

Narrative

The Computer Science and Information Systems (CSIS) department encompasses three distinct areas: Computer information Systems (CIS), Computer Science (CS), and Office Technology (OFTECH). In addition to offering Associate Degrees in Computer Science, Computer Programming, Database Applications Developer, and Web programming, the department offers 10 focused Certificates of Achievement and 12 Department Certificates. Each Certificate of Achievement may be used as a major for the Associate of Science degree.

The department has two advisory boards as required for CTE programs. One advisory board supports the CIS and OFTECH programs while another supports CS. These boards include industry representatives, employers, and representatives from institutions to which students transfer. These active boards have been critical to ensuring the disciplines remain current with industry needs and have been the catalyst for implementing new curriculum.

CSIS has hosted a number of networking events to engage current students and to recruit new students. They have also presented technology workshops open to faculty from other disciplines. To improve the ratio of female to male students the department sponsors a Women in Technology club. This also aligns with institutional STEM efforts. To help students better understand CSIS educational options the department now includes in all course syllabi a listing of the degrees to which each course applies.

Since the last program review report, the department has applied for and been awarded a number of significant grants, including a regional consortium in Health Information Technology (HIT), and a NASA grant to support student and faculty internships at JPL.

The department offers access to a computer lab for students to work on assignments. Within the computer lab tutoring services are also available using trained student tutors who have been identified by instructors as top performing. A tutoring coordinator, shared with the Business department, hires and trains the student tutors.

Development of an interdisciplinary certificate in Social Media is something the department is anxious to explore with other departments. Several existing courses that could be included in the certificate have already been developed and are cross listed with other disciplines. Such exploration should include consideration of pathways to the new Interaction Design baccalaureate degree.

Many department courses list prerequisites, which the report notes are not enforced, so students often enroll in a course for which they are not prepared. If this continues to be a concern to faculty the department will need to engage in the required validation process to implement prerequisite enforcement.

The programs have written and implemented a number of new courses and appear to be reviewing and revising curriculum on a somewhat regular basis. As the programs address areas

that are experiencing rapid changes in technology and applications there is a desire to expand curriculum in multiple areas and directions. The department should assess the feasibility of doing so within current staffing and WTH parameters.

Program Evaluation

CSIS has thoughtful and well-articulated department goals, which are demonstrably linked to the Institutional Learning Outcomes (ILOs). The department has developed broad department level SLOs as well as program SLOs for each of the three programs. Core competencies have been established for each Certificate of Achievement and Department Certificate. All course SLOs are aligned with one or more of the department and program level SLOs. Thus departmental outcomes discussions at the program or department level can result in change to course SLOs and vice versa. Course level SLOs are assessed every semester with a variety of assessment tools being employed such as projects, quizzes, exams, and assignments. Improving student success is the driver behind discussions and changes made at the course level. Comparison data shows that changes made in selected courses have had a positive impact on success rates.

As part of the program evaluation process the department regularly reviews enrollment, success and retention rates, degrees and certificates, student survey data, and advisory board recommendations. A student survey is administered every spring to garner direct input from program students and has recently been revised. In terms of data reviewed, the department has noted a gender gap in students enrolled in CSIS with significantly more male students choosing these courses. This disparity is of some concern for the department, as is the desire to improve the equity gap. Declines in enrollment that are of concern have occurred in the CIS and OFTECH areas. Other data that is regularly tracked has seen some improvement.

The department collects and uses a variety of data to inform program discussions centered on improving student success. For example, CSIS has begun keeping a log of tutoring visits and the topics covered. The plan is to use this information to focus departmental discussions on the areas for which most students seek help, address those topics in the relevant courses, and then measure any changes in success rates through grades and relevant SLO assessment.

Commendations

CSIS is commended for:

1. A well-organized and responsive report.
2. Clear linkages between course, program and institutional outcomes.
3. Faculty engagement in securing grants, activities for and with students and training,
4. Maintaining currency in fields with rapidly changing technology and applications.
5. Efforts to promote degree and certificate completion.
6. Effective use of data to guide departmental planning.
7. Efforts to address imbalance in male to female student ratio by sponsoring the Women in Technology club.

Recommendations for Program Strengthening

The committee recommends CSIS consider the following to further strengthen the program:

1. Identify strategies to address the equity gap that can be implemented using existing resources and partnerships with other institutional programs and efforts.
2. Compare gender, equity, and success data with regional and national data in the field to determine whether our data is significantly out of alignment to inform goals for improving departmental data.
3. Conduct follow-up studies to identify challenges underrepresented students face inhibiting successful completion of CSIS courses.
4. Explore options for linking backend computer skills with new user design interface courses.
5. Determine departmental will to engage in pre-requisite validation and enforcement.
6. Identify a primary focus for the OFTECH program.

Recommendations for Institutional Support

None

6 Year Communication Narrative	2014/2015 Instructional
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The Communications & Media Studies department encompasses a range of media and communications related disciplines and programs which have been arranged into four areas: Communication Studies (Oral Communication, Communication Theory), Media Studies (Media Studies, Media /Broadcast Production), Film Studies (Critical Film Studies, Film Production), and Journalism. Within these disciplines the department offers 11 certificates and AA/AS degrees supporting both transfer and CTE student goals. Among the newer of these are the AS degrees and Certificates of Achievement in Film Production and the Promo Pathway Program Certificate of Achievement and AS in entertainment promotion/marketing production.

In 2012 the department reorganized and renamed the department from Communications to Communications & Media Studies. Former Communication and Broadcasting courses became Media Studies while Speech became Communication Studies to better reflect discipline alignment with similar programs around the country. The department has also been engaged in discussion around changes in industry practice which are blurring the lines between several of the department programs and how that might impact the department's organizational structure. No matter what these changes bring, the common thread shared by all the programs is storytelling approached through a variety of forms and formats.

The Film Production, Broadcast Production and Journalism programs all train students in content development and production. Journalism students produce the *Corsair* student newspaper with both paper and on-line versions and content. For many years the *Corsair* has won multiple awards for outstanding journalism in all categories, a testament to the commitment of program

faculty and the continual pursuit of excellence in the field. The Broadcast program encompasses, radio, television, and now other digital media content with students providing all material for the student *Corsair* radio station, *Corsair TV*, and additional content for the SMC YouTube channel as well as the Santa Monica City TV station. Film production is a relatively new program with students producing short films, which have won an impressive number of awards. Student films are also viewable on the SMC YouTube channel.

The disciplines of Broadcasting, and Journalism are changing rapidly with platforms and technology driving overlap and broadening of the traditional lines separating these disciplines as industry employs many forms of media content production and distribution. Thus, the department is in the process of rethinking the structure and names of these programs, including shared curriculum, to better reflect industry realities and more effectively communicate these changes. An interesting area being explored by the department is to address the significant growth in Spanish language media. Discussions around developing a certificate in Spanish-Language Media are in progress.

Most programs in the department have a strong CTE component with active and supportive advisory boards. Recently, the Broadcasting advisory board focused more on the Promo Pathway program as it was being developed. Now that Promo Pathway has become a full-fledged program it will have its own advisory board while a new board covering both Broadcasting and Journalism is being formed.

When construction to expand and remodel the former Academy of Entertainment & Technology satellite site, now renamed the Center for Media & Design, is completed the Broadcast, Film Studies, and Journalism programs will relocate and share the renovated site with the Design Technology department. The intent is to create a new space focused on design and content development programs where collaboration and innovation responsive to the rapid changes in these fields will be supported and encouraged.

Each program regularly reviews its curriculum, including advisory board feedback, and makes revisions as necessary. In response to state mandates to develop Associate Degrees –Transfer (AAT,) the department has translated the Communications Studies AA degree to an AA-T and is working on creating additional certificates to aid students in identifying and achieving their educational goals. Journalism has completed an AA-T and Film Studies has created an AS degree and certificate in film production. A notable program achievement of value to the entire college community is completion a three-year project to digitize the print archives of the *Corsair* from 1929-2011. This was supported by a Chair of Excellence award to the journalism faculty member. Faculty in other departmental programs have engaged with programs across the college to strengthen curricular offerings through singular and on-ongoing projects such as the “Locals Only” cross disciplinary theater production, regular taping of SMC athletic games and theatre productions for broadcast, and film and post production student collaborations.

A continuing plea of the department is for greater resources to support and maintain the programs, especially in the areas of equipment and technology. Greater sharing of resources, setting program priorities within the department, establishing reasonable life-cycle plans, and

acknowledging the finite resources available for all programs should help to inform department planning and resource allocation requests.

Program Evaluation

The department has done a good job of linking SLOs to Program Outcomes and the ILOs. All Communication & Media Studies programs have developed program outcomes, assessed primarily through a capstone class. Each discipline assesses and reviews course SLOs regularly and the report documents the responses to these assessments. Each program also reviews success and retention data disaggregated demographically, identifying areas for improvement and potential strategies to address the findings. It should be noted that SLO assessment was irregular and incomplete at the time of the last program review and that the department has invested great effort to ensure assessments are comprehensive and ongoing.

The department recognized the need to revise the evaluation process for tenured and adjunct professors in order to maintain greater consistency in standards for every course. Implementing these changes involved engagement with the Faculty Association, commitment from all full-time faculty, and notifying all adjunct faculty of the intention to use evaluation as a means to improve teaching. Since implementation the department has noted an improvement in the evaluation process that has had the added benefit of encouraging a supportive, mentoring climate around the process and within the department.

Commendations

Communications & Media Studies is commended for:

1. Efforts to ensure all SLOs have been reviewed and are being assessed regularly.
2. Detailed responses to results of SLO assessments.
3. Digitization of the *Corsair* print archives from 1929-2011.
4. Awards earned by *Corsair* in multiple categories year after year.
5. Multiple national and international awards garnered by Film Production for student films.
6. Restructuring and renaming of department and programs.
7. Development of new curriculum, degrees, and certificates.
8. Moving Promo Pathway to a full certificate and degree program.
9. Awards earned by the debate team.
10. Changes made to the faculty evaluation/observation process

Recommendations for Program Strengthening

The committee acknowledges department efforts at self-improvement and recommends the department consider the following to further strengthen the department and programs:

1. Continue efforts to address the blurring of distinctions between media programs such as broadcast and journalism and look for ways to address this both in curriculum changes and future resource allocations.

2. Assess the sustainability and functionality of the current department structure after some programs are relocated to the Center for Media & Design.
3. Fully develop a new media production/broadcasting focused advisory committee.
4. Prior to taking on initiatives, consider departmental capacity and the impact on faculty and programs.
5. Update department web page and ensure links to any separate program pages are clear and easy to follow.
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 2. Assess the sustainability and functionality of the current department structure after some programs are relocated to the Center for Media & Design.
 3. Fully develop a new media production/broadcasting focused advisory committee.
 4. Prior to taking on initiatives, consider departmental capacity and the impact on faculty and programs.
 5. Update department web page and ensure links to any separate program pages are clear and easy to follow.
 6. Develop a reasonable equipment and technology life-cycle plan that is attainable and sustainable, taking into account the finite nature of institutional resources to support all programs.

Recommendations for Institutional Support

None

6 Year Compliance, Insurance, and Liability Services Narrative	2014/2015 Instructional
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Risk Management is the area responsible for coordinating a cost effective program that insures the College against property and liability losses and coverage for injured for injured employees, students, and athletes. The department is also responsible for College compliance with environmental and safety regulations.

To control costs and minimize exposure, the College is a member of Joint Powers Authorities (JPAs): The Statewide Association of Community Colleges-JPA (SWACC), a self-funded, non-profit providing comprehensive property and liability coverage; and the Protected Insurance Program for Schools –JPA (PIPS) which provides worker’s compensation reinsurance protection to its members. Both of these JPA memberships enable the College to obtain significantly lower insurance premiums than would be possible to obtain individually and provide stable solutions. Keenan and Associates, the program manager for SWACC and PIPS, also serves as the third party administrator for SMC’s workers’ compensation program.

Risk Management is responsible for myriad activities and requirements to ensure the College is current with all annual testing, inspections, evaluations, plans and permits. These include such disparate activities as permitting for the Consolidated Contingency Plan for the City Unified Program Agency (CUPA), which includes the College's Hazardous Materials Business Plan (HMBP); updating the California Code required Injury and Illness Prevention Plan (IIPP) and the Chemical Hygiene Plan; ensuring standards and requirements for Air Pressure and Wastewater permits and South Coast Air Quality Management District are met; and arranging for environmental/air samplings and ergonomic evaluations.

Annual insurance costs are based on the frequency and severity of claims in past years. Thus the primary objective of Risk Management is to reduce claims. A Risk Improvement Action Plan, aimed at reducing the number of employee injuries and reducing the cost of workers' compensation claims, is one tool employed to achieve reductions. Each year claims are reviewed to identify loss drivers and occupations incurring the majority of losses and an annual plan developed to provide training, and implement protocols to prevent injuries and correct unsafe practices and conditions.

Currently Risk Management has one full-time employee, the Risk and Insurance Coordinator. The Risk/Safety manager position has been vacant for three years. The responsibilities, complexity and volume of issues addressed by Risk management have increased, especially as more and newer buildings, and the staff to support them, have come on line. Another area seeing an increase in risk are those covered by Title IX, particularly in sexual harassment. To be more proactive in the prevention and management of District losses the College should review staffing levels needed to accomplish Risk Management objectives and responsibilities effectively and efficiently

Program Evaluation

Risk Management has developed unit outcomes focusing on identified targets for reducing claims and insurance costs. A series of activities to support reaching outcomes targets has been developed and delivered. These are reviewed annually. The self-evaluation process has resulted in increased analysis of causations and the impact on the costs of risk management. Although the report did not list specific annual objectives it is clear Risk Management engages in regular review of claims and costs and develops annual plans to address these through targeted training and other activities. The department is also current with all annual testing, inspections, evaluations, plans and permits.

Commendations

Risk Management is commended for:

1. Participation in JPAs (SWACC, PIPS) to reduce College exposure to risk and gain cost savings.
2. Efforts such as training which have resulted in reductions on claims payouts.
3. Successful efforts to cover all the risk management bases with very limited staff.

Recommendations for Program Strengthening

The committee recommends Risk Management consider the following to further strengthen the program:

1. Work with appropriate staff and areas to ensure findings and solutions from ergonomic training and reviews are incorporated into furniture guidelines.
2. Develop a long term staffing plan.

Recommendations for Institutional Support

The committee recommends the institution consider the following to support Risk management:

1. Review staffing of Risk Management in light of increased risks and responsibilities.
2. Evaluate the impact not having a Chemical Hygiene Officer has on the level of risk the College bears.
3. Add chemical checks to the curriculum approval process.

6 Year Compliance, Insurance, and Liability Services Narrative	2014/2015 Instructional
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This is the first time that Legal Services has been reviewed as a program area. Prior to 2009 the College employed legal services on an as needed or transactional basis with no one person responsible for overseeing the bigger picture. The College has engaged an attorney to serve as Campus Counsel charged with coordinating all legal services for the institution and to serve as a resource day-to-day. This change in approach has resulted in a much more cohesive and cost effective model that offers greater engagement and support to various areas and bodies than had ever been available.

Campus Counsel reviews, recommends and negotiates contracts with multiple legal firms selected for their area of legal expertise. Different specialties for which outside counsel is contracted include labor relations, land use, and litigation. The oversight for all legal work provided by Campus Counsel ensures appropriate input and review of all legal activity occurs in a timely manner.

This current model has also resulted in significant reductions in expenditures for legal fees. It should be noted, however, that events often dictate the need for legal services so this is an area of expenditure that generally varies year to year. The increased level of service and engagement with campus entities Campus Counsel provides has contributed to cost containment. Campus Counsel is a member of the campus senior staff, and works closely with bodies such as the Crisis Prevention Team, Emergency Management Team, Office of Student Judicial Affairs, and Safety Committee to name a few areas. It is clear from manager feedback that many areas have

benefitted greatly from consistent and easy access to Campus Counsel resulting in improved service response and preventative action.

Training and individual consultation are effective strategies employed by Campus Counsel that has benefitted both specific areas and the college at large. For example, these can range from Brown Act training for Associated Students and managers to recommendations for physical changes in offices for increased safety, from drafting of policy statements and administrative regulations to advice on appropriate interventions and disciplinary sanctions, from review of proposed contracts to ensure bargaining unit agreements are not violated to human resources issues.

Santa Monica College has limited land resources and therefore has multiple small satellite sites, some of which are leased. Building activity, including land exchanges, on these sites has required navigation of multiple external processes, challenges, and engagement with legal requirements. Moving to a Campus Counsel model to provide a unifying vision and oversight has enabled the College to achieve desired results more effectively and efficiently.

In the past year the College has taken a number of steps to increase campus security and emergency preparedness. However, as the College has recently experienced a number of significant threats Campus Counsel has identified these areas as needing additional resources to further reduce risk and increase preparedness.

Program Evaluation

Legal Services has developed broad UOs for measuring effectiveness and efficiency. Although data needs to be collected longitudinally, feedback indicates unit outcomes are being achieved. Manager testimonials attest to the positive impact the Campus Counsel model has had on directly supporting various operations and reducing legal services expenditures. There are multiple descriptions detailing the invaluable outcomes resulting from consistent legal participation in service and operational bodies. Campus Counsel has contributed to improved College operations through identification of areas in which training would better prepare staff and reduce the overall need for legal services in areas such as litigation, safety, emergency preparedness, and labor relations.

Commendations

The committee commends Legal Services for:

1. Providing a coordinated approach for all legal services.
2. Significantly reducing overall expenditures for legal services.
3. Broad engagement and provision of direct access and support to many campus areas.
4. Quantity and diversity of professional development activities and training provided.

Recommendations for Program Strengthening

The committee acknowledges the many improvements achieved by the Campus Counsel model for Legal Services and recommends the office consider the following to further strengthen the area:

1. Develop a calendar for intermittent or regularly occurring training that addresses areas of Campus Counsel oversight.

Work with the Office of Student Judicial Affairs to develop a training manual on procedures for the conduct of student discipline hearings.

Recommendations for Institutional Support

None

6 Year Dance Narrative	2014/2015 Instructional
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The Dance department provides training for both the beginning and advanced dancers through a comprehensive curriculum with a broad range of dance courses. The program prepares students for careers in performance, choreography, teaching, and related careers. In addition to offering an AA degree, Dance will offer a new Department Certificate in Dance Teaching beginning in Fall 2015. This new certificate is interdisciplinary aimed at Pre-K – 5 and combines courses from Dance, Early Childhood Education, and Psychology.

The department fields two dance companies: Synapse Dance Theater Contemporary Dance Ensemble and the Global Motion World Dance Company. In addition to regularly scheduled performances at the Broad Stage, the both companies perform throughout greater Los Angeles, the U.S. and have performed internationally numerous times. Additionally, Dance has a long history of collaborating with other SMC departments and programs, recently partnering in the original musical “Locals Only” (a collaboration involving the Theater, Dance, Music, Film, and Business departments), and with the Music department for two opera productions. A local partnership with Westside Ballet in Santa Monica includes not only combined performances, but also the introduction of local high school students to the SMC Dance program through concurrent enrollment.

Department faculty are clearly committed to engagement within and across the college and local communities and beyond and to providing students with multiple venues and opportunities for performance. The department actively raises funds to enhance these opportunities for students. In recent years Global Motion has twice been invited to perform in China, a testament to the program and a unique experience for the students.

Program Evaluation

The department has developed and is assessing SLOs for all courses as well as program outcomes for the AA in Dance and the Dance Teacher (PreK-5) department certificate. An

average of three SLOs have been developed for each Dance class and these are standardized between levels. For example, in dance technique courses SLO 1 addresses technical comprehension and facility, SLO 2 addresses specific terminology and techniques, and SLO 3 addresses critical analysis and comprehension. All classes assess SLOs every semester with faculty reviewing the results and revising assessments on a regular cycle by addressing a specific sequence of courses. All faculty teaching within a sequence are involved in the assessment and revision discussion. These reviews drive recommendations for program improvement, including identifying a course of action and an evaluation of effectiveness. For example, a review of SLO attainment revealed inconsistencies between full and part-time faculty SLO assessment with a disproportionate number of adjuncts assessing at 100% achievement, especially in Modern Dance. This resulted in focused training on SLO assessment with mixed results so the department is renewing training efforts while exploring other factors that could be impacting this variance.

The department took to heart the recommendation from the previous review to “draw conclusions and develop plans for program improvement based on data analysis...” and has analyzed and engaged in thoughtful discussion around student data. Based on this the department has developed five and ten year plans, considered living documents to serve as a guide and subject to change based on multiple factors.

Currently the program is working with MIS to better pinpoint the number of students within range of earning an AA in Dance. Interestingly, Dance attracts a higher percentage of Black and Hispanic students than the College as a whole and appears to have higher completion rates for Asian, Hispanic, and Black students than the college-wide average, although the percentage of Black students seems to be declining slightly. Further study to identify specific factors that might be positively impacting equity data would be useful.

The percentage of basic skills students enrolling in Dance is consistent with the college average. Although dance is a non-verbal art form, Dance technique courses include significant written and analytical work. Thus, strategies for improving the success of basic skills students are a regular topic at department flex days.

Dance offers technique classes for both general education students and majors. In light of the statewide changes in regulations regarding course repeatability, which reduce the number of times students can repeat performance-based classes, the department has been addressing the issue and working to develop strategies for ensuring Dance majors take and complete the appropriate course sequence, so as not to adversely affect their ability to transfer to a four-year institution.

Both full- and part-time faculty are very engaged with the college and broader communities, primarily through dance performances and activities, but also through serving on college committees and community service. All of these activities demonstrate commitment to the art of dance and to promoting the SMC Dance program to the larger community. All faculty are invited to biannual department meetings and are also welcome to attend weekly full-time faculty meetings.

Commendations

The committee commends Dance for:

1. A well written report expressive of a thoughtful, data driven approach to program improvement.
2. Comprehensive review of SLOs and commitment to improving assessments.
3. A comprehensive approach to curriculum and a vision for integrating future needs into curriculum planning.
4. Collaboration with transfer counseling and articulations with transfer institutions.
5. Systematic review of SLOs and response to assessment results.
6. Providing students with multiple opportunities for performance through multiple Global Motion and Synapse in local, national, and international venues.
7. Maintaining a consistent community presence that positively represents SMC students and the College's efforts in both artistic and professional ways.
8. Impressive linkages for students and faculty to international and national programs and conferences.
9. Orientation and activities to support dance majors and recruitment activities with local high schools and students.

Recommendations for Program Strengthening

The committee recommends Dance consider the following to further strengthen the program:

1. Focus on developing greater uniformity and clarity to address curriculum variances in the Dance 41-46 series.
2. Conduct follow-up studies to better identify the factors that contribute to improving equity in student success, as the equity gap in Dance classes are smaller than the college-wide average; assess where their successful strategies might be more broadly applied across the campus.
3. Explore the possibility of developing a commercial dance certificate and how this might be accommodated in the new building.
4. Work with Alumni Relations to coordinate efforts to track program graduates.

Recommendations for Institutional Support

1. Develop a plan to provide all-day support for maintaining the cleanliness of the Dance studios to address the health and safety of the students.

**6 Year
Kinesiology
Narrative**

**2014/2015
Instructional**

This is a well-written report demonstrating program understanding of the purpose and process of self-evaluation for improvement through program review. The Kinesiology department seeks to improve the quality of life for students and instill a value of life long wellness through courses

that teach human movement, health, sports and exercise. The department offers courses in kinesiology, fitness, health, team and individual sports, and intercollegiate athletics. To support students' academic goals, the department offers AA, AS-T degrees for transfer and a certificate in athletic coaching.

Contrary to what the department title might imply, Kinesiology and Athletics is an academic department and does not oversee the intercollegiate athletic program. This is the responsibility of the Athletics department. Although the two departments share faculty (coaches), support staff, facilities, and other resources, their missions are very different. Both departments support student-athletes, coaches and teams: Kinesiology and Athletics is responsible for assigning and managing all classes tied to the Athletic program while the Athletic department supervises anything related to intercollegiate competition. For example, all students participating in collegiate athletics must enroll in the appropriate sport credit courses, generally taught by the coaches during the competitive season. As a result, collaboration and cooperation between Athletics and Kinesiology is critical to ensuring the success of each.

Kinesiology and Athletics courses are listed in the college catalogue under several headings reflecting the diversity of offerings: Aquatics, Health, Physical Education, Professional Courses (major and coaching certificate), Team Sports, and Varsity Intercollegiate Sports for men and Women. Varsity intercollegiate courses are offered in 8 sports for men and 9 sports for women. The department also supports the community Service CoRec program by providing faculty, access to facilities, and use of equipment.

Scheduling of classes and access to facilities is driven in large part by the athletics program and team needs as, in addition to classes, practice times must be scheduled. In the case of aquatics, where there are both team and activity courses, the college shares the City pool located on the main campus, with College scheduling restricted to specific hours. The department has done an admirable job of working within the various needs and limitations imposed by shared facilities and supporting the Athletics program. As a benefit for the entire college community, the department staffs open swim time at the pool and faculty and staff hours in the Fitness Center.

Currently Kinesiology and Athletics has 4 long-term full-time faculty with a fifth slated to be hired for Fall 2015. This staffing level is down significantly from the days when coaches were full-time faculty assigned non-coaching teaching loads in the off-seasons. Multiple examples of full-time coaches stepping down from coaching duties - for a variety of reasons - coupled with external factors such as the "repeatability" rule and athletics sanctions have impacted the department negatively, especially in the scheduling of faculty assignments. To address these challenges, the department has shifted emphasis in full-time faculty requests to non-coaching areas. The success of this strategy is reflected in the new hire approved for Fall 2015 and in the list of new courses being explored by the department. The department has identified the need for additional full-time faculty as a priority to meet departmental goals and objectives.

In 2012 the department created a certificate in Athletic Coaching in response to a previous program review recommendation. The certificate culminates in a capstone class giving students field experience in coaching under the guidance of a faculty member. An AS-T in Kinesiology has also been developed in response to SB 1440 and 440 to create associate degrees for transfer

articulated with the CSUs. The committee notes that while not a certificate, the Emergency Care and Water Safety course prepares students to become lifeguards with a significant number of LACO lifeguards coming from SMC. In response to recent state repeatability mandates the department is reviewing curricular options for addressing the uneven attainment of skill level necessary for students to progress through a sports activity course. The department has also created or is in the process of developing new, stand-alone courses aimed at the general student population such as First Aid and CPR. A women's self-defense course has been part of the curriculum for some time. Acknowledging national trends and needs to engage men not only in developing self-defense techniques but also how to avoid violence and not react violently, the department created and course in Self-Defense-Men. Noting the increased understanding of the relationship of certain activities and injuries to long-term brain damage the department is exploring the development of developing clinics in ACL prevention and concussion awareness.

Program Evaluation

Kinesiology and Athletics has developed comprehensive program goals and done an excellent job of linking them to institutional learning outcomes (ILOs). The department is currently in the process of updating course SLOs and re-evaluating assessment methods and tools. SLOs are included on all course syllabi and are discussed with students at the beginning of each term. Previously SLOs were assessed at the end of each course. In an attempt to improve outcomes achievement going forward, program faculty will focus class discussion on SLOs at several points throughout the semester. Further documentation of course level SLO assessment would be beneficial in demonstrating drivers for program improvement at the course level.

The department has done a good job of analyzing data and using this as a basis for thoughtful discussion aimed at program improvement. Data also reveal many positives such as an impressive 537 student-athletes have transferred to four-year universities and colleges, and overall higher departmental completion rates than the college average. For many courses gender distribution is directly linked to the sport being taught, although for some classes the department has identified strategies to achieve better balance. Overall, the department has noted a higher percentage of enrollments in basic skills classes than the general college population. These students struggle with written assignments and tests so the department is investigating strategies to ensure students understand the level of reading and writing required before enrollment and to help them once enrolled.

Commendations

Kinesiology is commended for:

1. A well-written report that demonstrates program understanding of the purpose and process of program review.
2. Thoughtful departmental discussion using data analysis to improve student success.
3. Engagement of all department faculty in a wide variety of campus and community activities.
4. Development of several new courses, a certificate in Athletic Coaching, and the AS-T in Kinesiology.

5. Overall high completion rates.
6. High percentage of SMC alumni hired as LACO lifeguards.
7. Clear linkage of program SLOs to the ILOs.
8. Collaboration with male Violence Prevention Program and development of the men's self-defense class.
9. Promoting exercise as a component of active intellectual development and emphasizing the mind-body connection.

Recommendations for Program Strengthening

The committee recommends Kinesiology consider the following to further strengthen the program:

1. Develop a life-cycle plan for equipment to support budget planning.
2. Move forward with plans to develop clinics in ACL prevention and concussion awareness.
3. Consider developing a Walking for Fitness course.
4. Develop a timetable for creating multiple levels of courses in specific sports to address repeatability.
5. Document how the assessment of revised SLOs contributes to program improvement.

Recommendations for Institutional Support

The committee recommends the institution consider the following recommendations to Support the Kinesiology and Athletics program:

1. Develop a plan to provide consistent support for maintaining the cleanliness of the Fitness Center and the equipment in constant use to address the health and safety of users.

6 Year	2014/2015
Theatre Arts	Instructional
Narrative	

The Theatre Arts program prepares students for transfer and direct employment in related technical fields. The program offers an AA in Theatre, an AA-T in Theatre Arts, and a relatively new AS degree and Certificate of Achievement in Technical Theatre. Offering an impressive array of productions each year (4 Main Stage productions, 2 Studio Stage productions, 1 Theatre for the Younger Audience Summer production, and multiple workshop presentations) students have ample opportunity to participate in all facets of theatre production.

In addition to offering excellent training for students, the department is recognized for producing original plays and musicals – a total of 10 original works have been presented in the last 6 years. The most recent original work was the multi-media musical *Locals Only!* which became an institutional production through engaging students from multiple departments including Dance, Cosmetology, Design Technology, film, Business, CSIS, Journalism and Photography as well as other campus service and support departments. Supported through the I³ Strategic Initiative, the

intention was to merge different media to create entertainment and surrounding events to showcase advances in technological and artistic endeavors. Truly a multi-disciplinary collaborative effort, much of the work was carried out by students, under the direction of faculty and staff.

Theatre Arts is regularly invited to participate in the regional and national annual Kennedy Center/American College Theatre Festival with acting students and program productions almost annually selected to participate in the regional competition and frequently selected for the national competition, thus providing excellent experiences for the students. Each year SMC acting students are selected to participate in the national Irene Ryan Acting Scholarship Competition, with several students reaching the semifinal and final rounds of the competition. Technical theatre students have also successfully completed.

Theatre Arts productions are well attended by the college community and the greater Santa Monica and Los Angeles communities. Ticket sales provide vital support to the program by supporting the majority of production costs other than faculty and staff salaries. The department has been successful in repurposing materials and shows for use in multiple shows.

Although tracking students after graduation is not consistently possible, anecdotally students report back their successes. Successful performance students are currently working on Broadway, in regional theatre companies, and for organizations like Disney. Technical students are achieving success in regional theatre companies as well as other entertainment venues, production and distribution companies.

Creation of the CTE program in Technical Theatre was a major accomplishment for the department as this required both internal and external processes, including creation of an advisory board with membership from across the technical spectrum. The advisory board has provided valuable input on the new technical AS and Certificate curriculum and has made several recommendations that the department is exploring. One suggestion that the program is considering was to consider offering a basic multi-discipline certificate in technical theatre with a second tier of courses focused on several of the specialty areas such as stage lighting, theatrical sound, stage costuming, scenic design, and set construction. Several specialty focused courses are in development or ready to be offered.

The department is currently collaborating with the Music and Dance departments to create a Musical Theatre Program. Department faculty are active professionally in the industry and participate in community organizations and activities.

Program Evaluation

Theatre Arts has clearly defined overarching program goals as well as Department/Program Outcomes that align with the Institutional Learning Outcomes (ILOs). Course SLOs are assessed on a regular basis. The majority of the SLOs relate to one of the program outcomes, thus departmental outcomes discussions focus on common groups of outcomes across multiple courses. As program students are expected to take courses in more than one specialization this approach ensures a holistic view of program outcomes as well as addressing individual progress.

Outcomes are assessed by a variety of methods including in-class performances and execution and mastery of technical skills in a production, as well as more traditional measurements such as tests and exams, papers, research projects, and lab assignments. As a result of departmental discussions of SLO assessments, changes have been made to several classes when it was determined the course material and expectations were too advanced for an entry level class.

Annual objectives listed in the report are long-term, multi-year in nature. Theatre Arts should break these down into more focused elements that can be accomplished in a year.

Commendations

Theatre Arts is commended for:

1. Multiple awards resulting from invitational participation in production and acting competitions (Kennedy Center and Irene Ryan).
2. Creation of the Technical Theatre AS degree and Certificate of Achievement.
3. Responsible mapping of SLOs to departmental outcomes and ILOs.
4. Leading 11 departments to produce the successful multi-media production *Locals Only!* to support the I³ Strategic Initiative.
5. Collaborations with other departments through contributing acting students to their projects and inviting participation in Theatre Arts productions resulting in “real world experience” for students.

Recommendations for Program Strengthening

The committee acknowledges the many strengths of the Theatre Arts program and recommends the department consider the following to further strengthen the program:

1. Implement strategies to fully develop the musical Theatre program.
2. Write annual objectives that are more focused and accomplishable in a year.
3. Develop an equipment life cycle inventory.
4. Develop a production marketing plan.

Recommendations for Institutional Support

None

6 Year

School Relations: Campus and Alumni Relations; Outreach and Recruitment

**2014/2015
Instructional**

Campus and Alumni Relations

Narrative

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.

Recommendations for Institutional Support

None

Outreach and Recruitment

Narrative

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 high 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 severe 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.