintenance and new technology, the impact of inconsistent state funding, and establish a base line in the budget to support technology maintenance and infrastructure.

Program Review
Executive Summary
Music
Spring 2014

General Comments

Music is one of the strong performing arts programs offered at Santa Monica College. Based at the Performing Arts Center (PAC), the program offers courses to meet students' transfer goals in Music, meet general education requirements, and to develop proficiency in music performance. Courses are offered in the areas of Applied Music, Theory and Musicianship, Voice, Piano, Instrumental, Jazz Studies, Music History and Appreciation. The Broad Stage and Edye Second Space public venues at the site have provided excellent facilities for the over 20 concerts per semester offered by the various program performance groups, as well as additional teaching space. Once construction is completed on the new PAC East Wing, the program will have two new state of the art classrooms for piano and voice along with a rehearsal/performance space suited for larger ensembles such as the orchestra and choruses. This addition will allow the Broad and Edye to increase scheduling capacity for performances.

Although in recent years the department has seen the retirement of several long-time and valued faculty, new faculty have been hired in several areas enabling Music to maintain a strong program. It should be noted that more than half of the performance ensemble directors are part-time faculty, indicative of the level of commitment and contributions to the program made by adjuncts. The program is justifiably proud of the level of preparation provided and of the success of students continuing their Music studies after SMC. Music offers a state approved associates degree in Applied Music with an option in General Music. Music courses that meet general education requirements are a strong component of the program providing music history, appreciation, and performance skills, thus broadening understanding for students who are not Music majors.

It is both a strength and a weakness of the department that the program vision, as articulated in the report, is of an aggregate of sub-divisions or specialties - identified in the report as individual *programs.* While this allows faculty to focus primarily on improving the specific curriculum, outcomes, and student progress in their area of specialty, it also hinders the ability of the department to address broader issues (such as repeatability), to develop cohesiveness as a Music program, and to participate more broadly in institutional endeavors. Because the program faculty members are the only group of faculty housed at their satellite site, these are issues the department should make a conscious effort to address.

Music majors must take courses in multiple areas of the discipline to complete degree and transfer requirements, which has been a catalyst for broader departmental discussion. Within specialties, faculty have worked together to eliminate gaps between levels of classes. It is notable that Music has expanded the Applied program since the

last review and that the number of students transferring as upper division Music majors is strong for the size of the program. The recently created *Music Advisement Guide,* a sabbatical project by the counselor assigned to the Music program, is a tremendous resource for preparing students to transfer.

An area of particular concern to the department is the impact of new state rules on course repeatability. While there is no question that the new rules will severely restrict the ability of beginning level students to advance to higher levels of performance while at SMC, the new rules are a reality which affects multiple programs and departments and must now be a principle factor in departmental discussions around curriculum planning and course revision.

The department has benefitted from recent computer classroom upgrades used in the musicianship and composition classes, as well as acquisition of new percussion and stringed instruments. The move to PAC has been positive and the program is cognizant of the many benefits to be derived from sharing these stellar performance venues. Music has worked hard to maintain a collegial relationship with the Broad staff, Madison Project, and other consistent users of the stage to avoid scheduling friction. The site also contains a suite of private practice rooms for student use.

When the East Wing is completed Music has indicated the desire to explore the possibility of weekend and youth offerings. During construction is the time for the department to fully develop a proposal for approval. In light of the repeatability rules, any proposal should include possible formats other than credit offerings.

Program Evaluation

Music assesses all SLOs in each course every semester. As most Music courses focus on skill acquisition, assessments most often measure skill competency. The level of competency required to meet each outcome is discussed by all faculty teaching a course, while the specific skill tested is determined by individual faculty. In the past year the department developed additional SLOs for each course that mirrored the core competencies of the ILOs. However, these were recently abandoned due to difficulty in developing meaningful and consistent assessments. It was decided to focus department evaluation efforts on reviewing assessment results and modifying existing assessment rubrics to increase clarity and understanding by all faculty. Implementation of a cycle for rotating skill assessment and systematic review to ensure regular and consistent assessment should be planned for all specialties and appropriate courses.

Conclusions drawn from data, outcomes, and other measures vary widely by specialty area. Linking these findings into a comprehensive departmental plan would provide a stronger blueprint for the department moving forward. Of particular concern is the need to address the impact of the new repeatability rules sooner rather than later. The proposed timeline for review pushes the development of strategies out another year. The objective developed by the Piano faculty to set up an SLO skills assessment rotation plan would apply to other department courses/areas and reflects the need to look at issues as a whole department.

The Program Review Committee notes that the Music curriculum has not been fully updated in accordance with six-year program review requirements. The program review process will not be considered to have been completed until the department has completed the curriculum review, submission, and approval process. This will be noted in the 2014 program review report submitted to DPAC and the executive summary will not be signed off. However, the commendations and recommendations will be shared with the department so that they may be included in ongoing departmental discussions and self-evaluation.

Commendations
Music is commended for:
1. Efforts to eliminate gaps between different levels of classes in the same specialty area.
2. Strengthening the Applied Music program and student success in transferring.
3. Being the first community college to have a chapter of the national professional music organization Mu Phi Epsilon.
4. Creation of the *Music Advisement Guide.*
5. Number of concert performances presented each year.
6. Building collegial and collaborative relationships with staff and users of the Broad Stage and Edye Second Space.

Recommendations for Program Strengthening
The program review process is not complete until all curriculum has been updated. Music must address this immediately. As curriculum review and update is a requirement it is not listed as a recommendation. The committee recommends Music consider the following to further strengthen the program:
1. Develop an overarching departmental vision and develop objectives for the Music department that integrates each specialty area.
2. Develop and implement a plan for addressing the impact of the repeatability regulations on course sequences and offerings.
3. Review SLO assessments to ensure all measurements are meaningful, that any rubrics are clear and consistently applied, and that both align.
4. Develop a rotation plan for departmental review of all SLOs in every area.
5. Incorporate SLO assessment results in departmental discussions to effectively inform program decision-making and planning processes.

Program Review Chair_____

Program Review
Executive Summary
Outreach and Recruitment
Fall 2014

General Comments

The office of Outreach and Recruitment is responsible for the recruitment of domestic and out of state students. To do this, staff maintains strong relationships with local high schools, community organizations, out of state high schools and the SMC community. The office operates from a one-stop-shop perspective. Once contact is made with a student the Outreach counseling staff works with the student through the matriculation process providing application assistance, assessment preparation, assessment, transition services and educational planning. They also provide financial aid assistance and manage or participate in on-campus activities for new and prospective students. As Outreach and Recruitment targets high school students, this approach creates a transition for students from the first contact.

The Office of Outreach and Recruitment sets enrollment targets and uses historical enrollment data to develop an annual plan. As the College is committed to serving low-income, first generation, and underrepresented students this data is also factored into the plan. Outreach maintains a counselor presence at over 100 high schools in Southern California. In addition to local high schools, Outreach counselors also serve selected high schools in the College's top feeder states. High schools served are organized into three priority levels with first priority schools receiving the most contact.

Building strong relationships with the high school counselors at priority schools and providing a broad range of information and services has strengthened the impact of outreach efforts. However, as the report indicates, the focus of recruitment fluctuates between local recruitment and out of state recruitment to respond to external factors to ensure the College reaching enrollment targets. One strategy by which Outreach tries to compensate for shifts in budget and recruitment priorities is to use newer technology to maintain a basic level of contact with priority schools and students, especially those that are out of state. Outreach counselors employ texting, Skype, and other methods of direct communication to supplement in person contact, as well as using social media (Facebook, Twitter and YouTube) to more broadly connect to prospective students.

In addition to regular visits to priority high schools, Outreach counselors conduct campus tours and information sessions for prospective students, participate in Counselor Days for local high school counselors and Admitted Student Days for accepted high school students to complete much of the matriculation process, represent SMC at college and community fairs, and collaborate with other departments in efforts to connect with, recruit, and support new students.

Development of a five year recruitment plan, in conjunction with Enrollment Management, that could be adjusted annually based on data results and budget

vicissitudes would help both the institution and staff plan more effectively. Additionally, having up-to-date, portable technology for the Outreach counselors to use when visiting highs schools would improve their ability to comprehensively counsel and enroll prospective students on the spot.

Program Evaluation

Outreach and Recruitment regularly reviews disaggregated enrollment data, along with data from priority schools, and analyzes it to inform planning. This information also provides concrete evidence of unit effectiveness in contributing to meeting institutional enrollment goals.   For example, the number of first time freshman enrolling at SMC from local and priority high schools has dropped since 2009. One significant factor in this decline was the fiscal crisis which resulted in fewer class offerings and a decrease in the number of counselors assigned to Outreach. An unrelated factor is the declining size of senior classes in most priority high schools. Fewer seniors to recruit from means fewer students enroll at SMC.

The budget crisis of recent years severely impacted Outreach efforts. However, continuously monitoring data and working with Enrollment Management has allowed Outreach to adjust strategies for recruiting students. From the data it appears that Outreach efforts are helping to increase the numbers of underrepresented students as the percentages recruited from priority schools are higher than that of the total SMC student population. Thus Outreach is positively impacting the institutional goal of reaching more underrepresented students. However, it appears that identifying and collecting a more consistent set of data would help program evaluation efforts.

Outreach has identified two SLOs, which are assessed by survey after presentations, tours, counseling appointments and other events. SLO assessment data is reviewed annually by Outreach staff and adjustments to services made accordingly. However, administration of the surveys has been inconsistent in response level which is likely to impact the validity of conclusions drawn, especially in years when survey numbers are low.

Staff are in the process of working with Target X/Salesforce to implement a new technology platform that will allow Outreach to better manage, message, track, evaluate services and create reports on prospective students. Once in place, this system will provide more detailed data to better inform planning and decision-making.

Commendations
The committee commends Outreach and Recruitment for:
1. Acquisition of Target X/Salesforce technology.
2. Increasing counselor contacts with local high schools.
3. Website improvements.
4. Maintaining high school relationships in the face of sever cutbacks.

Recommendations for Program Strengthening

The committee acknowledges that Outreach and Recruitment is emerging from a period of severe cutbacks in services and staffing recommends Outreach and Recruitment consider to the following to further strengthen the program:

1. Engage in more consistent and comprehensive assessment of SLOs.
2. Identify a consistent set of data to be tracked and used for program evaluation.
3. Systematically document how the data informs planning.
4. Develop a long range staffing and recruitment plan.
5. Assess students' preferred methods of communication and develop a plan based on the results.

Recommendations for Institutional Support

1. Consider acquisition of portable technology to enable the delivery of services by Outreach counselors at any location.

Narrative

Philosophy & Social Science is a multidisciplinary department which includes the following five disciplines: Economics, Philosophy, Political Science, Sociology, and Women's Studies. The department has demonstrated a strong commitment to interdisciplinary study, experiential learning, and service to the larger community. Courses offered meet Associate Degree and transfer requirements. Additionally, a significant number of courses meeting the SMC global citizenship requirement, as well as Service Learning courses, were developed and are offered by the department.

Department faculty frequently provide campus leadership developing and implementing institutional initiatives, activities, goals and programs. In addition to their roles in Global Citizenship and Service Learning, Philosophy & Social Science faculty are currently leading the GRIT (Growth, Resilience, Integrity, Tenacity) Strategic Initiative and the Public Policy Institute. The department serves as a model for supporting the Global Citizenship, Sustainability, and GRIT initiatives, integrating related content into the curriculum, actively seeking means for assessing student understanding, and consciously changing departmental behaviors (ex. commitment to recycling and sustainable materials i.e.no plastic).

Developing strategies for improving student success is an ongoing focus for departmental discussion. From a belief that if students fully understand*why* they are learning what they are asked to learn, that if they see the *purpose* in their studies they are more likely to persist and succeed, came the impetus and leadership for the institutional GRIT initiative. Department faculty are piloting the *You + 1* coaching program in which students will identify someone in their lives who agrees to be trained and provide emotional support to the student.

The department also provides leadership for the Public Policy Institute (PPI). In addition to developing an introductory course in Public Policy as well as a certificate, a 5- year B.A., M.A. degree in Public Policy offered in conjunction with Arizona State University is enrolling a first cohort of 25 students in Spring 2014. A recently developed alliance with the Rand Corporation offers experiential learning opportunities for SMC Public Policy students and teaching assignments in the Public Policy program for Rand PhD students—a win-win for both Rand and SMC.

Pedagogical discussions take place on a regular basis. Classes are structured to present differing theories, with students encouraged to develop and support their own opinions. Department discussions focus on ways to improve student success, as well as timely topics such as integrating information on discipline-related career pathways, greening the curriculum, and strengthening interdisciplinary collegiality within the department.

Another area in which the department has been a leader is service learning, which has been incorporated into multiple departmental courses and supports community engagement. It is the desire of the department to increase the number of courses requiring students to do service in the larger community as an effective way to provide experiences that highlight the community engagement aspects of the college's mission and ILOs. Students who participate in service learning as part of their college experience are more likely to develop a commitment to lifelong civic engagement. However, the recruitment of potential sites, assigning students, monitoring engagement, and follow-up are time-consuming and limit the scalability of service learning within available resources – namely faculty time.

While the percentage of Basic Skills students enrolled in department courses is lower than the general college population, student writing and language skills are below what is expected for success in Philosophy and Social Science courses. This is a subject of regular departmental discussion, and representative faculty have recently participated in professional development activities through which they shared strategies for improvement and suggestions for integrating them into courses within a specific discipline. The department is clearly concerned about this issue and has discussed numerous approaches, some of which would require institutional buy-in and commitment.

Program Evaluation

Philosophy and Social Science is one of the departments that has been in the forefront of adopting and assessing SLOs. The department chair has served as chair of the Academic Senate Joint Institutional Effectiveness Committee for a number of years and led the efforts to develop the ISIS SLO portal enabling instructional programs to consistently document and track course SLO assessments. To facilitate discussion and analysis,

Philosophy and Social Science has adopted a template for course SLOs. For every course, SLO 1 is always about academic behaviors, SLO 2 is about course content, and SLO 3 is about critical thinking. Instructors use multiple and varied tools to assess SLOs. The department has re-mapped all its courses to the relevant core competencies of the five Institutional Learning Outcomes (ILOs).

The department led the GRIT initiative, which proposed and promoted adoption of ILO 5 to address authentic engagement. Consequently, the department was the first to adopt ILO 5, mapping it to department SLOs and already assessing it. Philosophy and Social Science takes SLO assessment seriously and assesses all SLOs every semester, analyzing the results and using the data collected to inform consistent and ongoing discussion.

While it is clear that Philosophy and Social Science engages in ongoing analysis and discussion to inform program improvement, the report does not provide much detail beyond stating that this occurs; there are very few specific examples and little information regarding changes and improvements made as a result of the ongoing analysis.

Commendations

Philosophy & Social Science is commended for:

1. Leadership role in developing, assessing, and analyzing SLOs.
2. Aligning SLOs among all courses and with ILOs.
3. Effective use of data and subsequent engagement in substantive discussion around program improvement and increasing student success.
4. Leadership role in GRIT Strategic initiative and spearheading College Coach (*You + 1)* project.
5. Department willingness to develop and teach classes in an interdisciplinary fashion.
6. Leadership role with the Public Policy Institute, creation of the AA in Public Policy, and in creating the joint degrees in Public Policy with Arizona State University.
7. Large number of departmental faculty engaged in leadership roles on campus.
8. Thoughtful discussions and actions taken in response to previous program review recommendations.

Recommendations for Program Strengthening

The committee acknowledges the leadership and engagement of department faculty in institutional as well as departmental improvement and recommends the department consider the following to further strengthen the department:

1. Expand the departmental discussion of student writing and language skills preparation to include assessment of strategies integrated within a discipline, in order to determine applicability to the other departmental disciplines.
2. Evaluate the results of the *You + 1* coaching pilot in terms of scalability and whether it contributes to improvements in the equity gap.
3. Review how or whether objective #3 (*renewed commitment to service learning*) should be incorporated into departmental goals, whether it is a priority request for institutional resources to maintain and expand service learning, and how to make it measurable and achievable.

Recommendations for Institutional Support

Review the benefits and outcomes of service learning and determine the level of commitment and resources the institution wishes to direct toward expanding participation.

| Annual | 2014/2015 |
| Philosophy/Soci | Instructional |

Narrative

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Recommendations for Institutional Support

Review the benefits and outcomes of service learning and determine the level of commitment and resources the institution wishes to direct toward expanding participation.

Annual	2014/2015
Philosophy/Soci	Instructional

Narrative

Program Evaluation

Commendations

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Narrative

Program Evaluation

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Narrative

This review is a model of a well written, thorough, and thoughtful report. The Physical Sciences department encompasses three distinct disciplines: Chemistry, Physics, and Engineering. Within each discipline, faculty leaders have been identified for each course or course sequence. The disciplines have engaged in meaningful discussion around curriculum development to meet the needs of a variety of student interests and goals. For example, Chemistry offerings include courses designed for non-science majors with concepts contextualized to examples common in modern day life, basic introductory science, preparation for entry into pre-nursing and pre-allied health programs, the first two years of university level chemistry, and an advanced course in biochemistry. To further refine the curriculum, Chemistry faculty are considering developing a new course to better contextualize content for pre-allied health students – which would also allow the current Chem 10 class to strengthen core information better suited to students planning to continue in the Chemistry sequence.

The Physics curriculum is similarly diverse, although demographic data is significantly different than for Chemistry. However, this data tends to mirror national trends, which include lower success rates. Physics is discussing the efficacy of developing a preparatory course students could take while completing the pre-requisite calculus sequence to improve success rates in calculus-based Physics courses. Engineering courses are the smallest offering in the department, primarily because lower division requirements focus on math, chemistry, and physics. Of the two Engineering courses in the catalog only one is offered regularly.

Physical Science is a major contributor to and partner in the STEM grant initiative. The SMC and UCLA Science Research Initiative (SRI), the program funded by the five-year STEM grant, is focused on increasing underrepresented student population preparation in STEM fields. The most recent Physical Science course data indicates some increase in course taking behavior by these populations, especially in Chemistry. Although it is early yet to determine a long-range trend, this is an encouraging sign that grant strategies may be having an impact. Certainly the grant focus has been a catalyst for changes in course content and delivery. The grant has supported Supplemental Instruction (SI) for lower level chemistry classes and has increased the demand for SI support in additional Physical Science courses. Development of the new interdisciplinary course *Science 10: Introduction to Scientific Research* is another outgrowth of the grant.

The Physical Sciences department has a well-developed set of goals which are all articulated to the Institutional Mission, Supporting Goals, and Institutional Learning Outcomes (ILOs). That department faculty are committed and engaged is reflected in the well-defined and attainable annual objectives which are completed each year. The level of engagement of both full- and part-time faculty, combined with the structures set in place to encourage dialogue, review, and change are a model to be emulated. To encourage integration of part-time faculty into the department structure and discussions, full-time faculty mentors are assigned to all new part-time hires.

The list of annual department accomplishments is impressive. The dedication to improvement of the teaching and learning environment is clear from the wide array of projects undertaken by faculty such as heavy participation in the STEM grant, Margin of Excellence awards, sabbatical and fellowship projects, and Chair of Excellence awards. Faculty are very engaged in the broader scientific and local community and have supported community activities by Chemistry Club students with local schools and youth organizations.

The department has committed to adopting common textbooks across all sections of each course and conducts regular committee-based evaluations of all texts to ensure they are accessible and appropriate for the vast majority

of students. Whereas most physical science courses have stated math pre-requisites (compliance is identified on the on-line roster and therefore increases early intervention), English is not a listed pre-requisite. Although the number of basic skills students enrolling in physical science courses is low, there remain a small number of students who rely on information delivered orally in class. Faculty are concerned about the success of all students and actively seek resources to help students overcome deficiencies.

Chemistry faculty have been innovative in providing classroom materials and resources. For multiple classes in-house authored laboratory manuals have been created. These manuals are free and downloadable from the department website. This not only reduces costs for students, but the labs are more effective pedagogically, use fewer hazardous materials, and produce less hazardous waste.

In response to national pressure to improve safety in academic science labs, the department has implemented numerous changes, improved training, and increased requirements for students in the labs. However, the department feels strongly that a Chemical Hygiene Officer should be appointed to ensure more consistent oversight and compliance.

Program Evaluation

Physical Science has historically engaged in regular, in-depth analysis of student data and used this information to inform curricular revision and change. This report reflects the same high level of data collection, analysis and engagement. Data by course was requested and reviewed, resulting in a comprehensive assessment of the factors impacting student enrollment and performance. The department is very conscious of changes in the data over time and actively seeks to identify significant factors. For example, a change in textbook to one presenting a more global perspective and written at a more difficult reading level appears to be a factor in the drop in success rates in Chem 9. Effective recruitment of underrepresented students through the STEM initiative appears to have contributed to an increase in enrollment of these populations. Both are examples of triggers for further evaluation.

The department assesses all SLOs each semester. Using assessment information gathered to inform departmental discussions, since the last 6 year review the department has rewritten the majority of course SLOs to be broader and more consistent across the curriculum. This has made it possible to not only have consistent data across sections of the same course, but across courses in a sequence as well. The new SLOs map directly to core competencies under the five ILOs. Although the department feels that this move has diminished some feedback detail, it has improved the Physical Science contribution to institutional data. To their credit, the faculty are attempting to increase collection of more specific detail through other strategies.

The SLOs are very clearly stated and address three main areas: problem solving skills, conceptual understanding, and laboratory skills. Assessments are based on multiple measurements providing clear measurement guidelines to faculty on which to base the assessment, thus enabling multiple assessment formats to be used. Based on the detail provided in the report, it is obvious the department spends significant time discussing and improving SLOs and the assessment measurements. For example, in some instances additional measurements have been added to SLO assessment to provide a more comprehensive measure of student success rather than to base assessment on a single "snap shot". Additionally, lab procedures have been rewritten, hands-on demonstrations have been added, and required trials have been increased in response to SLO assessment results.

Commendations

Physical Sciences is commended for:

1. Effective use of data and analysis to inform planning, decision making, and changes.
2. Breadth of overarching goals, SLOs, and other methods of assessment that contribute to a thorough assessment of the department's condition aimed at improvement.
3. Revision to and development of course components to improve student success.
4. Development of new courses, such as Chem 9, to better target student needs and goals.
5. Commitment to lab safety as evidenced by revisions to procedures and specific training and labs.
6. Departmental dedication to improving the teaching and learning environment as evidenced by the wide array of projects undertaken by faculty including STEM, Margin of Excellence awards, Fellowships, Sabbaticals, and Chair of Excellence.
7. Responsiveness to previous program review recommendations.
8. Faculty development of on-line laboratory manuals that reduce student costs, increase pedagogical effectiveness, and reduce the use of hazardous materials and therefore of hazardous waste.

Recommendations for Program Strengthening

The committee acknowledges the many steps taken by Physical Science for continuous improvement and recommends consideration of the following to further strengthen the program:

1. To improve success rates consider development of a preparatory course for students planning to enter calculus-based Physics courses.
2. To better address the preparatory needs of allied health students consider development of a General Chemistry, Organic Chemistry and Biochemistry course.
3. Implement planned strategies to improve success rates in Physics courses.
4. Ensure Standard Operating Procedures are in place for the use of all hazardous materials in Physical Science labs.
5. Investigate opportunities to expand support to Engineering majors.

Recommendations for Institutional Support

1. Explore the ways in which the need for a Chemical Hygiene Officer can best be addressed.

Narrative

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