Program Review

Executive Summary

Cosmetology Program

Spring 2019

Program Overview

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

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

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

Program Evaluation

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

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

The program meets regularly with an advisory board and incorporates their suggestions for program improvement, including the development of the barbering program and including more emphasis on professionalism in the workforce and helping students effectively interact with clientele.

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

businesses. The program is also developing additional online course content and is seeking ways to effectively market the program to attract more students.

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

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

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

Commendations

The Cosmetology Department is commended for:

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

Recommendations for Program Strengthening

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

1. Work with Institutional Research and a data coach to identify and address equity gaps within specific student groups.
2. Develop objectives to address gender gaps in student success.
3. Consider strategies for attracting and supporting fulltime students.
4. Develop an online version of the salon business curriculum and market it to independent cosmetologists.
5. Explore more efficient ways to collect state-mandated data and track students' hours, including the use of mechanized and computer-based collection systems.

Recommendations for Institutional Support

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

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

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

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

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

Program Review Chair_____   Date:_____
                                 Vicki Drake

Program Review

Executive Summary

Counseling

Spring 2019

Program Overview

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

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

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

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

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

Program Evaluation

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

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

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

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

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

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

Commendations

The Counseling Department is commended for:

1. Maintaining a solid commitment to implementing Equity and Guided Pathways.
2. Ensuring that students can count on seeing a counselor who is fully versed in all aspects of counseling.
3. Developing and delivering a wide variety of workshops delivered in equally diverse settings.
4. Developing effective programs that have helped participating African-American/Black students to complete their associate degrees more than two times earlier than students who don't participate.
5. Using Online Educational Resources (OER) instead of customized textbooks for Counseling 20 courses.
6. Collaborating with Admissions and MIS to create a pre-evaluation system for students with transcripts from other institutions (MyCap).
7. Working with universities to develop and coordinate collaborative transfer programs (such as TAGS)
8. Working to re-envision how Counseling will provide its services around the adopted seven "Areas of Interest."

9. Providing a more 'holistic' service to the students that addresses not only educating students about degree and transfer programs, but also addresses financial need (including homelessness and food insecurity) as well as personal/familial issues.

10. Helping probationary students return to good standing.

11. Developing innovative effective strategies such as the Counselor to Counselor meetings with SAMOHI counselors and the Counselor Internship Program.

Recommendations for Program Strengthening

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

1. Implement the "Area of Interest" focused counseling services to ensure that students can access area of interest and pathway program counseling anywhere within the department.

2. Continue to explore ways to improve online counseling services.

3. Make use of Online Education Resources (OER) for Counseling 20 classes and other counseling classes, as applicable.

Program Review Chair⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯   Date:⎯⎯⎯⎯⎯⎯⎯⎯⎯

Vicki Drake

Program Review

Executive Summary

English as a Second Language

Spring 2019

Program Overview

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

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

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

In addition to internal collaboration among its faculty on SLO assessment, common mid-term and final examinations, norming/grading sessions, and text book reviews, the ESL faculty also collaborate with departments across the college. For example, the department works with the English Department on issues related to ESL students who want to challenge their ESL 21A placement, and with the IEC counselors to ensure availability of classes and concerns about individual students. The department faculty have worked with instructional assistants in the Humanities Tutoring Center regarding the specific needs of ESL students, and developed a program with the Modern Languages and Cultures department on a program where ESL students practice their language skills with native English speakers studying languages other than English. The credit program has also developed a number of clubs for students.

Faculty have also been proactive in working with ESL programs at other colleges with regard to the implementation of AB705, and have invited representatives from other colleges to attend guest

lectures by department faculty and administrators from UCLA and UCSB on the needs of ESL students at the upper division level.

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

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

Program Evaluation

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

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

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

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

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

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

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

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

Commendations

The English as a Second Language Program is commended for:

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

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

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

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

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

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

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

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

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

Recommendations for Program Strengthening

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

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

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

3. Build functional connections with the International Education Program.

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

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

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

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

Recommendations for Institutional Support

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

2. Complete facility renovations on the current ESL bungalows.

Program Review Chair   Date:_____

Vicki Drake

Program Review

Executive Summary

Events and Facilities Scheduling/Madison Project

Fall 2018

Program Review

The Facilities Programming Department is a blanket for two distinct operations: Facilities Programming Services and Theater Management Services.

- Facilities Programming Services (FPS) coordinates and schedules non-instructional uses of SMC facilities through the Event Management System (EMS) platform.

- Theater Management Services (TMS) provides technical support for non-instructional uses and special events and recovers labor costs and facility use fees from external users on an as-available basis. TMS manages and operates the performance spaces that comprise the SMC Performing Arts Center: the Broad Stage, Edye Second Space, and East Wing Music Hall. It also provides technical production support for the SMC non-profit, Madison Project (dba The Broad Stage).

Program Evaluation

The FPS and TMS serve the entire college community when facilities are sought for activities and events that are outside of the typically scheduled class usage. This includes, for example, providing scheduling and technical support to the Music and Dance programs and Emeritus College when they have student performances at the Broad or other PAC venues; all campus functions (VIP welcome day, graduation, Nursing Program pinning ceremonies, Athletics events, student clubs; speakers events, etc.); KCRW festivals and events; the list goes on and on.

These functions also support external users of SMC facilities who rent or use SMC facilities. Using the EMS platform, external users can rent facilities (as is the case, for example, when movie studios want to film on campus or Barker Hanger events want to rent our parking lots). Other external community users want simply to hold meetings in our classrooms when they are available. The TMS also supports enrichment to the external community through Planetarium shows both for the public and provided to K-12 students.

Revenue generated from outside rentals is used to support the college (although the report fails to provide information as to how much revenue is generated and where it is allocated for support).

Since the last review, the Facilities Planning function has seen a large increase in the use of the PAC facility, as it now includes the Broad Stage and the PAC East Wing concert hall.

Objectives addressed over the last year include improving user navigation of the EMS platform, making it easier for users to understand how to submit requests; limiting administrative submittal access to the EMS platform to ensure better continuity of program documentation. The program notes that an objective to better integrate the EMS platform with the Facilities work order system still needs to take place as this disconnect often results in a last-minute scramble if requestors have not ensured that needed custodial, security or technical support is requested and secured.

The program proposed the same objectives for the following year as many were still in progress. Ideally, objectives should be attainable within one reporting year and thus show momentum in accomplishing improvements.

Commendations

Facilities Planning and Events Management are commended for:

1. Supporting Dance and Music programs for their student performances.
2. Providing support for events conducted throughout the entire campus community (Bundy, CMD, Emeritus, in addition to the main campus), especially during "event heavy" times like the end of the school year (multiple graduation and program specific celebrations, retirement, etc.).
3. Contributing to the college's reputation as a world leader, in this case as the parent of the Broad Stage which is developing a world class reputation.

Recommendations for Program Strengthening

To improve its various services and programs, the Program Review Committee recommends that Events and Facilities Planning:

1. Ensure that the next six-year program review has sufficient detail to help the committee assess the operation's commitment to continuous quality improvement and include data to justify statements made in the report.
2. Address the committee recommendations made in the 2012/13 report and for this current (2018/19) program review report in the next comprehensive program review report (2024/25).
3. Ensure that all objectives are addressed, including those that were found to be no longer applicable or did not prove useful/feasible.
4. Ensure that objectives are achievable within a one-year timespan to avoid simply continuing the same objective year after year.
5. Address the Madison Project in future program review reports.
6. Provide data regarding revenue and budget.
7. Develop useable Unit Outcomes for ongoing assessment of the program and ensure that assessment activities inform program improvements.

Program Review Chair_____ Date:_____
                            Vicki Drake

Executive Summary
Latino Center/Adelante Program
Fall 2018

Program Overview

The Latino Center is a counseling service dedicated to promoting and encouraging the academic and personal growth of Latino students. The Center provides a wide variety of support services, including bilingual counseling, Math and English tutoring, workshops on a variety of topics, including those culturally relevant to the Latino community. Augmenting these services, the Adelante Program supports the academic achievement and personal growth of the students by offering classes that highlight the Latinx culture and underrepresented student experience within the course subject.

Although there are over 12,000 Latinx students attending the college, the program served 831 unduplicated students who visited the Latino Center in Fall 2017, an increase of approximately 10% over the 764 served in Fall 2012. The Adelante Program currently has 895 students enrolled, down from 1,245 in 2012. The percentage of male and female students has remained fairly constant over the last six years (approximately 64% female, 37% male). A majority of students served are younger than 25 but the percentage of students who are between 25 – 29 years old has increased, while those 19 and younger has decreased.

While the overwhelming percent of students served are Latinx, the program serves students representing other ethnic populations. As mentioned, more females participate than males which is true for similar programs throughout the state and for Black Collegians, a program that targets student support services and academic programs to African American students. The program has initiated special orientations, outreach activities and services for male students.

The Latino Center's funding comes from the district and is augmented with funding from the SSSP and Equity grants.

Program Evaluation

SLOs have been used by the program sporadically over the last six years. There have been 30 – 100 assessments for each SLO since Fall 2013. The SLOs comprised three questions to be asked of students after a counseling session but this method of assessment has not proven useful and counseling staff found that there was no time between appointments to input this data. The program has switched to unit outcomes as they feel it reflects a better method for assessing the program and identifying areas for improvement. The program uses other means of assessment including Institutional Research data and reports, and student surveys to assess the program. They will also be participating in the larger, counseling-wide survey of students to identify areas where they can improve services.

As a result of the programs' assessments, the Latino Center/Adelante program has instituted several program improvements:
- A psychologist was hired on as a part-time counselor in late Fall 2015, to address students' needs for culturally responsive psychological support.
- A group workshop and online orientation was developed for Adelante students on probation.
- A one day Adelante orientation for students and their parents was developed for incoming students.

Other program features implemented since the last program review include:

- John Adams Middle School Mentor Program ("Brother to Brother" (B2B) and "Sister to Sister" (S2S) pair male and female student volunteers from the Black Collegians and Adelante Programs with male and female 7th and 8th graders from John Adams Middle (JAMS). An overarching goal is to expose middle school students to positive male and female role models and demystify the "college world" for them from the perspective of a student of similar ethnic, racial, educational, and/or economic backgrounds.
- Men of Color Mentoring: this program pairs men of color who are employees of the college with male students from the Black Collegians and Adelante Programs. The objective is to support the development of positive relationships between male college students and role.
- StudentLingo is a platform of online student success workshops that address personal, academic, and career goals topics.

The program has reached its limit for serving students. Non-participating students are dropped from the program, but there are more students seeking services than can be accommodated by the current staffing levels. Thus, the number of students served by the program is far below the general Latinx population of the program. SMC is a "Hispanic Serving Institution" but is close to having 50% Latinx population. Given physical, fiscal and human resources limitations, the program should consider how it serves all Latinx students or target its services to ensure that unmet needs of Latinx students are addressed.

The Latino Center has largely addressed the recommendations of made during the last program review. Some recommendations were not addressed either because Institutional Research provided alternative ways to address the recommendation or because programs/processes addressed in the recommendation had become obsolete or ended. Improvements include updating the website to ensure ADA compliance, developing online student success workshops with funding from the GRIT initiative, and working with Institutional Research to ensure that that the program's annual objectives are measurable, and working with Institutional Research on a number of projects to assess the program's effect on student success.

Commendations

The Latino Center is commended for:

1. Using data to support program goals, outcomes.
2. Offering a vast network of support services to Latino students; geared toward their specific educational needs.
3. Planning, implementing, assessing and improving innovative services and programs that respond to student needs and student success.
4. Working closely with Institutional Research on analysis of data collected, following best practices for student services programs.
5. Staying involved and collaborating with the larger college community to reach out to all student populations.
6. Ensuring that cultural nuances of the student population served are identified and respected.
7. Developing programs not just for students and prospective students, but also for their families.

Recommendations for Program Strengthening

To improve its various services and programs, the Program Review Committee recommends that the Latino Center/Adelante program:

1. Consider using student workers who have graphic design backgrounds to update marketing materials.
2. Ensure that program evaluation processes focus on and result in improvement of the program by improving the assessment of SLOs and document how SLOs are actively used to improve the program.
3. Develop and implement (assess and use results for program improvement) Unit Outcomes.
4. Use Tableau to assess the success of students who access Latino Center/Adelante services.
5. Consider the program's role in shaping the institution as a Hispanic *Serving* (not just enrolling) institution as the college moves closer to having a 50% Latinx population; i.e., consider how the program might change its mission to ensure that *all* Latinx students are served or target program services to ensure that students truly in need are supported.
6. Consider the efficacy of spending $9,000 on Student Lingo for workshops, given the relatively small number of students accessing it or whether this service might be scaled to serve all students.

Recommendations for Institutional Support

1. Solve the "technical difficulties" associated with the WebExtender system that prevents counselors from accessing student files.
2. Facilitate the program's subscription to the View Sign-In software to track program participants and fulfillment of program requirements or some other software that will serve the purpose.
3. Reflect on what Hispanic/Latinx serving means for the institution and fund services accordingly to integrate and institutionalize culturally relevant and value-added benefits of the existing Latino Center into all services provided to students.
4. Assist programs for special populations to bring their services to scale, thus ensuring that all students are afforded the services.

Program Review Chair_____   Date:_____
                              Vicki Drake

Program Review

Executive Summary

Life Sciences

Spring 2019

Program Overview

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

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

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

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

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

Program Evaluation

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

The program also uses enrollment trends, success rates, course grade distributions, retention and additional data from TIMS reports to identify program improvement needs and solutions. Since the

last program review, the department has seen major improvements due to prerequisite enforcement in many of its courses. Anatomy 1 is an exception, retention and success rates are lower than for other courses in the allied health series, despite the enforcement of an English 1 prerequisite.

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

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

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

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

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

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

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

Commendations

Life Sciences is commended for:

4. Seeking funding to improve or upgrade equipment in the labs to create effective learning experiences for students.

5. Recognizing the collaborative nature of science and implementing a peer review process in Canvas to assist students in the writing of journal-style laboratory reports.

6. Developing Nutrition 8, the first lab course in Nutrition that allows students to fulfill a requirement that is not widely offered at area community colleges.

7. Developing the Nutrition AS-T degree.

8. Providing students with field studies and research classes that help students develop field research experiences.

9. Developing strategies to address the extremely broad range of skill sets of the students.

10. Assessing SLOs for every course, every semester, in a variety of ways.

11. Developing departmentally adopted lab manuals that allow students to transition between classes smoothly.

12. Adopting OER material when possible.

13. Using innovative learning strategies like Kahoot and Jeopardy Lab for course review.

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

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

Recommendations for Program Strengthening

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

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

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

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

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

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

Recommendations for Institutional Support

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

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

Program Review Chair_____   Date:_____
Vicki Drake

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Program Review
Executive Summary
Ombuds Office
Fall 2018

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Program Overview

The Ombuds office serves as an informal and confidential service that helps students who are facing problems on campus by finding productive ways to solve their problems or have their concerns addressed. The office accomplishes this by mediating problems between students and faculty, explaining college policies to students, or helping faculty develop approaches to preventing potential problems or solving current classroom problems. The Ombuds office is not an official office of complaint for the college, and does not take part in any formal complaint processes, such as grade appeal or Honor Council hearings.

Serving all students at SMC, the Ombuds office supports the mission of SMC by serving all of its diverse population and supporting each individual as a unique member of the community. The office seeks to improve communication, foster collegiality, and promote fair and equitable practices in the classroom and across campus.

The Ombuds office adheres to the International Ombuds Association Standards of Practice. The Ombuds Office has neither a tracking system nor a confidential appointment system, and, because of the confidential and informal nature of its service, does not keep records other than number of contacts and reason for visit.

Program Evaluation

Since the last program review, the Ombuds office has noticed an increase in the number of faculty consultations and, anecdotally, an increase in the number of distance education students and students with learning disabilities who seek assistance from the office. The number of student consultations has also increased, from 346 in 2011/12 to 404 in 2017/18.

The majority of cases seen deal with grade concerns (43%) and instructor conduct, but the Ombuds also consult with students (and faculty) on a variety of such as Title IX compliance, cheating allegations, discrimination, disabled student services, distance education issues, financial aid, and college policies, and faculty consultations.

The Ombuds office has traditionally tracked Student Learning Outcomes to identify where program improvements could be made, but due to issues of confidentiality and the unique nature of each student's situation, the office has decided that Unit Outcomes would be more useful and has developed three UOs to track in future program review cycles. Moving forward, the office plans to use these UOs to assess how students hear about the services, how they access the services, and when they utilize the services. This information will help improve the Ombuds office by tailoring marketing, ensuring that hours coincide with when students are able to access services, and improve communication with students.

Other means of assessment include regular meetings between the Ombuds staff to review cases, actions taken and reflect on handling future cases of a similar nature. They also attend the California Caucus of College and University Ombuds, which provided the Ombuds with insight into how to improve the office's services and practices, but funding for future conferences is problematic as they don't have a budget for professional development.

Since the last program review, the Ombuds office has instituted several program improvements, including implementing an online, confidential appointment system; Ombuds participate on the Care and Prevention Team, present at VIP Welcome Day events; and increase outreach through a brochure and materials presented on televised monitors throughout the campus.

In terms of staffing and infrastructure, the Ombuds office reports that the current staffing level (two faculty members for 18 hours per week during fall and spring, plus 30 hours in summer/winter) is not sufficient to serve online students. Infrastructure needs include a new office (when the Letters and Sciences building is demolished in 2020), and basic office equipment (printer), and, as more online students want to access Ombuds services, computers with capability to support online communication (e.g., zoom meetings, microphones, etc.).

Commendations

The Ombuds' Office is commended for:

1. Handling student issues with professionalism and commitment to confidentiality.
2. Aligning their operations/goals with the college's Institutional Learning Outcomes.
3. Focusing attention on the well-being of the whole student and for helping students gain a better understanding of SMC processes, thus helping them to expand their problem-solving skills.
4. Working within the resources they have.
5. Recognizing that UOs are probably a better measure of what they do.
6. Outreaching to students and their parents during VIP welcome day and to the general SMC staff/faculty through flex days.
7. Developing specific outreach strategies (e.g., the flyer).

Recommendations for Program Strengthening

To improve its various services and programs, the Program Review Committee recommends that the Ombuds' office:

1. Provide an annual written report to the Vice-Presidents of Academic and Student Affairs that shares with them the trends that are emerging, and where education of faculty and staff regarding district policies and applicable laws might be needed.
2. Explore ways to fund attendance at the Ombuds' annual conference.
3. Work with the Office of Institutional Research to develop meaningful ways to measure the new UOs.
4. Conduct periodic workshops/presentations to students on topics such as "how to avoid a grade appeal," to help students understand what constitutes a realistic basis for a grade appeal.
5. Consider doing a panel discussion/presentation at a future flex day/opening day on the non-equity minded polices that show up on syllabi.

Recommendations for Institutional Support

1. Ensure that the Ombuds office has an appropriate office in close proximity to the Student Services Building, if not in the Student Services Building itself.
2. Establish a home department, or member of senior administration from whom the Ombuds office can seek support. (According to the report, the Ombuds office shouldn't *report* to any SMC organization but they should be able to seek support from a "home" department or a member of the college's senior staff.)
3. Establish a budget for the Ombuds function (beyond the 18 hours of release time) that will allow them to go to conferences and support small infrastructure issues such as a printer.
4. Consider adding an Ombuds presentation as part of the orientation for part-time and new full-time faculty.

Program Review Chair_____   Date:_____

                    Vicki Drake

Program Review

Executive Summary

Pico Promise Program

Spring 2019

Program Overview

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

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

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

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

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

Program Evaluation

The number of students participating in the program has varied over the years. In the 2017/18 year, there were 57 participants. The demographic breakdown of the program participants reveals that the percentage of male and female students mirrors that of the college, but in terms of ethnicities, Latinx students participate at a much higher rate than the college's overall population while fewer Asian Pacific Islander and White students participate, compared to the overall college demographic. An overwhelming majority (97%) of the students in the program are under the age of 25, due largely to the requirements of the grant. All students are California residents, and a few have been identified as AB540 students.

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

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

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

The program was unable to address many of the recommendations from the last six-year review due to the significant changes in the scope of the program and the agreement with the City of Santa Monica. The program would like to see student success data stabilize without such large fluctuations and see improvements in closing the equity gaps identified.

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

Commendations

The Pico Promise Program is commended for:

1. Creating and implementing a student satisfaction survey and using the information to improve the program.

2. Being responsive to student feedback.

3. Reaching out and engaging Santa Monica's underserved and underrepresented youth residing in close proximity to college and supporting them in pursuing post-secondary education.

4. Broadening their outreach to serve more students (rather than limiting themselves to just transfer-oriented students).

5. Creating a safe and nurturing educational environment for at-risk youth in the community.

6. Expanding program services to including tutoring and meal vouchers.

7. Adapting to change.

8. Setting up a MOU with Family Services in Santa Monica to provide additional case management and mental health resources for identified youth in the program.

9. Creating a program with a holistic and comprehensive approach to helping students acquire the skills to be successful while pursuing their educational goals.

10. Adhering to the intent of the program and implementation of active steps to achieve the goals of the program, specifically with regard to increasing the number of students served from the Pico Neighborhood.

Recommendations for Program Strengthening

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

1. Implement the activities identified in the report designed to improve and stabilize student success data.

2. Consider equity gaps among student groups within the program.

3. Consider collaborating with Young Collegians program.

Program Review Chair_____   Date:_____
                              Vicki Drake

Program Review

Executive Summary

Sustainability Program/
Center for Environmental and Urban Studies (CEUS)

Spring 2019

General Comments

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

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

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

Commendations

The Sustainability Program is commended for:

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

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

3. For taking on management of the recycling program.

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

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

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

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

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

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

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

Recommendations for Program Strengthening

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

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

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

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

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

Recommendations for Institutional Support

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

Program Review Chair_____   Date:_____
                            Vicki Drake

Program Review

Executive Summary

Transfer/Articulation

Spring 2019

Program Review

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

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

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

Program Evaluation

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

This is the first six-year program review where the Transfer/Articulation functions are reported separately from the Counseling Department's overall report. Thus, there is no historical SLO or UO data for longitudinal comparison. However, the Transfer Support Services program has developed three unit outcomes to assess its effectiveness and implement improvements. Two of the UOs are assessed via a one page, five question Transfer Workshop Feedback form, and the third is assessed via an online survey mailed to students who interacted with the Completion Counselor. In the case of the former, the data collected were reviewed and discussed by the department and informed planning and delivery of subsequent transfer workshops. In the case of the third UO, the survey information was used to improve the services provided by the Completion Counselor.

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

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

Commendations

The Transfer/Articulation Program is commended for:

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

Recommendations for Program Strengthening

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

1. Explore ways to increase the percentage of African American students represented at transfer workshops.
2. Ensure that new counselors are trained on transcript evaluation methods.
3. Work with other special programs on campus (e.g., EOPS, Outreach) to more aggressively promote the creation of Transfer Admission Planner (TAP) accounts for students interested in transferring to the UC system.
4. Continue working toward the implementation of Areas of Interest Care Teams that will provide guidance and support to students.

Program Review Chair_____   Date:_____
                        Vicki Drake