

# **Program Review**

## **Executive Summary**

### **Art Department**

#### **Spring 2018**

#### **General Comments**

The Art Department encompasses two distinct disciplines: Art History and Studio Art Practice, the latter comprising six areas: Drawing, Painting, Sculpture and 3D Design, Ceramics, Contemporary Art Theory and Practice, and Digital Media. The Department also offers an Art Mentor program, where a select group of SMC students who have demonstrated advanced abilities and have shown serious intent are provided a professional studio environment.

The Department operates on three campuses (the Airport Arts where the Art Mentor Program and Ceramics are held, the Main Campus, and the Performing Arts Campus). The Department also manages the Pete and Susan Barrett Art Gallery which offers exhibit space for art students, photography students, Art Mentor students, faculty and professional artists.

The Art History program accounts for approximately half of the enrollments in the Department and serves a diverse student population, most of whom are not art or art history majors. The Art History program has also developed a robust online presence, providing educational opportunities that meet various student needs.

The Department engages in a number of methods to fund its programs and initiatives to improve the program. For example, the Glass Blowing program is completely self-sufficient through revenue generated by tours and its sales. Sculpture, 3D Design and Ceramics also raise funds through art sales. The faculty have also successfully pursued sabbaticals and fellowships, and has secured financial awards through the SMC Foundation with multiple Margin of Excellence grants, and, in 2016, a President's Circle Award for Innovation and Progress which allowed them to reconfigure three of the design classrooms and equip them with high quality audio and video equipment.

#### **Program Evaluation**

The female population of Art and Art history students are slightly higher than those of the general SMC population (61% and 58% respectively). Latinx students comprise the majority of students, only slightly below the 40% Latinx population for the college as a whole. African American students are slightly lower than the college wide population. The Art History program has worked to develop curriculum that encourages Latinx and African American students to enroll and succeed. While the two programs enroll fewer basic skills students as compared with the general college population, the Studio Art program notes that many students cannot read a ruler and have trouble with adding and subtracting fractions.

The program engages in ongoing SLO analysis. The Studio Art areas use a variety of SLO assessments, determined by each subprogram area. Art History faculty use essays to assess students' achievement of learning outcomes and meet twice a year to discuss how to improve student writing and student overall understanding of critical thinking and making an argument.

The Studio Art programs provided honest assessment of disconnect felt by part-time faculty, while the Art History program noted strong relationships between full- and part-time faculty.

The Studio Art program has worked to ensure that the curriculum is updated and articulated with the CSU system, resulting in an offering of an AAT degree in studio art. Looking forward, the department is also considering the greater reliance on technology in the art studio classes. They are trying to align the curriculum with the UCLA Media Arts program which has a low acceptance rate. Art History has been reticent to revise their course outlines until the two new fulltime faculty were on board as they would provide the driving force for innovation and change. The program looks forward to revamping the non-Western curriculum.

The department noted concerns about the custodial support provided to classrooms and the need for the art models pay structure to be improved. There are also facility issues impacting the Airport Campus, both in the Ceramics facility and in the hanger where the Art Mentor program is housed. The Art Studio program has also felt the impact of their former 100% AA being reduced to a 50% position; the program uses art models extensively and there have been issues with getting art models hired and in place as needed to support the studio classes that rely on them for instruction.

Long term, the Art History program feels strongly that the department should be renamed to incorporate its strand fully (i.e., the Department of Art and Art History). The Studio Art program would like to incorporate more technology into its program and have a “maker space” available to students, but both the lack of facilities and staffing for this venture may require the program to wait until the maker space currently in development for STEM programs becomes a reality.

## **Commendations**

The Art Department is commended for:

1. Developing the Art Mentor program that provides additional support to targeted art students in preparation for transfer to top-tier four year institutions.
2. Increasing the awareness of Southern California as a major art scene via the Pete and Susan Barrett Art Gallery at the Performing Arts Campus.
3. Dealing with the challenge of having a program that comprises a wide variety of “specialties” (the various art forms), at different locations.
4. Pursuing and garnering multiple SMC and external awards (Margin of Excellence, etc.) that are used to improve the programs’ offerings.
5. Ensuring that the glass blowing program is self-sustaining through its sales and using proceeds to support both the glass blowing and other 3D art mediums.
6. Working with UCLA to provide extracurricular activities such as field trip to Fowler Museum and visiting with faculty and staff of UCLA African American Studies program.
7. Aligning curriculum with Media Arts to try to improve transfer rates of SMC students.
8. Embracing equity in their teaching as evidenced by all full time AHIS faculty attending CORA Teaching men of Color, FSI, Black Minds Matter, and Ally training.
9. Reaching out to Adelante and Black Collegians to encourage enrollment of Latinx and African American students.
10. Averaging 18.5 transfers to top schools per year.
11. Having faculty very involved in the local arts community.

12. Developing a robust and growing online Art History program.

13. Starting a clay recycling program.

## Recommendations for Program Strengthening

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

1. Develop a plan to use SLO results to inform program improvements.
2. Break down multi-year objectives into objectives that can be completed and measured in one year.
3. Work with the Department's administrative assistant on scheduling models for classes.
4. Work with Sustainability Department for the Materials Recycling Program.
5. Coordinate with STEM program to get Art Studio students access to the future Maker Space that will be housed in Drescher Hall.
6. Contact the Director of ~~Learning Resources~~ Supplemental Instruction and Tutoring about getting studio students access to math tutors.
7. Develop a plan to address the problem of cleaning student art stations – students should be responsible for their own work stations.

## Recommendations for Institutional Support

1. Address the safety issues of the moveable walls used in the Arts Mentor classroom of the Airport Campus.
2. (Overarching for all programs) Address the custodial issues of instructional spaces, but ensure that students in studio art programs are responsible for cleaning their workstations.

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

Vicki Drake

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

# **Program Review**

## **Executive Summary**

### **Design Technology Department**

#### **Spring 2018**

#### **General Comments**

The Design Technology department consists of three interrelated Career Technical Education (CTE) programs: Entertainment Technology, Graphic Design and Interior Architectural Design. The department is also home to the Interaction Design (IxD) baccalaureate pilot program.

The mission of the Design Technology department is to provide an exceptional learning environment in which students can develop the knowledge, tools and skills required for careers in evolving design and media fields and/or for transfer to four- year colleges and art/design schools.

#### **Program Evaluation**

Since the last six year program review, the program/department has seen several changes in its student population. The number of female students has risen and there has been a steady increase of Latinx students, although at 8.3%, this population is still significantly lower than the Latinx population of the college. The students tend to be older and more career minded. Students tend to be assessed at college level and many already have degrees from higher education institutions (both two and four-year degrees).

Design Technology has developed, assessed and revised Student Learning Outcomes (SLOs), with the majority of sections assessed each major term. The Design Technology department has tried to standardize the formatting of course-level SLOs across all the programs to ensure that all SLOs map correctly to the Institutional Learning Outcomes. In the case of classes that require the evaluation of student work to assess the students' achievement of SLOs, the department collects samples and discusses them at the annual flex day meetings.

In addition to SLO analysis, the department also relies heavily on the advisory boards that inform the programs about industry trends. Based on feedback from the advisory board members, the department has revised its certificates and degrees and added new courses. The department also solicits feedback from its students, through an annual student survey administered at the end of each semester. The survey instrument collects students' thoughts about program and course effectiveness, scheduling preferences and technology issues.

Notable evaluation findings include the following:

- Entertainment Technology noted the precipitous decline of success rates for students enrolled in weekend classes. From a peak of 74.6% in 2013/14, the success rate has dropped to approximately 50%.
- Although the IxD program is just in its second year, the retention rate students in the first and second cohorts is very high (approximately 98%).
- Interior Architecture has seen a slow and steady rise in online enrollments.

The department is continually evolving to meet labor market needs. The Entertainment Technology, Graphic Design and Interior Architecture programs have worked on developing pathways under the LA Hi Tech initiative/Strong Workforce and will continue this work as the college moves forward with its Guided Pathways efforts.

The department has been involved in a number of notable milestones recently including the move to the CMD campus under extreme challenges such as maintaining a dual schedule due to uncertainty about the timing of the move, and the subsequent move while the building was still under construction. Despite these challenges, Fall 2017 classes were held successfully in the new location, and the department was fully involved in a celebratory grand opening which garnered both community and industry support for and interest in the programs offered at CMD.

The department is also the home of the IxD baccalaureate program. Anticipating the graduation of its first cohort in Spring 2018, the department has successfully undertaken the challenge of creating the program from scratch while successfully navigating the requirements imposed by the CCC Chancellor's Office and college's accrediting agency. Although still a pilot program with a somewhat uncertain future due to existing legislated language, the department is commended for its achievements and the college fully anticipates that the program will continue.

Department faculty are actively involved in the college community, serving on a variety of college committees, attending industry events, and remaining abreast of developments in technology, upgrading curriculum and program structures as needed to match these developments. The department has also pursued a number of collaborative efforts with other college departments such as theater arts and film production.

The department expressed concern about program expansion in a facility which, although new, has reached its full capacity. Industry recommendations for new career track certificates could be hampered by the lack of facilities availability. The department also expressed concern about the safety of the campus with an increased level of individuals who have disrupted classes.

## **Commendations**

The Design Technology program is commended for:

1. Successfully developing and implementing the pilot Interaction Design (IxD) Bachelor of Science degree and seeing the first cohort through to its imminent graduation despite numerous changes in personnel and changing requirements from the State and ACCJC regarding the program components.
2. Making clear connections between the ILOs and the programs in Design Technology.
3. Using a community education class (Software Certification) to support software maintenance costs.
4. Employing program-specific data from student surveys to compare with college-generated reports (e.g., TIMS and IR data) to determine course effectiveness.
5. Posting faculty resources and support documents on an internal share file network as well as maintaining cloud-based resources such as schedules, meeting agendas and minutes, curriculum, and surveys for all department members to access.
6. Using advisory board recommendations and results of student surveys to improve the program.

7. Developing workshops to help students attain external certifications that will help them obtain better jobs (e.g., LEED certification).
8. Achieving program growth during a period of falling enrollments.
9. Pursuing inter-/multidisciplinary involvement including Promo Pathway, Interaction Design, and Sustainable Technologies.
10. Providing an amazing amount of patience and graciousness during the prolonged construction of CMD and the subsequent move into the facility, ensuring that the campus was up and running for the Fall 2018 semester.
11. Pursuing awards such as the Chairs of Excellence and Margin of Excellence awards to support innovative strategies and projects that further enhance the students' experience.
12. Using standardized syllabi to ensure that students are provided with a consistent format, which improves comprehension of course expectations, SLOs, etc.
13. Arranging opportunities for students to publicly display their work.
14. Pursuing faculty development such as the two full time Interior Architecture Design faculty who undertook LEED training.

## Recommendations for Program Strengthening

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

14. Use data and document how evaluation and analysis of data are used to make program improvements.
15. Work with Campus Police on safety measures to ensure the safety and wellbeing of students, faculty and staff who work at the CMD campus.
16. Pursue professional development opportunities for faculty who teach online.
17. Work with Institutional Research to examine the success data for weekend students to see if both causal factors and strategies to ameliorate those factors can be identified.
18. Investigate whether additional tutoring is needed to help students in Design Technology programs succeed at a higher rate and work with **LRG Director of Supplemental Instruction and Tutoring** to develop tutoring services.
19. Consider applying for VTEA funds to replace equipment/software.
20. Consider seeking state approval for department certificates.
21. Develop strategies for continuing programs when/if LA High Tech funding ends.
22. Work with SMC's Sustainability Manager to establish contact with Ecoset Consulting, and to identify other opportunities for integrating sustainable methods into instruction and program practices.
23. Develop strategies to increase the number/percentage of traditionally underrepresented students.

## Recommendations for Institutional Support

1. Explore, with the Information Technology Department, methods for providing remote access to students.

2. Take into consideration during planning the sustainability of externally funded program and, in the case of Design Technology, consider how to continue funding IxD Project Manager when state funding ends.
3. Ensure that Design Programs are included in the technology refresh plan to ensure continued maintenance and upgrades.

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

Vicki Drake

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

# **Program Review**

## **Executive Summary**

### **Disabled Students Programs and Services**

#### **Fall 2017**

#### **General Comments**

Disabled Students Programs and Services (DSPS) is designed to ensure that students with disabilities have equal access to all programs and activities on campus. The primary goal of the department is to encourage and promote independence in students, helping them achieve their full potential.

DSPS serves over 1,800 students each year. This level is up from previous years due to changes in Title 5 and federal regulations regarding how and under what conditions students with disabilities are eligible for services. In essence, students are eligible for DSPS services if they are enrolled at SMC, have a verifiable disability, are unable to benefit from the regular programs and services offered by the college due to the current educational functional limitations of a disability, and need accommodations to mitigate these disability-related educational limitations.

DSPS is divided into seven different areas: Counseling, High Tech Training Center, Alt Media, Learning Disability Program, Acquired Brain Injury Program/Pathfinders, Deaf and Hard of Hearing Program, and ADA/504 Compliance.

- **Counseling:** DSPS counselors provide comprehensive educational, vocational, and personal counseling support services to all Santa Monica College students with documented disabilities.
- **High Tech Training Center:** The HTTC provides accommodations to DSPS students using technology to compensate for educational limitations resulting from their disabilities. The HTTC also offers computer classes as a support to help students prepare for their academic classes.
- **Alt Media:** Alternate Media refers to the acquisition of instructional materials in a format that is accessible to a student based on his/her needs.
- **Learning Disability Program:** The LDD offers appropriate accommodations and teaching compensatory study strategies.
- **Acquired Brain Injury Program/Pathfinders:** The Acquired Brain Injury Program (ABI) serves students who have had traumatic or acquired brain injuries or other non-progressive brain disorders after the age of 13. The Pathfinders program is housed at the Emeritus College, serving students who have had a stroke.
- **Deaf and Hard of Hearing (DHH) Program:** The goal of DHH is to ensure that deaf and hard of hearing students at Santa Monica College have access to effective communication in academic activities, campus events, and college community lectures.
- **ADA/504 Compliance:** the ADA/504 Compliance Officer ensures that disability-related accommodations are provided in a timely manner.

DSPS operates under both federal and state laws, particularly Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA), and the California Code of Regulations (Title 5). Recently, the ADA has been revised as the American with Disabilities Act Amendment Act of 2008



(ADAAA). As mentioned above, the changes broaden the definition of disability and increase the DSPS's responsibilities. Changes to Title 5 have also changed the conditions under which services must be provided.

The DSPS program receives both federal and state funding. Funding is always an issue due to the high cost of services required to ensure accessibility to all students. In addition to government funding, the College augments the DSPS budget with approximately \$1.5 million each year.

Students served by DSPS are primarily part-time (66.5%), and a large percentage (32%) are enrolled in basic skills classes. The student population exceeds the general SMC population in several areas including success rates in English, Basic Skills, and transferrable classes. In the last six years, the success rate of students with disabilities enrolled in transferrable classes has increased from 67.2% to 72.6%. There has been a significant increase in students who are autistic or have learning or psychological disabilities.

## **Program Evaluation**

DSPS has three SLOs that are assessed on a regular basis. Two of the SLOs are specific to all student services programs and these are assessed by all DSPS counselors who meet with students. A third, DSPS program-specific SLO was developed to address the unique aspects of the services provided by DSPS. The department discusses the assessment results and devises improvements based on those assessments during their department meetings. The program notes that they need to be more consistent in assessing all three SLOs. In addition to the departmental level SLOs, the various areas (describe above) maintain specific SLOs that are appropriate to their specific services and functions or the courses offered.

Under Title 5, DSPS is expected to maintain an advisory board and has assembled one with a wide variety of public and private representatives, including members from local K-12 districts (Santa Monica High School and Palisades) and a four-year institutions (UCLA). The Advisory Committee met for the first time last April and were presented with information about the DSPS programs and services and representatives provided valuable input on a variety of issues, including the needs of students coming in from local high schools and those transferring to four-year institutions.

DSPS faculty and staff are actively involved in the college community and throughout the state, making both internal (flex day) and statewide presentations on issues pertaining to DSPS programs, regulations, and services.

The program has responded to the recommendations made by during their last six-year program review. One of the recommendations was for additional training of faculty and staff throughout the college. Training continues to be an issue for faculty who often feel ill-equipped to respond adequately or appropriately to the needs of students with disabilities. DSPS representatives have made numerous Flex Day presentations but the attendance has been low.

The DSPS program has also effectively responded to the challenges of multiple retirements and resignations. A recent change was the establishment of an administrative position for overseeing the DSPS unit in partnership with the faculty coordinator.

Among the challenges faced by DSPS are the changing needs of students with disabilities. It is difficult to plan for how many interpreters are needed to serve hearing impaired students as that number has been impacted by students who do not use ASL, have cochlear implants or chose not to use interpreters. At the same time, the changing regulations have made it possible for students to

seek out services without the level of documentation and counseling appointment requirements that were once in place.

Another challenge is ensuring that the college is providing the accommodations requested by students and adhering to the revised requirements of ADA 504 and Title 5. Students who do not feel that their needs are being met can complain to the Office of Civil Rights, but the college maintains a 20% FTE faculty representative who works to resolve these complaints before they get to that level. Complaints about technological access are increasing and while 508 compliance is not under the purview of DSPS, DSPS works with other college departments (Distance Education, the College's web master, etc.) to ensure that the college's website is compliant and other instructional technology meets accessibility requirements. However, more training of faculty is needed as more instructional content is used that must be made accessible by all students.

The program is deservedly proud of the accolades it receives from students about the depth and breadth of services it provides to students. The college provides more counseling services than other districts provide which attracts students with disabilities to SMC.

## **Commendations**

DSPS is commended for:

1. Clearly documenting ongoing assessments of SLOs as well as developing a Program Learning Outcome specific to DSPS.
2. Ensuring disabled students have equal access to all programs and activities on campus through a variety of options (e.g., Counseling, High Tech Training Center, Alt Media, etc.).
3. Coordinating service delivery among multiple and quite varying units within DSPS.
4. Increasing the success rate of DSPS students in transferrable courses.
5. Earning a commendation from the Accreditation team for by the High Technology Center.
6. Responding to the recommendations made during the last six-year review (for example, the in-service training provided to the college).
7. Ensuring that all segments of the college, especially instructional faculty, are aware of and compliant with federal regulations.
8. Providing the post-stroke program (Pathfinders) through the Emeritus College and the increasing enrollment in the program.
9. Implementing a "same day" appointment system
10. Serving as a model agency for the state in terms of web accessibility.

## **Recommendations for Program Strengthening**

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

1. Consider widening the training provided for faculty and staff on how to respond to the accessibility needs students with disabilities by securing invitations to department meetings.
2. Deploy a training team to departments where students have made complaints to the college disciplinarian, especially when related to students with spectrum issues.
3. Work with the Wellness Center to provide referral procedures to faculty, thus equipping them with points of contact for various issues they might encounter when addressing the needs of students with mental and physical disabilities.
4. Consider expanding the Advisory Board membership to include representatives from private four-year institutions such as USC and LMU.
5. Work with Institutional Research to implement a student satisfaction survey.

6. Break down objectives into manageable pieces that are measurable and completable within one year.

### **Recommendations for Institutional Support**

1. The college needs to consider providing sufficient institutional support for 508 compliance (this is not a DSPS issues but an institutional issue).
2. When revising the Administrative Regulations, the college should ensure that the ARs related to DSPS services are done in consultation with the experts in DSPS.

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

Vicki Drake

# **Program Review**

## **Executive Summary**

### **Fashion**

### **Spring 2018**

#### **General Comments**

The Fashion Design and Fashion Merchandising program provides opportunities for its students to transfer, earn an AA degree and/or an occupational certificate in Fashion Design and Fashion Merchandising.

The program works with a variety of departments on campus in various ways:

- Producing the annual LA Mode fashion show involves students from Cosmetology, Photography, Communications, and other disciplines.
- The program works directly with the Sustainability office to incorporate various practices that reduce ecological impacts of clothing design and manufacture.
- The program enrolls many international students and works with the International Education Center.
- The “Career Closet” hosted by the Business Department is a beneficiary of the Fashion students’ work.

The program has two full-time faculty to support curriculum development and revision, working with the Advisory Board, securing partnerships with industry representatives for internships, employment, donations, etc., infusing the program with technology, producing the annual LA Mode, supporting a student club, and conducting myriad other program processes.

#### **Program Evaluation**

While female students traditionally comprise the majority of students enrolled in the program (currently 78.6%), male students have increased dramatically, over 100% since Fall 2012 (from 51 male students in F’ 2012 to 104 male students in Fall 2016). African American students are enrolled in a higher percentage compared to the general SMC population (15.2% versus 8.4%). The program has also seen an increase in basic skills students, increasing from 20.2% in 2012 to 32.8% in 2017. Over 20% of the students enrolled are international.

The program has SLOs for its courses and has focused on the SLO for FASHN 18, “Computer Aided Fashion Design and Merchandising” because this is an area that their advisory board has asked them to address. Student outcomes for all courses are

accessed via Advisory Board discussion at yearly meetings as well as through conversations with various industry representatives. Twice yearly department meetings require all faculty to bring copies of their syllabi where general SLO's are discussed and debated. Two mainstays since 2015 have been to update content to reflect professional industry standards and incorporate technology. Other methods of assessment for program improvement include job placement, advisory board comments on the quality of our students as they enter industry, comments from employers who hire our students as interns, student evaluations of faculty and student enrollment trends in each class as additional evaluation measures.

The faculty have undertaken a variety of professional development activities to improve pedagogy and opportunities for students. They have participated in Center for Teaching Excellence workshops. Various changes to the classroom and lab facilities have been undertaken, and, through contacts in industry, more internship opportunities for students have been made available. The program has also developed supplemental offerings through Continuing Education to provide a sewing "boot camp."

Looking forward, the program is considering the development of a certificate in Fashion Sustainability and a portfolio class, and the incorporation of more technology into the curriculum to address Advisory Board recommendations.

Challenges faced by the program include securing facilities to accommodate the increased emphasis on technology used in Fashion Design and Merchandising. Illustrations, patterns, and other tools of the fashion designer depend on computer generated products. Thus, the program will need access to computer labs. The program also notes the need for tutoring in writing, mathematics, and photoshop.

## **Commendations**

The Fashion program is commended for:

1. Undertaking the extraordinary effort required for the highly successful LA Mode fashion show each year.
2. Establishing essential and valuable connections with critical organizations and individuals within the Los Angeles fashion industry that result in a vibrant, useful advisory board, donations of goods and services, opportunities for internships and employment for students, and articulation agreements with other programs.
3. Engaging in outreach and collaborative projects with campus organizations such as Career Services, International Education Center, Business Dept, Guardian Scholars, Veterans' Resource Center, Black Collegians Center, and the Latino Center.
4. Integrating sustainable practices and a global focus into the curriculum in meaningful and tangible ways such as development of a Fashion Sustainability Certificate.
5. Collaborating with faculty both in the program and across the college.

6. Transforming the program into one that has industry credibility and respect.
7. Offering a Sewing Boot Camp as a means of addressing student needs.
8. Expanding and enhancing the curriculum, especially the “Merchandising” content which provides students with a comprehensive educational experience and has resulted in an increase in the number of AAs awarded from 8 in 2012/13 to 17 in 16/17.
9. Addressing the growing male student population and infusing topical focus on African American and Latino/a/x designers.
10. Infusing equity-focused actions into the program.

## **Recommendations for Program Strengthening**

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

1. Write future program review reports that respond to the question when it is being asked. The current report addresses a variety of topics in multiple places and could be simplified if the content of each answer responded solely to the prompt being asked.
2. Work with Learning Resources on providing tutoring to students.
3. Consider applying for Margin of Excellence grants through the Foundation, Perkins grants through CTE Committee, and computer lab funding requests through the Information Services Committee for computer equipment and software that has been gifted to them in recent years.

## **Recommendations for Institutional Support**

1. Recommend Fashion faculty meet with Dean of Learning Resources to discuss tutoring services needed by Fashion students.
2. Consider facility needs for program expansion.
3. (Overarching for all programs) Provide better cleanliness in labs and classrooms.
4. (Overarching for all programs) Provide better campus-wide orientation for all new faculty, especially new part-time faculty, on specific topics like the use of mProfessor and Canvas, as well as the use of attendance rosters, add codes and general procedures.
5. (Overarching for all CTE programs) Assist the program with outreach and marketing.

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

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

Vicki Drake

# Program Review

## Executive Summary

### Health Science Department

#### (Nursing)

#### Spring 2018

### General Comments

Two programs comprise the Health Sciences department: Respiratory Therapy and Nursing. These programs prepare students to become licensed health care practitioners as either respiratory therapists or registered nurses. This executive summary addresses the Nursing program and the potential expansion into other allied health areas.

The overall goal of the Santa Monica College Nursing program is to prepare Associate Degree nurses to function as caring, competent, and compassionate practitioners at an entry level of professional nursing and across a variety of care settings. At the completion of the Nursing program, the graduate is prepared to take the national licensing exam for nurses to be granted a Registered Nurse license.

The SMC associate degree nursing program meets standards and criteria of the California Board of Registered Nursing (BRN) for ongoing program approval and the Accreditation Commission for Education in Nursing (ACEN) for national program accreditation. The next BRN report will be due in fall 2018 and the next ACEN accreditation effort will take place in Fall 2022.

The program has had several grants augmenting its district funding:

- The Enrollment Growth grant and the Assessment and Retention grant ~~are annual grants awarded to the nursing program from the Chancellor's office and expire on June 29, 2018.~~ **are renewed annually to support the Nursing Program.** These grants support staffing, supervised tutoring, NLN-PAX admissions test costs, and helping to remediate students.
- Perkins funding has been granted to the program to develop gerontology classes, both noncredit and credit.
- Regional Strong Workforce, Santa Monica College's Health Sciences Department in collaboration with Los Angeles City College will pilot a certificate program designed to introduce students to the entry skills needed to work in the allied health areas.

The program has undertaken multiple initiatives designed to better serve its students:

- A Readiness and Retention Policy was formulated and implemented to prepare students to enter and remain in the program.
- Supervised Tutoring classes are offered for each medical-surgical nursing course. In the intersessions, remediation is offered to students who have been unsuccessful in one nursing course and wish to re-enter.
- Open skills lab times are available each week and the skills lab is staffed by a masters-prepared instructor.

The program is expanding its offering in several ways:

- A new Gerontology program (comprising both noncredit and credit classes) is under development and a Gerontology Advisory Committee has been formed.
- As part of the Regional Strong Workforce, the program is collaborating with Los Angeles City College to pilot a certificate program designed to introduce students to the field of Radiology.

## Program Evaluation

The Nursing Program's students differ from the general SMC population in several ways:

- Black/African-American students are underrepresented.
- White/Caucasians and Asian Pacific Islanders exceeded the average percentage of the college demographic.
- Hispanic/Latino students, while well represented, have not kept pace with the steady increase of 9.9% noted in the most recent SMC Accreditation report between 2009-2010 to 2014-2015.
- Male students may appear to be underrepresented in the nursing program, but the percentage of male students has been steadily increasing. The admitting class for spring 2018 is 30% male (n=12) which exceeds the current 10% of male registered nurses in the profession.

The Nursing program has developed student learning outcomes for its courses and all SLOs are mapped to the college's institutional learning outcomes. SLOs are assessed at the end of every theory and clinical course every semester. All five full-time faculty and many part-time faculty participate in the assessment process.

In addition to SLO assessment and feedback from their accrediting bodies, the program uses anonymous student surveys, student GPAs, job placement rates, student performance on standardized exams, the NCLEX-RN pass rates, and input from their advisory board to inform program improvement planning. The NCLEX-RN Pass Rate for first time takers exceeds the national average.

The Nursing program faculty have addressed all of the recommendations from the last six-year program review. They undertook training through the SMC Summer Institute to learn about strategies to address the needs of diverse learners, and the counselors are seeing more students through the early alert system. They also used grant funding to develop a supervised tutoring class. They also examined prerequisites for their courses, developed strategies to encourage students to pursue non-traditional employers, and sought additional funding to secure equipment and supplies for the program.

Issues noted by the program include the lack of cleanliness in the instructional environment (labs and classrooms), inadequate storage for documentation required by the accrediting agencies and clinics, the need for specialized faculty as dictated by the nursing accrediting bodies, and the need to restructure the nursing lab.

The program also noted several long-term issues and areas of expansion that will impact the program:

- Pathways from high schools and four-year institutions need to be developed to address the need for graduate students.
- The program is considering expanding the Allied Health offering to include radiation technologist, occupational therapy assistant and massage therapy. This will require additional lab/classroom space and possibility the addition of a clinical coordinator to schedule clinical placements. These additional pathways will require additional lab space.



- Declining access to clinical sites is a statewide issue and the program is looking at high fidelity simulation experiences, but this again will require additional lab space.
- Additional fulltime faculty are also a consideration as the program looks at augmenting its offering.

## Commendations

The Nursing Program is commended for:

1. Aligning the program with the mission of Santa Monica College.
2. Ensuring consistency of evaluation across course sections.
3. Helping SMC Nursing Program students to exceed the national pass rates for first-time licensure, and achieve excellent employment rates.
4. Implementing social media and webpages to market SMC's Nursing Program.
5. Addressing the recommendations from the Executive Summary from the last Six-Year Program Review.
6. Establishing partnerships with associates to baccalaureate degree nursing programs (ADN to BSN programs) and the Veteran's program.
7. Constantly updating the program with new curriculum (e.g., adding contemporary subjects such as the Quality/Safety course and integrative health non-credit courses).
8. Developing new strategies to address retention, success and the remediation needs of students, plus reinstatement programs for students who had to drop/stop out.
9. Maintaining an ongoing record of accreditation reaffirmation from multiple accrediting bodies.
10. Increasing the enrollment of male students into the program.
11. Pursuing and securing grants.
12. Participating in various professional organizations.

## Recommendations for Program Strengthening

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

1. Track how students select the SMC Nursing program (i.e., social media, websites, etc.).
2. Continue to pursue **guided** pathways development for Allied Health programs.
3. Develop strategies for increasing the number of African American and Hispanic students who pursue Nursing degrees.
4. Work with Institutional Research to develop methods for gathering data on new curriculum and other initiatives begin pursued by the program.
5. Contact Business Department to see if there are soft skills development modules that could be easily incorporated into the Nursing curriculum.
6. Continue to support the development of noncredit programs that could serve as an entry point into credit Allied Health programs.
7. Assess the impact of the supervised tutoring program and other tutoring efforts as noted in the Program Review report.

## Recommendations for Institutional Support

1. Review and revise, if necessary, the current schedule for cleaning the classrooms and shared workspaces in Bundy.
2. Support the Nursing Program's efforts to digitize required documentation, which will include investigating most efficient and cost effective methods.
3. Support, as possible, the program's investigation of simulation experiences to offset declining availability of clinical placements for students.
4. Improve custodial services at Bundy and other off-campus sites.
5. As possible, given the current operational deficit, support the program's program expansion as this may attract new student populations.

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

Vicki Drake

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

**Program Review**  
**Executive Summary**  
**Health Science Department**  
**(Respiratory Therapy)**  
**Spring 2018**

**General Comments**

Two programs comprise the Health Sciences department: Respiratory Therapy and Nursing. These programs prepare students to become licensed health care practitioners as either respiratory therapists or registered nurses. This executive summary addresses the Respiratory Therapy program.

The Respiratory Therapy program operates under a consortium with East Los Angeles College (ELAC) under which 23 students enter the SMC program and complete a majority of their second year classes at ELAC. SMC students who complete the combined program earn a certificate of completion from ELAC, and an Associate's degree from SMC.

**Program Evaluation**

An average of 90 students are enrolled in RT courses each year, although the number has ranged from a high of 173 students in Fall 2010 to 51 in Fall 2014. Females exceed male students (60% compared to 40%). Latinx students are the largest population of students (56%). The percentage of black students has fallen from 24% in fall 2012 to 4.3% in fall 2014.

The program aligns its courses to Institutional Learning Outcome 5, by making the course content relevant to the students' professional life. The program evaluates SLOs in collaboration with ELAC faculty, as required by their accreditor, Commission on Accreditation for Respiratory Care (CoARC). The program uses SLO results to make changes to its curriculum. For many of the respiratory therapy courses, the students achieve the stated SLOs by a very high percentage, well above the level required by CoARC. However, the program notes that the successful achievement of the SLOs for Respiratory Therapy 30 falls well below the expected rate (67% rather than 75%), possibly because the students do not have hands on experience with the equipment discussed in the class. The program has developed a new lab course to ameliorate this low success rate.

As noted earlier, the ECLA and SMC faculty collaborate on the evaluation of SLOs. They also work together on a variety of community events, both to raise funds for the American Lung Association and other community organizations, and to support students in need. The program notes that the relationship with ELAC has been challenging as a continual succession of leaders at ELAC has made it difficult to maintain the collaboration.

The program is informed not only through its ELAC counterparts but also by its advisory board. The advisory board has provided feedback that the program is producing well qualified graduates and has provided guidance on developing

The success of the RT program is also reflected in the success rates of its students in passing clinical examinations, retention rates (100%) and graduation rates (87%).

Because of changing rules by CoARC, the program is pursuing approval for a standalone program. However, if approved, this will require a substantial investment in instructional facilities and equipment, and the addition of a full-time faculty member. The college's pursuit of this standalone accreditation has caused a rift with the program's counterparts at ELAC.

## **Commendations**

The Respiratory Therapy program is commended for:

3. Achieving high success rates among students.
4. Working with ELAC in a new consortium to provide career training for students at lowest possible costs.
5. Applying for accreditation from the Respiratory Therapy accreditor for a separate program.
6. Achieving a high satisfaction rate among employers and graduates.
7. Meeting their objective of graduating students who can pass the TMC and CSE exams, especially with the increased first-time pass rate.

## **Recommendations for Program Strengthening**

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

1. Work with Institutional Research to disaggregate Health Sciences data.
2. Pursue the development of support labs and computer simulation software to ensure that students have "hands on" experiences with the equipment they'll use in the workplace.
3. Collaborate with other members of the Health Sciences department to capitalize on shared resources.
4. Develop short term objectives for the annual and six year program review reports.
5. Connect courses to other Institutional Learning Outcomes.
6. Examine other possible clinical partnerships outside the ELAC partnership.
7. Examine and pursue ways to mend and strengthen the partnership with ELAC.

## **What institutional support recommendations do you have for Health Sciences - Respiratory Therapy?**

1. Provide administrative leadership and support to faculty as they work with ELAC.

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

Vicki Drake

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

# **Program Review**

## **Executive Summary**

### **Human Resources**

#### **Fall 2017**

#### **General Comments**

The Office of Human Resources (Human Resources) is responsible for all academic recruitment and all employee processing and evaluation. The office oversees the administration of benefits programs for eligible employees and retirees and ensures compliance with federal and state laws covering employment and unlawful discrimination.

The office is very active in the college community, through facilitated training programs for students and employees. Human Resources staff work in conjunction with the SMC Crisis Prevention Team; participate at SMC events such as Flex Day and VIP Welcome Day; and participate on various committees such as the Professional Development Committee, DPAC, Sabbaticals, Crisis Prevention, and the Title IX Task Force. Training from external groups is also coordinated by the office including CalPERS and CalSTRS retirement planning workshops and SchoolsFirst FCU, the new 403b and 457b administrator.

#### **Program Evaluation**

The office's Unit Outcomes were listed in the format of objectives rather than unit outcomes in the traditional sense. The office is strongly urged to work with Institutional Research to develop Unit Outcomes that can be assessed and evaluated. The objectives included improved communication with SMC stakeholders, development of a staffing plan, facilitation of training and professional development goals, improvement of employee relations, and working with Campus Counsel to improve legal compliance and reduce legal expenses. The report did not detail how these specific goals were assessed and evaluated, but the report, in general, did address most of them in terms of operational activities undertaken by the office. The report indicated that Human Resources uses district-wide and individualized surveys and evaluations to assess services provided to the college community, but did not provide the results of those surveys and evaluations or interpret the results.

Human Resources responded to the recommendations made during the last six year program review. One of the institutional recommendations for program strengthening was to support efforts by Human Resources and Payroll to align record keeping and differences in leave policies. The office has undertaken this effort and is working with

Payroll on the Los Angeles County Office of Education's "Best Project" which is hoped to make processes more efficient and improve accuracy.

Human Resources is continually improving its processes in response to feedback from the field as well as to comply with federal and state mandates. For example, new federal and state requirements for Title IX compliance and Title 5 related issues have required the office to provide college-wide training and to develop new protocols and procedures. These training initiatives have extended to the college's students. Human Resources personnel spearheaded a "train the trainer" classroom educational program in which selected employees and students volunteered to be classroom facilitators to lead discussions among students. The program initially provided presentations to Counseling 20 and 11 classes but has since expanded to provide classroom training to English and Social Science classes.

Other programmatic developments and improvements undertaken by Human Resources since the last program review include collaborating on the development of an electronic time-keeping system (myTime) to meet federal and state audit requirements; upgrading faculty evaluation orientation materials; updating internal policies and procedures on unlawful discrimination and sexual misconduct; updating the EEO plan; and developing a website on diversity, inclusivity and equity.

Since the last six year program review, Human Resources has streamlined processes related to timely receipt of new hire certification, extensions of assignments, student documentation, notice to new/rehired faculty and their department chairs. Human Resources continues to work collaboratively with Financial Aid to ensure that student paperwork is complete and processed timely for pay purposes. Human Resources has also improved outreach enabled successful recruitment processes which have attracted more qualified and diverse pools of applicants both for faculty and administrative positions.

Other improvements have been made in the benefits area. The benefits team have established methods to allow all team members to view and edit records in real time and share documents. They have also implemented a record keeping system to track retiree's benefits. The team also developed a benefits procedure manual to help train new staff members and maintain consistency in the department.

Human Resources uses surveys of employees who attend workshops to make improvements in the content of future trainings. Similarly, the office uses feedback to make changes to its operations. For example, Unlawful Discrimination, Title IX and Bullying forms were amended after review procedures and soliciting user feedback.

Human Resources has developed a new professional development opportunity for employees through a grant secured from the California Community Colleges' Chancellor's Office's Institutional Effectiveness Partnership Initiative (IEPI). This \$50,000, one-time grant is being used to develop the SMC Leadership Academy. Constituents from every employee group were invited and were represented in the

Academy including academic administrators, classified managers, classified support staff, confidential support staff, campus police, full-time and part-time faculty.

In addition to enumerating additional resources (physical, technology/equipment, and human) that the Human Resources Office feels are needed to continue improving its operations, the Office of Human Resources expressed a desire to see various office functions better incorporated with the college's planning activities. This is a laudable pursuit and one that the college should champion.

However, while Human Resources is grappling with increased and ongoing demands for its services, the reality is that the continuing fiscal crisis will restrict the college's ability to provide the additional physical and human resources requested. Instead, the committee suggests that the Office of Human Resources assess what functions are absolutely necessary and consider the realignment of existing resources to provide essential operations and address increased demand for services.

## **Commendations**

The Office of Human Resources is commended for:

1. Establishing the SMC Leadership Academy through the grant awarded through the CCCCO's Institutional Effectiveness Partnership Initiative.
2. Developing programs that support diversity-focused recruitment of faculty.
3. Making changes to improve efficiencies and close gaps.
4. Partnering with IT and LACOE to develop electronic time keeping systems.
5. Expanding training offered to staff, including the creation of online modules.

## **Recommendations for Program Strengthening**

To improve its various services and programs, the Program Review Committee recommends that the Office of Human Resources:

1. Consider identifying which programs, services, and activities are priorities (for example, the development of an internship and mentor program may require significant staffing resources that are beyond current staffing levels which would be unsustainable during the college's current fiscal crisis).
2. Work with Institutional Research to develop effective unit outcomes to regularly assess, evaluate and improve the functions and operations of the office.
3. Develop a position control system to effectively track vacancies and assess the feasibility for re-deploying employee assets to fulfill needs without impacting the college's fiscal condition.
4. Pursue updates to the PeopleAdmin application tracking system.

5. Use data that is collected by Human Resources to direct program planning and improvement.
6. In the future, work with the Program Review Committee Chair and Vice Chair before submitting the Program Review report.
7. Track and use data to inform program improvements and include data-supported trends in future Program Review reports.
8. Break down objectives into manageable pieces that are measurable and completable within one year.

### **Recommendations for Institutional Support**

1. Ensure that the Office of Human Resources (its structure, staffing levels, technological resources, etc.) are considered and incorporated in institutional strategic planning efforts.
2. Support the pursuit of more diverse and qualified applicant pools.

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

Vicki Drake

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



**Program Review**  
**Executive Summary**  
**Photography**  
**Spring 2018**

**General Comments**

The Photography Program at Santa Monica College is one of the finest commercial photography programs offered at a publicly-funded institution in America, on a level with the best of the private collegiate photography programs. On average, about 1,000 students are enrolled in photography courses during each of the fall and spring semesters. The program maintains strong interdisciplinary ties with the college's Photojournalism, Theatre, Art and Graphic Design programs. It also maintains a strong presence in the professional community, with partners from a wide variety of photography studios, independent professionals, and equipment retailers and manufacturers. The program also has close community ties through its gallery showings and community education programs.

The Photography program has a two-fold mission. The first part is to provide opportunities to the general student population to develop knowledge of, and facility in, the basic skills of making photographs, as well as an appreciation of the history of this art form and insight into the visual strategies employed by photographers to communicate and to evoke responses. The second, career technical education part of its mission is to ready ongoing students for a variety of careers in commercial and editorial photography and professional support.

The program augments its district funding with CTE grants, lottery funds, SMC Foundation grants, and donations from its industry partners. Alumni of the program have tangibly expressed their appreciation for the program through donations that have funded scholarships and some operating costs.

The program highlights its students' work through an annual exhibit, now in its 39<sup>th</sup> year, and holds exhibits of alumni work biannually. The program is also one of just five schools invited to provide a display booth at "photo LA," a premier industry exhibition that showcases student work to a large number of gallery owners. The program also participates in the Getty Museum's college outreach program, providing students access to professional artists.

**Program Evaluation**

Student Population: Latinx students now make up the majority (36%) of photography students, about 4% lower than the Latinx population in general at the college. African

American students in photography reflect the same percentage as the general college population (~9%). In terms of gender, the percentage of female and male students is approximately the same as the general population. Photography students, in general, are more likely to hold a higher education degree. Basic skills students have increased from 11.5% in 2011 to 15.1% in 2018.

The program review report gave scant information about how the program uses SLO assessment to make program improvements and provided little insight into findings from other methods of assessment employed by the program. These methods include job placement, advisory board feedback on the quality of photography students as they enter industry, comments from employers who hire SMC students as interns, student evaluations of faculty and student enrollment trends in each class. However, there was no analysis of data or conclusions drawn from an analysis. In future reports, the program needs to provide some indication of how data assessment and interpretation leads to program improvements.

The report did detail how the advisory board recommendations are being addressed. Recommendations from the advisory board include the importance of skill building classes using traditional (analog) techniques, incorporating the use of motion content, and teaching medium format digital capture, and the industry standard image processing software, Capture One Pro. Another recommendation is to highlight the program's alumni in the region.

The program notes that through the use of CTE and lottery, the cost of equipment and supplies for many students has been eliminated or reduced, thus giving more students the opportunity to study this art form.

Challenges faced by the program include the deplorable state of its facilities and classrooms. Peeling paint in the photo labs and glaring, hot lights in the gallery need to be addressed in addition to the general lack of cleanliness in the classrooms and labs. As the program moves to incorporating the use of motion and sound content into its courses, editing bays and professional grade audio equipment will be required. The program also anticipates future retirements of current fulltime faculty and will need the infusion of new fulltime faculty and additional lab technicians to maintain its current level of quality instruction and services to students.

## **Commendations**

The Photography program is commended for:

1. Developing a program that is on par with the four year and prestigious private photography programs.
2. Partnering with a variety of other instructional programs to enrich the students' academic exposure with context and provide "near-real world" experiences (e.g., photographing the casts from Theatre Arts productions).
3. Providing placement opportunities for students while they are studying.

4. Maintaining ties to the profession via participation in the community and on industry boards which enable faculty to stay abreast of developments and trends in the industry.
5. Working to bridge equity gaps by finding creative ways to supply students' equipment.
6. Providing an array of "extra" services for students (e.g., arranging for free industry reviews of student portfolios, the photo LA booth, and the Getty outreach program).
7. Creating an integrated learning community involving faculty, students, board members and loyal alumni.
8. Turning a fundraising suggestion into reality and capitalizing on the enthusiasm and capacity of the Industry Advisory Board.
9. Addressing plagiarism as part of the program's ILO discussion.

### **Recommendations for Program Strengthening**

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

1. Break down objectives into manageable pieces that are clear, achievable, measurable and completable within one year.
2. Provide analysis of SLO data the ties the data results to improvements in the program.

### **Recommendations for Institutional Support**

1. (Overarching for all programs) Address cleanliness issues and need for painting in photography classrooms and labs.
2. (Overarching for all CTE programs) The institution, with leadership from CTE/WED/Academic Affairs, needs to develop a strategy to support the marketing efforts of CTE programs.

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

Vicki Drake

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

# Program Review

## Executive Summary

### Science, Technology, Engineering and Math (STEM)

#### Spring 2018

#### General Comments

The Science, Technology, Engineering and Math program and the Science and Research Initiative (SRI) have been in existence since 2011. Originally funded through a US Department of Education Title III, Hispanic Serving Institutions grant, the program has expanded over the years to include several grants as well as district funding to support its functions.

The STEM program offers outreach, professional development for faculty and staff, and strengthening academic support for students taking STEM courses. These support services include counseling, tutoring, supplemental instruction, and student mentorship.

The program also offers guidance to the principal investigators for other STEM-related grants such as the NASA Minority Undergraduate Research Education Program/Minority Community College Curriculum Improvement and National Science Foundation STEM Scholarship.

The program administrator, now the Associate Dean of Student Equity and STEM Programs, also supports equity efforts on campus. Through the Title III STEM Leadership and Learning Innovation Center (SLLIC) grant and Equity funding, 100% of the STEM office is funded with categorical funds. Staffing include one fulltime counselor, two part-time counselors, one associate dean, one student services specialist, and one half-time administrative assistant (shared with the ~~Director of Learning Resources~~ Director of Supplemental Instruction and Tutoring).

#### Program Evaluation

The STEM program has served five cohorts for a total of 751 students, exceeding the grant goals of 100 students for four years. The STEM team has addressed underserved populations in a variety of ways:

- STEM admits approximately 50% Hispanic students, but realizing that black students were not admitted at the same rate, changed some of its criteria to encourage more black students to enter the program. Of the total STEM majors at SMC, 37.8% were Hispanic and 7.7% were black in 2015.
- Another population that was underserved were female students. The STEM leadership and staff have worked hard to find resilient, academically talented female students and employ them as tutors, mentors and front desk support for the program.
- The STEM team recruited a specialist from Financial Aid to ameliorate the obstacles faced by low income students.
- The STEM staff undertook the training needed to be allies for dreamers at SMC.

The program notes that it tracks outcomes via the annual program report required by its federal grantor, and that Equity Outcomes are broader, determined by the proposals that it funds. The report

also offers a logic model for how it assesses outcomes but in future, the program should work with Institutional Research to clearly define Student Learning Outcomes and report on them.

Notable achievements include the development of two STEM-specific career planning courses, Counseling 12 (STEM Career Planning) and Counseling 15 (STEM Job Search Strategies). The program has supported Supplemental Instruction for STEM courses, resulting in higher success rates for sections that offered S/I compared with those that did not. The program also offered students summer workshops in math and other STEM disciplines. The program also sponsored equity proposals that resulted in science related bootcamps for underserved populations, which earned statewide recognition for the overwhelmingly positive results they achieved.

The gains achieved by the SRI/STEM program include a 3.5% increase in enrollment in STEM courses and declared STEM majors over four years with the biggest increases among Black and Hispanic students (+3.8%). Black and Hispanic students represent 45% of all STEM majors at SMC.

Looking to the future, the new 2016-2021 Title III HSI-STEM grant (SLLIC) will support the expansion of applied engineering and other courses (art, bike repair, etc.) by establishing a makerspace equipped with a computer lab that runs SolidWorks (Computer Aided Design Software), a 3-D printer, a laser cutter, and other electrical equipment. District support for demolition and student-use equipment (desks, white boards, shelving) will be needed as well as staff to oversee the makerspace operation. In addition, the program is 100% grant funded and maintenance of institutionalized aspects of the program need to be considered. In a related vein, the huge success of Engineering classes developed by the single fulltime engineering faculty member has may require additional fulltime faculty support if the enrollment demand continues to grow and support it.

Additionally, the integrated planning (student equity, SSSP and BSI categorical funds) and guided pathways will influence the way in which the college promotes STEM pathways to traditionally underrepresented students. It will be necessary for SMC leaders to infuse equity into these discussions as we move the college forward on these initiatives.

## **Commendations**

The STEM program is commended for:

1. Leveraging multiple resources to provide a variety of support to SMC's STEM students.
2. Empowering underrepresented and disadvantaged students to pursue careers in STEM through all the support services offered.
3. Exceeding the grant expectations for the number of students served by the Title III STEM cohort grant.
4. Identifying ways to encourage more students to participate in the programs by examining the barriers to success and fixing them (e.g., eliminating the minimum GPA and lowering the math requirement, and bringing in a financial aid specialist to help low-income students).
5. Increasing the students pursuing STEM majors (up to 13.3% in F'15 from 9.8% in F'11).
6. Partnering with UCLA to provide research experiences to students.

## **Recommendations for Program Strengthening**

1. To improve its various services and programs, the Program Review Committee recommends that STEM clearly articulate their Unit Outcomes and/or Program Learning Outcomes.

## Recommendations for Institutional Support

1. The institution needs to consider the operational costs of engineering related facilities (equipment maintenance and upgrades, staffing, etc.) when expanding the Engineering curriculum to ensure that the FTES generation supports its expansion.
2. The institution needs to address how it will support the maker space (materials, equipment and staffing) when it comes online and ensure that the facility is open to multiple disciplines.
3. The Institution needs to address how it will institutionalize the STEM program to sustain the improvements in STEM-related instructional programs and the success of the students involved in the program.

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

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

Vicki Drake

# **Program Review**

## **Executive Summary**

### **Veterans Resource Center (VRC)**

#### **Spring 2018**

#### **General Comments**

The mission of the Veterans Resource Center is to assist veterans in making a seamless transition to civilian life after serving in the military, to successfully acclimate them to academia and to remove barriers that student veterans face by providing transition support. The program provides students who are veterans with myriad services including counseling; book loans; emergency relief funds; laptop loans; math tutoring; food pantry services; wellness counseling; Veterans Administration Work-Study opportunities; access to a computer lab; access to a lounge and study room; and a section of Counseling 20 focused on the needs of veterans.

The VRC's main responsibilities is to ensure that veterans receiving benefits are compliant with Veterans Administration regulations. As a result of the efficiency of the VRC certifying officials, the Veteran's Administration's audit concluded that there were no discrepancies, and commended the VRC for doing such a great job administering the program.

The program has received funding from a US Department of Education FIPSE grant that ended in 2013, a Ralph M. Parsons' grant that ended in June 2015, and funding from the American Legion that ended in 2013. It currently receives Equity funding.

#### **Program Evaluation**

The total number of veterans enrolled at SMC has fallen from a high of 653 in fall 2013 to 603 in 2016. In 2011, the largest percentage of veteran students were white (35%). This number has fallen to 29% in 2016. Latinx veteran students have increased since the last program review, from 29% in 2011 to 36% in 2016. African American veteran students have decreased from 19.5% to 14.8% in 2016. American Indian (<1%) and Asian/Pacific Islander (~13%) rates have remained fairly steady.

The VRC does not track SLOs unique to its program but instead uses the Counseling SLOs. SLOs are assessed by VRC counselors following each counseling session. Other methods of evaluation include objectives defined for the FIPSE and Parsons' grants. These grants allowed the program to expand its efforts on behalf of veteran students and increase their success rates and helped increase awareness of veteran students needs among faculty and counselors. Changes made based on assessment results include improving how the VRC disseminates information to its clients, ensuring that students are geared toward transfer while simultaneously obtaining an associates degree, and bringing several veteran-serving institutions to the college.

The program addressed the recommendations made during the 2011 program review but admits that they could improve their use of SLO data for program strengthening, and that data collection could be improved. They plan to work with Institutional Research to make these improvements. Other recommendations addressed include the development of strategies for reaching out to students who are veterans but who do not use the VRC's resources, increasing veteran students' resilience through

engagement and integration with the college community, and seeking additional funding through the FIPSE, Parsons' and American Legions grants.

VRC staff are very involved with veterans' organizations: a previous faculty leader volunteered at the Veterans Administration's PTSD Outpatient Services Team (POST); the Parsons' grant manager was active in Team Red White and Blue, whose mission is to enrich the lives of America's veterans; and the program established the VRC Community Advisory Board to help support the program's goals. In addition, the VRC has a long-standing relationship with the American Legion, post 283, which awarded two \$3,000 scholarships to students.

The program is looking to finding expanded facilities when room becomes available after other campus functions move to the new Student Services building. They are also looking to replace four-year old computers and add to their bank of computers but as all college computer assets are on the college's Technology Replacement Plan which calls for regularly scheduled replacement of all computers, they will need to wait until their scheduled replacement comes up.

Another impact to the program may be realized through the implementation of HR 2108 which extends the Post 9/11 GI bill. This could result in additional veterans seeking services through the VRC.

Looking to the future, the VRC program would like to elevate the caliber of services it provides to student veterans by:

- Creating a Peer to Peer mentoring program facilitated by the VRC faculty leader and co-facilitated by peers;
- Providing sensitivity training for college personnel on military culture and the challenges faced by veterans, post-deployment;
- Hosting VA healthcare events;
- Expanding college tours to four-year colleges/universities; and
- Creating a campus work group that spans departments

## **Commendations**

The Veterans Resource Center is commended for:

13. Developing an impressive and comprehensive program of services and resources to meet the needs of returning veterans.
14. Engaging in extensive outreach to community organizations with considerable success in acquiring funding and support for veterans.
15. Working with the veterans to ensure their benefits received are in compliance with Veterans Administration regulations.
16. Earning a commendation from the Veterans Administration's Education Compliance Survey Specialist in recognition of the efficiency of the Veterans Resource Center's certifying officials.
17. Building relationships with the American Legion, Veterans Administration and funding agencies.
18. Earning recognition as a 2010 State and National level as a center of excellence for developing programs and services that focus on Veteran's needs.
19. Securing additional funding via grants.



20. Providing a variety of services provided to veterans.
21. Employing a variety of methods for attracting various subpopulations of veterans.

## Recommendations for Program Strengthening

To improve its various services and programs, the Program Review Committee recommends that Veterans Resource Center:

1. Better define their facilities needs and begin dialogue with facilities planning to ensure they have an adequate facility in anticipation of the eventual demolition of the LA building in 2020.
2. Develop a plan to address potential upticks in the veteran student population as a result of HR2108 and possible reductions in deployed troops overseas.
3. Strengthen SLOs/develop UOs that are specific to program and work with Institutional Research to improve data collection and analysis techniques.
4. Incorporate student success data **as** a means of evaluating program effectiveness.
5. Increase awareness of the program with faculty (e.g., provide workshops to faculty to help them become aware of veteran students' needs and how to serve veterans in the classroom; give presentations to the Dept Chairs and Senate meetings).
6. Survey the veteran student population periodically to see what outreach methods are working.
7. Work with Information Technology and Admissions to get a list of students who are veterans so that they can access services.
8. Submit a request to Information Services Committee for additional computers or seek funding through ~~the SMC Foundation's Margin of Excellence program.~~ **alternative options.**
9. Continue to strengthen collaboration with other college services (e.g., book vouchers for veteran students).
10. Stabilize the VRC leadership (following the retirement of two faculty leaders).

## Recommendations for Institutional Support

8. Identify appropriate space for the Veterans Resource Center once space is freed up by organizations moving into to the student services building.

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

Vicki Drake

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