

**Program Review**  
**Executive Summary**  
**Early Childhood/Education Department**  
**Spring 2016**

**General Comments**

The Santa Monica College Early Childhood/Education (EC/E) Department prepares students for careers in early childhood care and education, including transfer to a four-year college/university. Specifically, the purpose of the Early Childhood/Education Department is to provide the coursework needed to obtain Child Development permits from the California Commission on Teacher Credentialing, support the training and ongoing professional development of Early Childhood Educators working in the field, provide the coursework to enable a student to transfer to a university to obtain a baccalaureate degree in child development, and provide a foundation for those wanting to pursue a career in elementary or secondary, special education, or other related field. The program is designed to meet the personal career goals of students and to increase awareness of the importance of childhood and play during the early childhood years.

The program provides a 30-unit Early Childhood Career certificate and, to address the increasing demand for early childhood teachers to possess a four-year degree, the program offers an AS-T degree in early education which enables students to seamlessly transfer to a four year institution. The program has also established a relationship with National University to enable SMC EC/E majors to participate in an accelerated, compressed baccalaureate program, offered at the Bundy facility. The program also offers a state approved Early Childhood Intervention Assistant Certificate, an Infant Toddler Certificate, and a departmental certificate.

The program receives external funding from several sources.

- The Child Development Workforce Initiative Grant (funded by California's First 5 LAUP program, this grant (which ends in 2015/16) provides funding for a part-time counselor and lead mentor/tutor);
- The Child Development Training Consortium (funded by the California Department of Education, providing funds to reimburse EC/E students for college expenses);
- California Early Childhood Mentor Program (funded through the Child Development Training Consortium, this grant provides stipends to mentor teachers who collaborate with SMC faculty to guide students' field experiences);

- Aspire Stipend Program (funded through California's First 5 LAUP program, this grant provides online training and stipends to students who complete the coursework).

The program has sought and is seeking funding through CTE (Perkins) and the Student Equity program.

In terms of populations served, the student population demographic has one notable difference from the general SMC population: the EC/E program's students are 88% female. The department has made substantial efforts to attract more males to the program including a DVD that highlights males in various educational roles. The faculty also seeks out professional development opportunities to develop strategies that will attract more male students to the program.

The program has a lower percentage of Asian students and a higher percentage of Latino/Hispanic students as compared with the college populations of these groups. Latino students are the fastest growing population. The program has also noted an upward trend in the enrollment rates of full-time students, and online courses continue to be a popular choice for students. The program plans to continue expanding its online course offerings (currently 32 of the courses are available online and 78% are offered both online and on-ground).

The program notes that while the course success rate and retention of Early Childhood Education courses are higher than the college rates, the success and retention rates for Education courses are lower than the college rates.

The program has an active advisory committee. Most recently (2014 and 2015), the committee noted industry concerns: a growing need for substitute teachers and a need for more teachers with infant certification. In response, the program created a core certificate consisting of 12 units of core courses that, upon completion, will allow students to work as substitute teachers. In response to the need for infant certification, the program revised both of the existing infant care courses and is offering them each semester, both on-ground and online. In 2015, the program created an Infant Toddler Certificate and, in response to the Advisory Committee's request, is again offering a course on guiding children's behavior.

The program's faculty are active both within the college and in the community. The list of professional organizations with which the faculty participate is impressive. Locally, the program is actively involved with the Santa Monica Early Care and Education Task Force and the development of the childcare center/lab school which is a joint effort between the College, the City of Santa Monica and the Rand Corporation. Set to open in 2018, the effort will require close collaboration between the program faculty and the independent operator to ensure that core values of the program are reflected in the lab school.

The program responded to all of the recommendations from the last six-year program review cycle. Communication with the counseling department has been expanded,

ECE policy program guidelines have been posted to the website and will be added to all syllabi. The program is also conducting in-depth analysis of factors leading to student success and revising its SLOs as part of the effort to achieve accreditation with the National Association for the Education of Young Children (NAYEC).

Other trends that the program has noted and plans to address include the new requirements for credentialed teachers that may require incumbent teachers to obtain additional credits. In addition to providing this instruction, the program is considering the development of a Professional Development Institute that would be operated through contract education.

Since the last review, the program has had several longtime, pivotal faculty retire, but has also hired new faculty. The program will be working closely with the selected independent operator on the new child care center/lab school and obtaining accreditation through the NAYEC, both of which are complex efforts that present both substantial challenges and rewards.

## **Program Evaluation**

The EC/E department is very thoughtful and intentional in its approach to every aspect of program development and enhancement. The faculty stay abreast of national trends, discipline accreditation standards, meaningful grant opportunities, and multiple ways in which they can contribute to the field. This is an extremely committed and hardworking team as they tackle many relevant developments and improvements to the program such as planning for the Child Care Center and NAEYC accreditation.

The program assesses SLO achievement for all classes and all sections each semester. Findings are discussed in departmental meetings. The program has been working to achieve NAYEC associate degree accreditation and this effort has influenced the revision of SLOs for some of the EC/E courses, which were originally developed to align with the course outlines of records that were dictated by the state for the AS-T degree. SLOs will be revised to reflect the competencies and standards of the California Early Childhood Education Competencies and NAYEC requirements. NAYEC also requires the use of common assessment tools. All of the program's certificates and degrees include Program Learning Outcomes (PLOs).

Both the SLOs and PLOs for EC/E courses, degrees and certificates address the development of students' personal attributes (e.g., leadership, effective communication skills, ability to collaborate), analytic skills (e.g., problem solving, technical literacy, and critical thinking), applied social knowledge and values (e.g., global citizenship and an appreciation of diversity in all forms), applied knowledge and valuation of the physical world (e.g., sustainability within the context of EC/E environments), and authentic engagement (e.g., practicums, and use of mentor teachers).

The analysis of assessment findings starts with the four core courses that are required for all degrees and certificates. The faculty then proceed to review the results of the

capstone classes. As mentioned earlier, the SLOs for EC/E courses will be revised to align with NAYEC and California Early Childhood Education Competencies. Courses for which the SLO achievement falls below 80% are discussed in department meetings but none have fallen below 89%.

## **Commendations**

The Early Childhood/Education program is commended for:

1. Extensive and growing online presence which provides increased access for students with time/place constraints and the large percentage of courses offered both on-ground and online.
2. Pursuit of and use of external funding to provide services and strategies that help students succeed.
3. Revision of department mission to align with college's mission.
4. Development of varying entry-levels into employment: certificate, AS-T, agreement with National University and "cohort" coursework and the intervention assistant certificate.
5. Working with external organizations such as NAYEC and the California Teacher Credentialing Commission to ensure that the degree requirements meet these organizations' exacting requirements.
6. Responsive to Advisory Board recommendations, especially addition of infant class.
7. Leadership in the creation of the Lab School in collaboration with the community consortium.
8. Development of new curriculum and revision to existing curriculum to align with multiple state and professional organization requirements that will positively impact student training.
9. Large faculty engagement in professional development, training and activities to remain current with industry trends.
10. Thorough and authentic engagement of the SLO process.
11. Thoughtful engagement with the issue of gender in ECE career disciplines.

## **Recommendations for Program Strengthening**

1. Determine an effective way to assess courses taught by adjunct faculty.
2. Ensure that SLOs are being assessed on a regular basis throughout the process of SLO revision and the setting of NAEYC assessment standards.
3. Complete submission of the core certificate to the Chancellor's Office.
4. Complete the process for applying for NAEYC accreditation.
5. Develop a comprehensive collaborative plan with operator of the new child care center/lab school and incorporation of the elements needed to create a model lab school.

## Recommendations for Institutional Support

1. Provide sufficient support to the department to ensure the child care center/lab school becomes the model envisioned by the collaborative entities involved in funding and developing this project (City, College, RAND).

Program Review Chair: \_\_\_\_\_

Vicki Drake

Date: \_\_\_\_\_

**Program Review**  
**Executive Summary**  
**Emeritus College**  
**Spring 2016**

**General Comments**

Recently celebrating 40 years of service to the community, the Santa Monica College Emeritus College provides course offerings designed to meet the diverse needs of older adults. The state-supported noncredit program is offered free of charge to students. The overarching goal of Emeritus is to provide a broad educational program for older adults that focuses on basic knowledge, consumer education, career skills, coping skills, health maintenance, and personal growth. Social interactions with peers are a key aspect of Emeritus programs; this helps students to build peer networks, which in turn builds social supports that promote well-being.

In addition to district funding, the Emeritus College program generates funds, through donations, that are managed by the SMC Foundation. The partnership between the Emeritus College and the Foundation is essential to the operations of the program; this funding accounts for approximately 3% of the total cost of running the Emeritus program.

Enrollment has declined by approximately 11.5% from 2010 levels. This is due, in part to the reduction of classes offered as a result of the statewide budget crisis experienced in recent years. Females comprise more than 75% of the student population and 99% of the students are over 50 years of age. Students over the age of 70 have increased in recent years while the percentage of students between 50 and 70 has declined, possibly due to baby boomers delaying retirement or seeking secondary careers. For this reason, the College is pursuing curriculum development in CTE areas.

The majority of Emeritus students are white (73%) and this breakdown has been relatively unchanged since 2010. Most of the students are from the local, more affluent areas of Santa Monica, probably due to the reluctance of older adults to travel great distances.

The program successfully completed several of its objectives including the launch of a faculty evaluation process and a restructuring of its advisory committee. The program is also making progress toward developing a student survey, online registration capabilities, and CTE curriculum.

Among the accomplishments noted in the report, the program celebrated its 40<sup>th</sup> anniversary, achieved an average annual fundraising level of \$151,000, and revised its website.

The program has weathered several challenges over the last several years. Possibly the most significant challenges include the changes in leadership and the threat to its state-funding. Although the threat to its funding has receded, it is an ongoing concern, especially if the state faces another cataclysmic economic downturn.

## **Program Evaluation**

The program evaluates SLOs every fall and spring term. SLOs are measured via a self-assessment survey because the classes typically do not have grades, exams and assignments. The SLOs now consist of two questions that ask students to assess the level of their knowledge and confidence as a result of taking classes, and are now administered in a pre- and post-assessment format to ensure that areas of achievement can be identified. Overall, the ratings for knowledge and confidence increased by 2.41 points between the pre- and post-assessment.

Emeritus College is anticipating increasing student demand for classes as baby boomers transition into retirement or seek second careers. As mentioned, the program is developing new curriculum to meet those needs. A constant challenge is the demand by various students for more classes in specific interest areas. Students have expressed frustration when they can't enroll in their favorite classes, resulting in classroom overcrowding. An additional challenge is the recording of attendance which is critical as the college only earns apportionment for positive attendance (i.e., when attendance is recorded).

The faculty have also had to take on the challenges of new processes including online attendance, SLO assessment, and faculty evaluations (including student evaluations). These new systems, in turn, have stressed the very small staff that services the program. However, under the leadership of the relatively new Associate Dean, these systems and improvements have been successfully integrated.

## **Commendations**

Emeritus College is commended for:

1. Meeting the unique educational needs for older adults through a variety of course offerings and its 40+ year history of providing life-long learning educational opportunities to older adults, helping to keep them healthy and contributing members of society.
2. Establishing the Pathfinders Program for students with moderate disabilities that includes a computer-based enhanced speech class for students with post-stroke aphasia.
3. Maintaining the program during extraordinarily difficult budget times and developing creative alternatives to traditional course offerings when budget conditions precluded the offering of an intersession.
4. Improving processes such as on-line enrollment and the online attendance roster, while ensuring that student populations who are not "tech savvy" are still supported.

5. Revising SLO process so results are more consistent and useful across the program.
6. Implementing and outstanding series of 40th anniversary celebration events.
7. Implementing a faculty evaluation process in collaboration with the Faculty Association.
8. Weathering the constant threat of reduced funding which climaxed with SB 173 and the frustration expressed by the students over considered changes to its program/format.
9. Running an entire “college within a college” with a staff of just four and no full time faculty members.
10. Ensuring the sustainability of the program through fundraising efforts that augment the apportionment gleaned from the state.
11. The administration’s extensive involvement with external organizations such as the Rotary, CCCEOA, Chamber of Commerce and Small Business Administration.
12. Earning the 2016 Excellence in Community Education Award from the ACCE.

### **Recommendations for Program Strengthening**

1. Explore ways to diversify the student population. For example, work with Institutional Research to develop a survey or other mechanism to determine the needs of male students, students outside the “typical” service area (i.e., Virginia Park area), and other student populations currently not served by the program.
2. Research opportunities for diversifying the course offerings to keep the offerings “fresh” for long term students who may be leaving the program.
3. Consider developing online courses.
4. Explore the possibility of implementing a waitlist and notification process, similar to that used for credit programs.
5. Consider shorter term classes for classes where attendance is low or drops off.
6. Consider a survey of potential students in outlying areas to increase the diversity of the student population.

### **Recommendations for Institutional Support**

1. Include Emeritus College in the programming of the Malibu facility.
2. If included in the Malibu center, ensure that the staffing of Emeritus College is sufficient to support this expansion.

Program Review Chair: \_\_\_\_\_

Vicki Drake

Date: \_\_\_\_\_



**PROGRAM REVIEW**  
**Enterprise Services**  
**EXECUTIVE SUMMARY**  
**FALL 2015**

**General Comments**

Enterprise Services is a new organizational umbrella that covers the functions of Auxiliary Services, Food and Vending and the Bookstore. The change in name and the organizational structure now in place occurred when the former Directory of Auxiliary Services retired in April 2015.

- Auxiliary Services manages funds that are outside of funds managed by the District (general or categorical) and those managed by the SMC Foundation. Auxiliary Services also disperses financial aid checks to students, collects parking fees and bad debt, and manages income from food and vending services. Auxiliary also manages Trust Accounts for 150 college programs including Corsair, Events, and Celebrate America. SMC Associated Students' budgets, investments, and expenditures are also managed by Auxiliary Services.
- Food and Vending is responsible for oversight of all food and vending services at the college including contracting and monitoring vendors, gathering feedback on customer satisfaction, and working with campus committees and offices directly or indirectly involved with any aspect of food services and vending. Services at Santa Monica College consist of 2 cafeteria style restaurants, 2 coffee shops, and vending machines on the Main Campus and at satellite campuses. The operations of the restaurants and coffee shops coincide with the college calendar, and vending machine services operate year-round.
- The Santa Monica College bookstore is a self-supporting, non-profit auxiliary service operation. The bookstore provides the necessary tools of education, such as textbooks, technical tools, office supplies and course supplies.

These three functions support the mission of the college by providing services to expedite the financial transactions and services (e.g. financial aid transactions, parking, budgeting and check processing) that are critical to the success of students, faculty and staff; by providing easily accessible food services on site, thus making it more convenient for students to sustain the pursue their academic goals; and by providing the materials students need to succeed, at reasonable prices.

Enterprise Services operations have implemented multiple new efforts to support institutional supporting goals and enhance student success. For example to support sustainability food vendors are required to participate in the zero waste program, and water bottle refilling stations have been installed throughout the campus. Based on student survey results and buying patterns vendor food offerings are reviewed regularly and staff work with the vendors to adapt menus.

Recognizing that the high cost of textbooks can be a financial barrier for students the Bookstore has worked with faculty and college bodies to offer ebooks where available and to implement a book rental program which has seen significant growth. An online ordering of textbooks is available for students, a service the bookstore would like to see students to order textbooks, usage of which the Bookstore would like to see increase as the physical bookstore is relatively small and cramped. Since plans to move the Bookstore to a newer, larger location have not come to fruition the Bookstore is looking for ways to revamp their current space to increase efficiency.

Auxiliary Services has worked with Financial Aid and Business Services to ensure the majority of financial aid checks are distributed by the first week of class. Staff provide regular support and training in accounting and bookkeeping student groups for which Auxiliary Services manages funds. In the case of the Associated Students, which has a large student run budget, Auxiliary Services staff works closely with the AS finance committee and budget director and attends AS board and finance committee meetings. Auxiliary views teaching the students how to construct and manage a budget an important responsibility.

### **Program Evaluation**

All Enterprise Services operations have identified and assess unit outcomes that measure efficiency, effectiveness, and/or customer satisfaction.

Since the last six year review, Auxiliary Services has seen a dramatic increase in the number of students receiving financial aid and in the number of programs who use Auxiliary Services to manage their program accounts. The addition of the Broad Stage and other income-generating programs has fueled that increase. The Unit Outcomes for Auxiliary Services include processing payments within five days of receipt, selling parking passes during hours that best serve the college community, and accounting controls that are strong and effective, as measured by account reconciliation reports. Auxiliary Services UOs are:

- *Payments are processed within 5 days of receipt.* Date of payment is regularly compared to date of receipt and changes implemented if the 5 day target is not met.
- *Parking passes are sold efficiently and with hours that serve the customers well.* This is measured through customer feedback and satisfaction.
- *Accounting controls and reporting are strong and useful, as measured by issuance of monthly reports and feedback from staff and students.* Accounting controls are measured by accuracy of payments, “cleanliness” of bank reconciliations, strength of separation of duties, and the timeliness of reporting.

The Food Services and Vending operation focuses its UOs on customer satisfaction and vendor compliance:

- *Food vendor customers (students, staff) will be satisfied with food vendor products and services.* This UO is assessed through the DPAC College Services Satisfaction Survey and monitoring of general feedback and complaints. The unit has used concerns expressed through these measurements to effect changes in vendor services. Vendors who have responded to student concerns have seen an increase in business.
- *Food vendors will understand SMC policies and health codes.* This is assessed through regular unannounced monitoring by college personnel who ensure that rules and codes are followed. All vendors have worked hard to retain the “A” rating from the Los Angeles County Department of Environmental Services.

The Bookstore is a self-supporting, non-profit service. Therefore its outcomes are measured by number of units sold, number of customers served, bottom line financial results, and customer satisfaction:

- *The Bookstore will operate at break even or better each year.* Each month the Bookstore reviews the volume of business as measured by both a dollar/income basis and the number of units sold and uses this information to set target sales goals each semester.

- *The Bookstore will implement strategies to lower the cost of class materials.* The Bookstore is working with faculty to identify lower cost materials as well as working to lower operating costs as overhead impacts materials costs and to identify commercial partners to support fulfillment and text rental.

### **Commendations**

Enterprise Service components are commended for:

1. Participating in the college sustainability initiative through such actions as implementation of green practices for food vendors and installation of water bottle filling stations.
2. Seeking ways to reduce textbook costs through the Bookstore book rental program.
3. Ensuring that food vendors are responsive to the needs and wants of students and the college community.
4. Keeping operations current with technological developments such as giving students a variety of options/formats for purchasing/renting text books and implementing new security chip credit card equipment.

### **Recommendations for Program Strengthening**

The committee recognizes the services provided by the three functions that comprise Enterprise Services and suggests the following recommendations for strengthening these programs:

1. Develop a plan for space and design issues to increase efficiency of the Bookstore operations.
2. Food and Vending should consider follow-up assessments on implementation of changes based on UO assessment to determine whether those actions have had the desired effect on operations.
3. The Bookstore should consider developing strategies to educate students about the value of ordering books ahead of time and having them delivered.

### **Recommendations for Institutional Strengthening**

1. The committee recommends that the college actively pursue the design and implementation of a student “smart ID/debit card” to enable students to pay for goods and services provided through the college’s various functions including the Bookstore, Food and Vending, the Library, reprographic devices, etc.

**PROGRAM REVIEW  
KCRW  
EXECUTIVE SUMMARY  
FALL 2015**

**General Comments**

As an operating public radio station, KCRW is a community service of Santa Monica College. The radio station, which operates 24/7, airs content from National Public Radio, other national sources, as well as in-house produced programming on public affairs, politics, music, food, literature and architecture. Beyond its presence on the radio, through access to its mobile, web, and social media outlets, KCRW has become an international center and social network where public affairs, art and culture are discussed.

KCRW boasts a membership of nearly 50,000 individuals who support the station financially, with annual pledges of over \$6 million. An additional \$7 million (annually) is secured through underwriting: sponsors from various foundations, corporations and businesses who contribute to KCRW. The third source of funding comes from the Corporation of Public Broadcasting, which provides approximately \$1 million in funding each year through grants to the station. Its operation is also dependent on the contributions of volunteers whose service to the station equates to approximately \$1 million in-kind labor. SMC students comprise a portion of this volunteer force and comprise a portion of the 115 college-student interns who are selected to gain real-world experience at the station.

KCRW reaches listeners through a variety of venues: in addition to its traditional radio broadcasts, KCRW reaches listeners through mobile devices and on the web as well as through events.

- The station reaches over 500,000 listeners in LA County, and its radio waves reach from Santa Barbara/Ventura to the North, Riverside County to the East and San Diego County to the South.
- KCRW's online presence includes three channels that stream content 24/7.
- On the web, KCRW.com provides 11 years of archived programming.
- Streamed content is available through third party providers such as Apple Music and iHeartRadio.
- Other online programs include nine blogs and three social networks (Facebook, YouTube and Twitter).
- KCRW's mobile app has been downloaded more than 400,000 times.
- KCRW produces over 80 live events each year which both generate revenue and reach new audiences.

Looking forward, once relocated into a new and more spacious facility, the program plans to like to integrate more with the college community and to increasing awareness among students, faculty and staff that KCRW is not just a tenant on the college campus but a member

of the college community and an educational resource. The new Center for Media and Design campus will be key in this endeavor. The program staff are excited about KCRW sharing space with college functions and the opportunity this holds for more integration with the students. KCRW plans to take advantage of the new site's proximity to the Expo line and is developing a marketing campaign about the new facility as well as public events.

Challenges faced by the program include the rapidly changing ways KCRW's audience members access content and how the program can stay abreast of these developments and tap into them. For example, technological developments in car audio means that commuters will have internet connections in their cars, rather than or in addition to the radio. This will also impact KCRW's business practices as it grapples with attracting donors who no longer listen to pledge drives.

### **Program Evaluation**

The program depends on its membership, broadcast ratings, event attendance and digital metrics to assess its' strength, quality and efficiency. Nielsen broadcast ratings and monthly analytics are used to evaluate and assess KCRW's performance.

The station's outcomes also include increasing the giving audience from annual to monthly (and they have seen an 800% increase over the last six years), and the creation of a major giving program, which has also grown tremendously since the last program review.

KCRW goals include completing the \$20 million capital campaign, which, at the time of the Program Review meeting is at \$9 million. The goal is to complete this campaign by the end of 2016.

An additional program goal is to increase its digital and terrestrial audiences by 10%, and to this end the program is working with the KCRW foundation, to achieve this by June 2017.

### **Commendations**

KCRW is commended for:

1. Creating effective programming, including over 100 hours of original content each week.
2. Maintaining its position as one of the leading public radio stations in the greater Los Angeles area as well as its worldwide presence via mobile, web and social media outlets.
3. Providing internship opportunities for college students including, to some extent, SMC students.
4. Remaining resilient in a highly competitive market through the development of innovative programming, events, and technology platforms.

### **Recommendations for Program Strengthening**

Because KCRW is a community service of the College, the Program Review Committee recommends the program consider the following to further strengthen the program:

1. Develop an overt, direct tie-in to the College's mission, vision, and goals.
2. Create Unit Outcomes that address program needs.
3. Explore opportunities for events in collaboration with the College's Public Policy Institute.
4. Coordinate with the SMC Communications Department to possibly expand opportunities for SMC student in the Summer Internship program.

**PROGRAM REVIEW  
LIBRARY  
EXECUTIVE SUMMARY  
FALL 2015**

**General Comments**

Through the comprehensive delivery of services and access to instructional materials in a variety of formats, the Library is an essential service that supports the entire College – its students, faculty, administrators, and staff as well as the surrounding community who also utilize the facility.

As one of the College’s most heavily used support services, the Library provides a vibrant learning environment for students, faculty, staff, and the community with seating to accommodate up to 1,300 students in 18 group study rooms, 150 individual study carrels, and a 47-seat computer classroom. The library has 220 student computers that provide convenient access to the online catalog, web-based proprietary databases, internet resources, and specialized accessibility software.

The Library consists of multiple, interdependent units who work together to provide services to students, faculty and other library users. These units include:

- Reference Service librarians who provide assistance and information instruction to library users. To assist library users from remote locations, the reference librarians also respond to electronic reference questions received via chat or email.
- Bibliographic Instruction Librarians who provide users with formal instruction in library research methods.
- Technical Services which is responsible for all processes necessary to make library materials available to the user.
- Circulation, which is responsible for lending library materials to users and maintaining user records. This staff is also responsible for collecting fines and fees.
- Computer Systems librarian, skilled in technology issues in libraries, works closely with all areas of the Library to ensure computer programs, systems and services are working properly.
- Administration – This area is responsible for overseeing all library operations, including management of a \$2 million budget and expenditures.

The Library supports a huge number of student each semester. Students seek out library services and Library staff are proactive in providing services that are designed to help students succeed. For example, the Library offers over 400 Library Instruction Classes to assist students in developing their ability to do meaningful research and understand the value of effective research techniques.

The Library has greatly expanded its use of online information to provide “any time/any where” access to journals and other library materials. Library staff and faculty have also developed online reference services to support both online and on-ground students. Two areas of expressed student need to improve the user experience are increased access to on-line library materials via mobile devices and technical support available in the library as students are using and accessing materials through devices.

Recognizing that students’ access to and use of information is changing and evolving along with the technology used to access information, the Library has made significant changes to their practices and

collections to adapt to these change. In doing so, the Library is meeting the needs of a diverse student body with equally diverse learning needs. Staff is in the early stages of planning a larger scale reorganization of space and services to create a variety of more effective and user friendly spaces in this student centric hub of the campus. Current usage patterns reflect the desire of students for both quiet and more collaborative spaces, which in the current layout can lead to conflict. To be effective different spaces should be segregated with designated areas for suggestions for which include an active “Maker Space” and a café where more interactive activities can take place.

Library staff express concern about security, especially following the tragic events of June 7, 2013 and the increasing number of student conduct issues. Given the size of the building and limited ability to disburse a small staff, ensuring the safety of library staff and the users remains an issue.

Library faculty are very engaged in the college community, serving on various committees. Most are equally engaged in professional organizations which keeps their skills and knowledge base current.

### **Program Evaluation**

The Library effectively uses statistics (e.g., circulation and reference usage) to assess and plan for staffing needs. The Library also uses database statistics to measure usage of on-line collection which helps predict future resource allocation needs. The Library also has integrated the assessment of Institutional Learning Outcomes (ILOs ) in the process of self- evaluation.

The Library clearly documented how its services support ILOs 1, 2 and 5. The Library assesses its services via Unit Outcomes which are regularly evaluated via student surveys. The current UO being assessed is “Using the Library will help students with their assignments.”

There are also SLOs for the Library 1 class. These include:

1. Students will locate books using the Library of Congress Classification system.
2. Students will use electronic and print resources to find appropriate materials and create a works-cited page in MLA format.

Other methods of evaluation include statistics-based assessments such as circulation statistics (the number of items checked out within specific time frame), and the gate count of users who enter the Library seeking services or access to library resources.

### **Commendations**

The Library is commended for:

1. Writing an excellent six-year Program Review report. The report is comprehensive but succinct and provides an excellent overview of the program and its services. It is also responsive to the format of the online system and its questions.
2. Attaining a very high level of user satisfaction as measured by the student surveys administered each year.
3. Relocating the Reference Desk to improve the ability of students to access needed services. The Library has also improved the efficiency of the library orientation process.



4. Adapting Library methods, practices and collections to address the myriad ways students use the library and access information. This flexibility helps meet diverse learning styles of the college's students, thus improving access to information and services.
5. Responding in a meaningful way to the recommendations from the previous program review cycle.
6. Providing online reference support provided to onground and online students.
7. Supporting the digitization of the college newspaper, the Corsair.

### **Recommendations for Program Strengthening**

The committee recognizes Library's contribution to the learning programs of the college and its critical role in the academic success of SMC's students. The Committee makes the following recommendations for program improvement and for institutional improvement.

1. The committee recommends that the Library seek inclusion in the planning and implementation of whatever "student debit card" system is selected as the Library is a major provider of student services that would require students' use of a debit card. Similarly, the Library staff need to ensure that they do not independently pursue the development of a system that is not, ultimately, compatible with a system that addresses college wide needs.

### **Institutional Recommendations:**

1. Investigate providing greater student access to online (website) library materials via mobile devices.
2. Review options for increasing security coverage for the Library during operational hours.
3. Address student needs for technical support while using Library services.
4. Examine ways that the Library might better serve students through modifications to the building (e.g., Library Café).

**Program Review**  
**Executive Summary**  
**Mathematics Department**  
**Spring 2016**

**General Comments**

The Santa Monica College Mathematics Department provides course offerings designed to meet the diverse needs of the entire spectrum of SMC students, helping them to develop the skills they need for the workplace or for transfer to four-year institutions.

The curriculum includes basic skills courses, transfer level applied courses and the traditional sequence of transfer courses required by a student in a STEM (science, technology, engineering and mathematics) field. The courses in the Basic Skills area are designed for students who need to acquire or enhance basic mathematical skills. The Transfer Applied courses are transferable courses required for most non-STEM majors. The program also offers courses linked to the Scholar's Program, First Year Experience, Black Collegians, and the Latino Center/Adelante. Additionally, the program has offered over 30 sections in recent semesters linked to Supplemental Instruction.

The department has utilized funding from several sources in addition to its district funding to participate in college initiatives such as the Summer Jams and Summer Bridge programs, the BSI-CTE grant, the HSI STEM grant, the NASA-funded Minority University Research and Education Project, and the Student Success and Support Project.

The student population has seen little demographic changes in the last six years, but the department notes that the enrollment of Hispanic students has risen from 34% to 47%, similar to the increase seen college wide. The enrollment of students with transfer as a major has also increased from 35% to 42%. The department has a high percentage of basic skills students: 56.4% of students enrolled in math courses are basic skills, which is actually a slight decrease from 2010 levels. The program has focused on curriculum development, professional development for faculty, fulltime faculty hiring and increased support for students to address the needs of basic skills students.

The department developed and offers an Associate of Science Degree in Mathematics for Transfer (AS-T) which completes the lower division requirements for students wishing to transfer and complete a baccalaureate degree in mathematics, physics,

engineering or computer science. The department is the first SMC program to offer an AS-T at the college and the first to offer a Mathematics AS-T throughout the state.

## **Program Evaluation**

The SLOs assessed are focused on students' knowledge and skills in solving "real world" problems in mathematics. SLOs are assessed every semester by using assignments, examinations, and completion of classroom activities. The department is also assessing SLOs that are more focused on student behavior. SLO assessments are discussed at departmental meetings.

The department notes that in both the basic skills and transfer areas, the overall retention rate is similar to the statewide average, while the success rate, while similar to local colleges, is lower than the state average. The success rates of Hispanic and African American students lags that of other ethnic groups. The faculty are examining a variety of data sources and developing strategies to address these gaps, including working with the HSI STEM and Student Equity programs. The department has also opened a Math Learning Resources Center to assist basic skills students and offers courses with Supplemental Instruction services. However, given the number of students enrolled in math and the skill deficits that many face, it is difficult to "move the needle" appreciably.

The program review report noted the pairing of high demand math courses are paired with First Year Experience (FYE) courses. The department found that the FYE's collection of data resulted in data sets that were too small for effective analysis. The new cohort has 400 students. More time is needed to collect data on this cohort, but the program hopes the data sets will result in meaningful analysis.

The department is also actively involved in the development and implementation of the statewide assessment (Common Assessment Initiative). They have piloted the CAI Assessment tools but have not seen any results to date.

## **Commendations**

The Mathematics department is commended for:

1. Providing increased instructional support for students, including the math Learning Resource Center, workshops, and review sessions for Math 20
2. Offering Math Labs on multiple campuses to provide tutoring opportunities to students
3. Creating new opportunities for basic skills program with the Math Learning Resource Center.
4. Effectively linking Math Department goals to ILOs.
5. Participating in a number of grants and programs to increase and maximize student success (Summer Jams, Summer Bridge, HSI-STEM, BSI-CTE, MUREP MC 31), Math Boot Camp and SMC-UCLA Summer Research Initiative, as well as incorporation of financial literacy into Basic Skills courses.

6. Developing an AS degree in Mathematics for Transfer (AS-T).
7. Creating a hybrid math course in preparation for taking math online.
8. Designing an innovative way for faculty to man the mathematics lab (i.e., using shared office hours).
9. Providing copies of all textbooks for their students at the Library.
10. Creating new combinations of Basic Skills mathematics curriculum to help students accelerate through the pre-college level courses.
11. Organizing a Four Point Plan for improvement of the Basic Skills Math Program.
12. Participating in various college strategies designed to increase student success.
13. Creating and updating, as needed, well developed SLOs.
14. Establishing a strong commitment to student equity within the department.
15. Developing accelerated math courses.
16. Analyzing data thoughtfully and deeply.

### **Recommendations for Program Strengthening**

- Ensure that faculty and staff are involved in the process of implementing the assessment recommendations resulting from the evaluation of SLO assessments.
- Expand the review of data, including SLO achievement information, to inform departmental discussion around student.
- Implement at least one new strategy or program based on evidence of its effectiveness in the research literature and evaluate the impact of the implementation on student success.
- Track, longitudinally, student progress and improvement of participants in the NASA grant.

### **Recommendations for Institutional Support**

- Address classroom overcrowding.
- Explore the use of text messages from faculty to students to announce workshops and other special events and the feasibility of giving faculty the ability to contact all students using text blasts.
- Track arranged hours.
- Expand SMC's tutoring programs to address long wait times and provide training for Instructional Assistants.
- Investigate the options for expanding the hours that DSPS test proctoring is available, especially during peak hours.

Program Review Chair: \_\_\_\_\_

Vicki Drake

Date: \_\_\_\_\_

**Program Review**  
**Executive Summary**  
**Modern Languages and Cultures Department**  
**Spring 2016**

**General Comments**

The Santa Monica College Modern Languages and Cultures (MLC) Department provides instruction in 15 disciplines: American Sign Language, Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Korean, linguistics, Persian, Portuguese, Russian, Spanish, and Turkish. The department's mission is to promote "a community of respect and understanding of different ethnic groups and their cultures through the study of language, literature, and culture of other global areas which represent different cultures as well." Students who enroll in the program's offerings are preparing for transfer to the UC, CSU and other 4-year colleges and universities, prepare students to complete the MLCD certificates and the AA degree, enable students to fulfill the SMC Global Citizenship requirement and provide continuing education to its students.

The overarching goals of the department are aligned with the American Council for Teachers of Foreign Languages standards. The department also supports students through study abroad programs, a dedicated scholarship award, and through induction into the national honor society for exemplary students studying foreign languages, Alpha Mu Gamma.

The program integrates aspects of five of the college's ILOs into their classes, encouraging students to contrast and compare their own language, culture and environment to that of the speakers of the language they are studying, and to do it critically and with increasingly more depth as their new language skills grow and enable them to interact directly with speakers of these languages.

The program also supports the college's supporting goals and strategic initiatives by creating an innovative and responsive academic environment through its innovative programs, learning strategies and services such as tutoring and technology. The program has participated in SMC's global initiative since its inception, through presentations at flex days and other activities sponsored by the Global Council.

The program has secured grants from the US Department of Education's Title VIA program and they have sponsored Fulbright visiting scholars.

In terms of student demographics, the program has seen a decrease in white and Asian/Pacific Islander students, and a significant rise in Hispanic, multi-race and

unreported students. The program continues to attract large numbers of international students but this percentage has not increased dramatically since the last program review. Other demographics have also shown little change. There has been an increase in the percent of students who are identified as developmental, which presents a challenge for foreign language acquisition. Two instructors, one from MLC and one from English, have worked to develop curriculum for basic skills heritage Spanish students as part of the department's student equity efforts.

Achievements noted by the program include the development of three departmental certificates in African and Middle Eastern Studies, Asian Studies and Latin American Studies. The Department also completed and secured approval for an AA-T Spanish degree.

The department is active within the SMC Community, participating in numerous SMC events such as International Education Week, VIP Welcome Day and student clubs related to various languages. Several faculty have published works and/or have secured fellowships and sabbaticals. New curriculum has been developed based on student need and demand and the department has offered sections with supplemental instruction. The department also serves the external community through sponsorship of visiting instructors, delivery of dual enrollment programs (Hebrew) and working with external organizations such as the Japan Foundation.

Recommendations from the previous six-year program review report were addressed, although changes in personnel hampered the implementation of tutoring assessment somewhat. The programs have incorporated new technology (SANSSpace, Mango, Wimba) and have employed new teaching methodologies including flipping classrooms and developing online content.

In terms of needed resources, the department documented the need for marketing and web support, additional information for the class schedule, as well as assistance in migrating online classes to the new platform (CANVAS). They also document the need to upgrade the lab management software, additional faculty in Japanese and Linguistics, and French. They also note the desire to offer more study abroad courses for their students.

## **Program Evaluation**

Student learning outcomes assessment is ongoing, systematic and used for continuous improvement in teaching. The SLO process itself is well documented. Each program (language, linguistics) has established SLOs for each level. While two or three SLOs were focused on during previous years, all SLOs for all languages were assessed during 2014-15.

SLO assessment methods vary between courses and include oral presentations in class, quizzes and tests, group activities, in class readings, and writing assignments (essays, etc.). SLO assessment and success rates are discussed among faculty during

meetings and professional development days to consider changes, pedagogy and curriculum revisions. Because the SLOs are unique at each language level, the use of assessment data is considered at the language level, rather than holistically for the department.

In addition to using SLO assessments to effect program improvements, the department uses a variety of other sources. These sources include annual objectives, TIMS and other reports, student surveys, lab and tutoring service usage, attendance figures, and enrollment trend analysis. For example, the department realized through consistent absences in the afternoon sections of Spanish 11 and 12 that these courses needed to end by 5pm to allow for students to get to their respective places of work in the afternoon, thus improving student attendance in these classes.

In response to one of the recommendations from the previous six year program review, the department has adopted new methods for assessing SLOs and documenting the results of those assessments. These changes allow faculty members to reflect on the data and use it for developing/refining curriculum, implementing new teaching strategies, and improving the scope and sequence of the courses offered. For example, the department used SLO assessment data to strengthen its heritage speaker Spanish program, change textbooks for several languages, revise and create curriculum and make modifications within specific language areas.

## **Commendations**

The MLC program is commended for:

1. Designing and using student learning outcomes and assessments that are ongoing, systematic, and used for continuous improvement in teaching.
2. Working on developing basic skills curriculum in Spanish to address needs of students with limited proficiency in Spanish and English.
3. Exploring ways to divide 5-unit Spanish 1 and add language learning strategies.
4. Coping with myriad staff and faculty changes and retirements.
5. Maintaining a robust, unique program with a variety of languages.
6. Supporting various college initiatives and events such as the Global Citizenship Initiative, International Education Week and VIP Welcome Day.
7. Pursuing and obtaining a prestigious Fulbright Scholar in Residence Program.
8. Pursuing and obtaining the President's Innovation and Progress Award for SANSSpace.
9. Developing the AA-T in Spanish.
10. Successful collaboration with other departments such as ESL, English and Earth Sciences.
11. The number of on-line resources added to the lab inventory making it possible for students to access from home.
12. Goals linked to the American Council for Teachers of Foreign Languages (ACTFL).

## **Recommendations for Program Strengthening**

6. Assist new faculty and staff hires to become acclimated the college, involving them in activities sponsored by the college community and specific departments.
7. Consider developing credit or noncredit language courses (e.g., Spanish) for working adults who need language skills in the workplace.
8. Pursue available district resources (i.e., the SMC Web Designer and staff) for help with redesigning their web presence.
9. Work with the District's Human Resources to address the issue of evaluating faculty in languages where a sole full time faculty member comprises the faculty for that language.
10. Collaborate with the English Department to pilot strategies aimed at increasing the success of basic skills students enrolled in language classes.
11. Centralize software licenses into one purchasing/budget item with a timeline of license renewal dates, then secure an ongoing funding mechanism for these renewals.
12. Utilize Lottery funds for text books and other materials that faculty use in the classroom.

## **Recommendations for Institutional Support**

1. Include Modern Language lab licenses in the overall list of software that is automatically renewed by the district.
2. Ensure that the total cost of ownership cycle for instructional computers and related equipment includes the Modern Language Lab.

Program Review Chair: \_\_\_\_\_  
Vicki Drake

Date: \_\_\_\_\_



**PROGRAM REVIEW  
PERSONNEL COMMISSION  
EXECUTIVE SUMMARY  
FALL 2015**

**General Comments**

Since its adoption in 1938, Santa Monica College has operated under the “merit system,” which is defined as a system for employing, promoting, rewarding, and disciplining employees in the public sector, based strictly on competency and performance. The legal parameters which define how a merit system is to be run within a community college in California are put forth in the California State Education Code, Sections 88050 through 88139. Santa Monica College’s Merit Rules outline how these sections of the Education Code are operationalized at Santa Monica College. Title 5 of the Administrative Code of Regulations outlines appropriate recruitment practices for improving diversity of the workforce.

The Personnel Commission is responsible for the administration of the merit system for classified employees at Santa Monica College. The current staff consists of a Director, seven full-time staff members, and one part-time staff member. Personnel Commission staff reports to five Personnel Commissioners. Two of the Commissioners are appointed by the Board of Trustees, two are appointed by the California School Employees Association (CSEA), and the fifth member is appointed by the other four Commissioners.

Personnel Commission staff responds to each request to fill vacant positions, and certifies that vacancies are filled from appropriate eligibility lists or employment lists (i.e., transfers, reinstatements) in accordance with applicable Education Code provisions and Merit Rules. The Personnel Commission also conducts impartial hearings of appeals from disciplinary actions such as demotions, suspensions, and dismissals. The findings of the Personnel Commission in these matters are binding to the Board of Trustees.

The Personnel Commission uses NeoGov for collecting data used to measure numbers of applicants, pass/fail rates for different test components, item statistics for evaluating the effectiveness of previously administered written tests, score distributions, diversity of applicant pools and successful candidates, and time for recruitment and testing processes to be completed. The Personnel Commission is planning to purchase a recruitment and examination tracking system, which will allow for more efficient reporting, and more immediate identification of obstacles which impact the momentum of its projects.

Since the last six year program review, the Personnel Commission has proactively addressed the recommendations made by the committee at that time. New Personnel Commission

employees are trained by an outside agency and are given exercises at the completion of the training to provide “real world” application of what they’ve learned. The Personnel Commission and the Office of Human Resources collaborate extensively to ensure respective roles and responsibilities are clearly defined. The staff have also held trainings with various college departments to ensure that there is wide-spread understanding of Personnel Commission functions, processes and the merit rules. They have improved tracking capability as mentioned earlier. The Personnel Commission hired a classification and compensation manager to oversee these classification studies and standardized processes associated with those studies. Finally, the Personnel Commission established a Merit Rules Advisory Committee in 2012 to review and recommend changes to the Merit Rules, especially those designed to identify and address inconsistencies between the classified contract, district processes and current practices.

### **Program Evaluation**

The Personnel Commission has defined two Unit Outcomes:

- Hiring managers will be satisfied with the quality of hired employees which is measured through individual interviews with hiring managers and an ongoing evaluation of the hires who pass probation.
- Overall timeliness of processes involved in filling positions will show continuous improvement, measured through an Excel-based tracking system.

The program is also planning to purchase a commercially available tracking system to provide for more efficient monitoring of applicant pools, hiring outcomes and other performance parameters.

The Personnel Commission has been proactive in dealing with gaps, inaccuracies and other issues associated with the reclassification process (the “Hays Study”) initiated in 2006. Correcting these issues has taken concerted effort on behalf of the Personnel Commission but the effort of these individuals has resulted in well-defined classifications and modifications of existing classifications where it was needed, thus ensuring the establishment of qualified candidate pools as potential employees.

Since the last six year program review cycle, the Personnel Commission has realized shorter times for the development of candidate pools: qualification examination cycles that took two to three and a half months to complete in 2009 are now completed in one to four months, although the time is dependent on available staffing, which has fluctuated greatly over the last six years. Also affecting the cycle are requests for new examination content which has increased from 36% of examinations completed in 2009-10 to 73% of examinations completed in 2009-10.

## **Commendations**

The Personnel Commission is commended for:

1. Development of an effective pre-employment orientation video for prospective custodial staff to ensure that applicants have a realistic idea of what the job entails and expectations for successful staff members.
2. Helpfulness of the Personnel Commission staff in assisting departments across campus with their staffing needs.
3. Vast improvement in the hiring cycle which is now much faster and more effective.
4. Availability of information on the SMC website regarding classifications.
5. Development of certified lists of candidates that reflect needed skills and abilities.
6. Willingness to seek solutions for employment needs and responsiveness to critical staffing needs.
7. Writing an excellent, comprehensive Program Review report.

## **Recommendations for Program Strengthening**

The committee recognizes the importance of the Personnel Commission's work in ensuring that the College complies with the Merit System and in helping departments to fulfill their staffing needs. The committee suggests the following recommendations:

4. Ensure that all links on the website are operational.
5. Explore ways in which diversity of applicant pools can be improved.
6. Consider developing additional videos for other classifications (e.g., police, technicians)
7. Finalize procedures for studying classifications, including processes for documenting job analysis work.
8. Develop innovative means for recruiting, including the use of social media.

**Program Review**  
**Executive Summary**  
**Psychology Department**  
**Spring 2016**

**General Comments**

The Santa Monica College Psychology Department is a single discipline department, comprised of 18 lower division courses (plus two independent study courses), and one upper division course, slated to be offered in Fall 2016, that supports the college's new IxD baccalaureate degree program.

The department's courses are designed to provide students with a broad introduction to field of psychology. Specifically, the department's courses and program address several goals: preparing students for transfer to four year institutions as part of their general education/IGETC requirements, preparing students for a psychology major at a four year institution, providing general interest courses and job skill development, and providing courses for students to satisfy the requirements of SMC CTE programs such as Early Childhood Education and Nursing. Special sections of psychology courses are offered through the Black Collegians, Adelante and Scholars programs.

The program supports SMC's mission through the exploration of the tension between similarities and differences between human beings. This dynamic is explored in an environment that is safe, inclusive and encourages exploration. The program values and encourages personal and intellectual exploration through an examination of students' relationship to the social world around them, including their perceptions and perspectives.

At the time of this report, the department does not offer a degree or certificate, but has developed and submitted to the SMC Curriculum Committee, the courses needed for an AA-T in Psychology. The faculty are also working on a certificate program to help students take advantage of entry level jobs in fields such as Applied Behavioral Analysis. Certificate programs are also being discussed to help students find career pathways into such fields as addiction and Autism Spectrum Disorder. The curriculum for almost every class offered by the department has been rewritten and aligned with the state's course identification system (CID).

In general, students enrolled in psychology classes mirror the general SMC population. Females are somewhat overrepresented (62%, 9% higher than the campus in general) and the program has a younger demographic compared with other programs. There are lower numbers of international students. A majority (82%) of the students indicate

transfer as their goal, which is 8% higher than the college average. In the last two years, the program has seen an increase in the number of students pursuing an AA degree.

Students enrolled in online classes succeed at a much higher rate (12%) as compared with their on-ground peers. Evening students also have higher success rates as compared to daytime students. Black and Latino students succeed at a lower rate as compared with the average and the department states that it is an area of inquiry and effort that they will address.

The department completed most of its stated objectives from last year including increasing the utilization of the Psychology Tutoring Program (40 students per semester), use of a shared drive to increase utilization of departmental resources among the faculty, and redesigning the department website which now includes course outlines of record, links to the Psychology Club, and other pertinent information about the program. The objectives related to hiring new faculty, curriculum development and use of data to inform program decisions are objectives which are still in progress.

In the last two years, the department has increased its departmental meetings, interdepartmental communication, and social activities. The department has also participated in training with Title IX officers, Institutional Research and the Associated Students. The program also addressed recommendations for program strengthening from the previous program review including hiring new faculty, developing new courses, and establishing a psychology tutoring program.

## **Program Evaluation**

The department has undergone great transition in the last few years. Five new faculty have been hired, in fields such as Developmental/Evolutionary Psychology, Neurobiological Psychology, Community/Clinical Psychology, Cognitive Psychology and Health Psychology. Recruitment for an unfilled Applied Developmental Psychologist position is also underway.

The department presents only one SLO and provides little indication of how it is assessed. The report indicates that discussions of how to integrate and assess the SLO are taking place during monthly department meetings. The department has not yet developed a Program Learning Outcome but indicates that this is an important goal for them.

The department discusses specific pedagogical ideas, current events, helpful resources, etc. in department meetings, department-wide communication and of course in personal communication. The department is aware of trends campus and state-wide to address programmatic improvements by the use of data. The Psychology Department has the expertise in the use of evidence based assessment techniques, but also are trained the inherent limitations of these. As such, there has been little

agreement has been made about how to integrate data into programmatic level decisions.

However, they have used department meetings to discuss how they can make the program more relevant to the College's mission of seeking to "prepare students for careers and transfer." In the immediate future, they intend to build pathways to entry level jobs, to careers in the field, to transfers to higher education programs.

The objectives for the coming year are not stated as such, other than listing curriculum development and faculty hires, and increasing the use of data to inform program decisions.

## **Commendations**

The Psychology Department is commended for:

12. Increasing its interdepartmental activity and strengthening departmental collegiality through regular department meetings, including part time faculty in those meetings, training sessions with various college groups, and use of the shared drive and website.
13. Having the Psychology Club inducted into Psi Beta, the national honor society in psychology for community colleges.
14. Redesigning the departmental website which now allows students and counselors to access more detail about courses and the program.
15. Developing an AA-T degree.
16. Developing a pre-baccalaureate certificate program for students seeking entry level jobs in the psychology field.
17. Creating an upper division course for the new baccalaureate degree program.
18. Creating the Christian Hart Fellowship to support an exceptional student and provide tutoring.
19. Providing a clear vision for departmental goals.

## **Recommendations for Program Strengthening**

13. The department needs to develop, implement and assess program level outcomes.
14. The department needs to use SLO assessment data in its discussions for program improvement.
15. The department should develop a proposal for Equity funding to implement practices and strategies that address the equity gaps in course retention and success rates.
16. The department should seek funding from the Information Services Committee to upgrade the computers used by the department.
17. The department should develop two or three objectives that show a measurable change and have time constraints of a year or so; for example, an objective could

include improving the course success rates of Latino and African American students who are currently succeeding at a lower level than the average rate.

### **Recommendations for Institutional Support**

2. The institution should provide support to coordinate and manage an Institutional Review Board.

Program Review Chair: \_\_\_\_\_

Vicki Drake

Date: \_\_\_\_\_

**PROGRAM REVIEW  
PUBLIC PROGRAMS & MARKETING  
EXECUTIVE SUMMARY  
FALL 2015**

**General Comments**

Institutional Communications (a term that includes the Public Information Office, Marketing and Graphics, and Web and Social Media services areas) and Public Programs (a term that includes the Community and Academic Relations service area) serve to provide a public face for Santa Monica College, act as the key facilitator of the college's internal and external communications, and engage with the college's many public constituencies.

- **The Office of Marketing and Graphics** is an administrative service area that produces external and internal promotional materials and marketing campaigns for institutional advancement, community and academic programs and services, and College initiatives that includes enrollment growth, capital campaigns, transportation solutions, resource partnerships, and master planning. The overarching goal of Marketing and Graphics is to provide effective marketing campaigns for the internal clients. They produce marketing materials in a variety of media (e.g., print, video, social media).
- **The Santa Monica College Public Information Office (PIO)** coordinates the college's media relations efforts and serves as the key facilitator of internal and external communications. The overarching goals and responsibilities of the PIO are to coordinate and maintain a positive flow of information about Santa Monica College to all its constituents, current and potential.
- **Web Content & Social Media (WCSM)** is responsible for planning and implementing the content of SMC's website, social media channels and overall digital marketing strategies. This unit seeks to improve the College's digital marketing presence, content accuracy, and leading edge digital communications for the College's website and related external sites. The program coordinates with the High Tech Training Center of the Center for Students with Disabilities as well as the IT department to ensure website tools comply with accessibility standards (Section 508 compliance) and SMC technology standards and website technical service requirements.
- **Community and Academic Relations** bring together Community Relations, Marketing, web and social media, the Public Information Office and certain institutional advancement functions into a coordinated administrative unit within the government relations and institutional communications umbrella. The goal of this unit is to direct engagement of the public through public programs (The SMC Associates and the General Advisory Board) and two academic programs and college initiatives (Public Policy Institute, GRIT).



The program's units support the mission of the college by creating communications that support the strategic initiatives and fulfill the vision to be "a leader and innovator in learning and achievement." Public Programs and Marketing support the SMC community by actively participating in seminal events such as graduation and VIP Welcome Day and promoting the college's mission through communications to both internal constituent groups and the incoming/outgoing (graduating) students. Collectively, the units are committed to increasing the SMC presence in and building stronger relationships with the greater Santa Monica and Malibu communities. With the use of social media, the web, and other electronic distributions of materials, and enhanced staff resources, it is now possible to help large populations feel a sense of connection with the college.

Accomplishments during the last year include garnering awards for the class schedule and events brochure, redesigning the online schedule of classes and the Santa Monica Review website, and reestablishing SMC's presence in the local community through a steady stream of news and communication pieces. The Web and Social Media unit has been very busy, increasing subscriptions to existing social media channels (Instagram, Facebook, Twitter) and establishing new social media channels (Tumblr, Snapchat and Periscope).

### **Program Evaluation**

All functions use Unit Outcomes (UOs) to measure their effectiveness. Assessment instruments include customer satisfaction surveys, project guidelines and procedures to measure internal operations, and an annual "in house" user survey to assess various UOs.

### Marketing

- *Meet client needs in a timely manner with a high level of customer satisfaction.* Currently this is measured through client retention rates, referrals of new clients, client satisfaction of current projects and subsequent increase in volume of future projects. A more systematic customer satisfaction survey is being developed.
- *Maintain effective and efficient workflow within the department to ensure the accuracy, quality, and delivery of product.* Production guidelines and schedules have been developed with effectiveness assessed by client feedback, accuracy of the project, and completion within projected timeframe.

### Public Information Office

- *The SMC community will perceive the information in the "SMC In Focus" newsletter to be relevant.* This is assessed through an internal survey.
- *The "SMC In focus" newsletter will achieve a 20% rate of opens.* This will be assessed through regular counts of "opens".
- *All news releases published by the PIO will be placed in at least two newspaper/media outlets.* Placement of releases is tracked through a service.

### Web and Social Media

- *Department users who take the online SharePoint tutorial will feel prepared to use the tool.* This is a new tutorial and will be measured through a satisfaction survey.
- *Increase social media engagement at least 2X the average interaction rate on the most popular channels.* Although this is a new unit, engagement has already increased for a variety of major events on campus and will be measured and analyzed annually.

### Community and Academic Relations

- *Students who attend at least one of the Associates-sponsored lecture series will be able to apply the content of the lecture to their educational experience.* This is assessed through a post lecture survey.

### **Commendations**

The Office of Public Programs and Marketing is commended for:

- Launching a social media presence and systematically assessing the level of engagement on each of the digital platforms used.
- Employing exemplary print-based graphics and marketing materials (including the class schedule, catalog, postcards) that present college programs and events in a professional, thought-provoking way.
- The improvements in the web content/design that have occurred over a very short period of time as well as the staggering amount of work accomplished with training end users and developing various training delivery methods to support them.
- Involving constituents from the external college community through the General Advisor Board and the Associates.
- Ensuring the success and growth of VIP Welcome Day for new students.
- Obtaining Public Information spots on KCRW to publicize and inform the public about Career Technical Education programs.
- Exerting efforts to achieve 508 Compliance and the recognition of the importance of access in general.

### **Recommendations for Program Strengthening**

The committee recognizes the Public Programs and Communications Program and suggests the following recommendations:

9. The Program Review report contains a lot of ambitious plans. The committee recommends that the program develop just one or two objectives for each area and prioritize the strategies it wants to implement to accomplish those strategies.

10. The committee recommends that the program develop a short-term and long-term strategic plan for web and social media development.
11. The committee recommends that the program review be written with less marketing jargon. Simplifying the answers will lead to a more useable document in the long run.
12. Work with the Office of Institutional Research on the development of manageable UOs.

#### **Recommendations for Institutional Improvement**

1. The College must ensure that the web and social media manager is actively involved in the reformatting of the current SharePoint system and or selection of a new web content management system.

**PROGRAM REVIEW**  
**Transportation and Parking**  
**EXECUTIVE SUMMARY**  
**FALL 2015 (Revised and reviewed in Spring 2016)**

**General Comments**

Transportation and Parking services at Santa Monica College is a large, complex area, the oversight of which spans three administrative programs:

1. Auxiliary Services which oversees the scheduling and staffing for shuttle services;
2. Campus Police which oversees parking enforcement and traffic management; and
3. Center for Environmental & Urban Studies (CEUS), which works closely with sustainable transportation such as Big Blue Bus, bike share and ride share programs, as well as the implementation of the Air Quality Management District Program (AQMD).

Auxiliary Services oversees shuttle services and serves as the main location for transportation requests. This unit prepares and manages the budgets for shuttle services, and approves all requests for the use of shuttles. They also coordinate with the Big Blue Bus system for shuttle services between Bundy, the main campus and other satellite campuses under the current contract.

The Santa Monica College Campus Police Department maintains oversight of the parking services. The scope of this work includes monitoring parking areas and responding to issues related to parking, security and/or emergencies. The SMC Police Department also maintains a detailed traffic operations plan, and coordinates traffic and parking during large events such as Celebrate America and the beginning of each semester when traffic and parking are particularly problematic.

The SMC Climate Action Plan implementation is the sole responsibility of the Center for Environmental & Urban Studies (CEUS). As a result, recently the CEUS has taken a more instrumental role in transportation management at SMC, including Co-chairing the Transportation Task Force, facilitating the development of a Sustainable Transportation Plan, assuming responsibility for the AQMD Employee Trip Reduction Plan, promoting alternative modes of transportation for students and employees, and administering the Sustainable Transportation Incentive Program for employees.

All three functions maintain extensive networks both within the college and with external organizations including relationships with mass transit providers such as the Big Blue Bus and Los Angeles Metro; neighborhood associations such as the Friends of Sunset Park and the Mar Vista Neighborhood council; police departments of local municipalities; vendors such as Birkerowave, VRide Vanpool, Uber; and various government entities including the City of Santa Monica. These units also participate in SMC committees such as the Transportation Task Force, the SMC Bike Club, and the Emergency Preparedness Committee.

Over the past six years, Auxiliary Services has managed to provide shuttle coverage when the Big Blue Bus has reduced or cancelled services lines. By doing so, they are ensuring students' access to learning programs and support services. The parking enforcement has continued to provide traffic control and enforcement during peak traffic periods (especially during the first two weeks of the Fall and Spring semesters), resulting in minimal negative comments from the neighborhoods surrounding the campuses. The Sustainable Transportation function has achieved a number of notable achievements including earning a Bronze Level Certificate from the League of American Cyclists, and an agreement with the City of Santa Monica's bike share program to place dozens of rental bikes in close proximity to the college.

### **Program Evaluation**

Shuttle service adapts to the changing needs of the District, including working with and complementing service of Big Blue Bus, providing service to all those who need it, with schedules that allow easy access to class schedules. The main goal of parking is to use the available physical and personnel resources in the most efficient manner possible. And the CEUS focuses on implementation of the Sustainable Transportation Plan.

Results of the Student Transportation Survey show that 34.6% of students live within five miles of campus, 62% of students use an alternative form of transportation to get to campus (bus, bike, walk, skate, carpool), the AVR for students sampled was 2.47 persons per vehicle, 61% of students who ride the bus reported being passed by a BBB due to overcrowding while traveling to and from campus.

In the coming year, changes will be needed in Sustainable Transportation to address new ridership goals set by the City of Santa Monica. The annual AQMD Commuter survey showed that, for the one week surveyed, there were 8,786 trips made to and from campus and 5,762.4 of those trips were in a single occupancy vehicle. Although this ratio satisfies 2015's AVR requirement, it will need to improve by 2017. This will be a challenge as new facilities coming on line at satellite sites will add 1,432 new parking spaces, which will act as disincentives to our efforts and make it more difficult to achieve our AVR. Another area that needs to be addressed is the use the TAP card which major transportation providers including the Big Blue Bus have adopted in recent years. Replacing the current SMC ID card system could top \$1M or more.

The parking enforcement function will be working with the SMC transportation committee to adopt a new parking permit system where the vehicle's license plate will be the permit and we can check permits on a much less labor intensive means by scanning license plates to determine whether a "permit" was paid for or issued.

Another focus of the coming year will be capitalizing on the new metro stop at 17<sup>th</sup> street to encourage SMC employees and students to use this new mode of transportation to commute to and from the college.

## Commendations

The units that oversee transportation services are commended for the following:

1. Providing the College with a leading role in the development of and participation in the ACUPCC and the creation of the Climate Action Plan.
2. Achieving a 90% participation rate by employees in survey for Average Vehicle Ridership assessment.
3. Maintaining a high ridership level for the Big Blue Bus routes that serve the College. This level has remained steady for the last three years despite a nationwide downturn.
4. Coordinating events that raise the awareness of the college community; programs such as Bike Month, Bikerowave (a cooperative bicycle maintenance program), Any Line, Any Time programs all contribute to the success of the transportation programs and the minimization of single occupant vehicle use.
5. Managing the Employee Sustainable Transportation Incentive Program for employees using alternative transportation modes.
6. Developing a replacement plan for gas-powered shuttles to clean burning CNG vehicles.
7. Maintaining shuttle service to multiple sites to ensure students can travel easily between sites facilitating their ability to take classes.
8. Providing support for intercollegiate athletic events with a limited staff.
9. Participating in institutional flex day with excellent presentations on bike program and support services.

## Recommendations for Program Strengthening

The committee recognizes the tremendous service that these three entities provide to the college community and specifically the College's students and suggests the following recommendations:

1. Develop a clear plan for increasing the College's Average Vehicle Ridership (AVR) to 1.75 persons per vehicle by November 2017 to meet Santa Monica City's target goal.
2. Work with the Office of Institutional Research to determine the best method for collecting data on shuttle usage; as well as determining the right measure of success.
3. Revise the Bicycle Park Plan to better address the bicycle-related needs of the campus.

**Program Review Chair** \_\_\_\_\_ **Date:** \_\_\_\_\_

Vicki Drake